

Reading

The Reading Education master's program (M.A.Ed.) prepares teachers to serve as reading specialists and to improve their classroom skills in teaching and coaching for reading. Reading candidates will receive in-depth knowledge of reading pedagogy and implementation during their program. The reading candidates participate in extensive work with children/students in diverse groupings and settings. A portfolio of professional development in reading is completed by the end of the program.

For detailed information regarding admission requirements for the School of Education and Human Sciences graduate programs, please visit the Admissions Requirements website at <https://www.uab.edu/education/student-services/admission-requirements>.

Reading Specialist Certification

The Graduate Non-Degree Reading Specialist Program requires a minimum of 36 credit hours.

Requirements	Hours
EEC 621 Teaching Language Arts P-12	3
EESL 640 Teaching New Languages Through Reading and Writing ¹	3
EDR 600 Disciplinary Literacy P-12	3
EDR 650 Teaching Reading P-12	3
EDR 653 Literature for Grades P-12	3
EDR 655 Reading Assessment and Evaluation	3
EDR 659 Research and Problems in Reading	3
ECY 600 Introduction to Exceptional Learner ²	3
EPR 594 Introduction to Educational Research Design	3
EDR 654 Dyslexia Research, Education & Advocacy	3
EDC 695 Coaching for Effective Instruction	3
EDR 690 Internship in Reading	3
Total Hours	36

¹ Approved diversity course

² Not required if previously completed

Master of Arts in Education in Reading Education

The M.A.Ed. in Reading Education degree for the Reading Specialist program requires a minimum of 36 hours. A minimum GPA of 3.25 is required.

Requirements	Hours
EEC 621 Teaching Language Arts P-12	3
EESL 640 Teaching New Languages Through Reading and Writing ¹	3
EDR 600 Disciplinary Literacy P-12	3
EDR 650 Teaching Reading P-12	3
EDR 653 Literature for Grades P-12	3
EDR 655 Reading Assessment and Evaluation	3
EDR 659 Research and Problems in Reading	3

ECY 600 Introduction to Exceptional Learner ²	3
EPR 594 Introduction to Educational Research Design	3
EDR 654 Dyslexia Research, Education & Advocacy	3
EDC 695 Coaching for Effective Instruction	3
EDR 690 Internship in Reading	3
Total Hours	36

¹ Approved diversity course

² Not required if previously completed

Educational Specialist in Education with a Concentration in K-6 & 6-12 Collaborative Teacher in Reading

The EdS in Education with a concentration in K-6 & 6-12 Collaborative Teacher in Reading program requires a minimum of 30 hours. A minimum GPA of 3.50 is required.

Requirements	Hours
EDR 650 Teaching Reading P-12	3
EDC 695 Coaching for Effective Instruction	3
EDR 655 Reading Assessment and Evaluation	3
EDR 659 Research and Problems in Reading	3
EDR 654 Dyslexia Research, Education & Advocacy	3
ECY 600 Introduction to Exceptional Learner ¹	3
EDR 690 Internship in Reading	3
Total Hours	21

Track 1

Requirements	Hours
ECT 620 Formative and Summative Assessment	3
ECT 621 IEP Programming and Lesson Planning	3
ECT 623 Instructional Methods	3
ECT 625 Positive Behavioral Supports ²	3
ECT 631 Practicum in Collaborative Teaching	3
Total Hours	15

Track 2

Requirements	Hours
Collaborative Problem Solving with Field Experience and Research Project	
EDC 707 Introduction to Teacher Leadership	3
EDC 711 Analysis and Evaluation of Teaching	3
Cultural and Linguistically Responsive Instruction with Field Experience and Research Project	
EDC 732 Culturally and Linguistically Responsive Instruction ²	3
Data Based Decision Making with Field Experience and Research Project	
EPR 594 Introduction to Educational Research Design	3
Total Hours	12

¹ Not required if previously completed

² Approved diversity course

Courses

EDR 521. Reading in Content Areas. 1 Hour.

Application of principles of reading process to content-area materials and instruction. Designed for pre-service teachers. Field experience required concurrently with the field experience in a teaching methods course. Supervision fee \$100.

EDR 540. Developmental Reading I. 1-4 Hour.

Materials and methods. Emphasis on planning balanced program and understanding reading process. Includes field experiences. Prerequisite: Admission to 5th-Year Program.

EDR 541. Literature for Adolescents. 3 Hours.

In this course, students will explore literary works crafted for and centered on adolescents, with a focus on narratives that represent the rich diversity of human experiences. This course invites students to engage with stories and perspectives from a wide range of backgrounds, including but not limited to those of Black, Indigenous, people of color, and individuals with varying abilities. Emphasis will be placed on exploring and understanding the unique cultural and personal contexts embedded in multicultural literature for adolescents. Additionally, students will be invited to critically explore, examine, and reflect upon their own identities, perspectives, and worldviews in the context of the narratives encountered throughout the course.

EDR 543. Developmental Reading II. 1-4 Hour.

Reading process as it relates to content area materials. Includes field experience. Prerequisite: Admission to 5th-Year Program.

Prerequisites: EEC 612 [Min Grade: C]

EDR 551. Reading in Content Areas. 3 Hours.

The aim of this course is to provide secondary preservice teachers with the knowledge, tools, and strategies to design and implement literacy instruction within and across content areas. This will cultivate students' existing literacies while strengthening their discipline-specific literacy. Through a combination of actively engaging in readings, discussions to construct and solidify learning, and creating multi-modal products of their learning, pre-service teachers will explore various literacy methods and strategies, synthesize new learning with prior knowledge, and develop the ability to assess their own progress. Additionally, students will collaborate with peers in content-specific discussions, culminating in the creation of a three-lesson plan learning segment that incorporates content-area and discipline-specific literacy instruction and engagement strategies.

EDR 600. Disciplinary Literacy P-12. 3 Hours.

The purpose of this course is to provide candidates with the foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Specifically, candidates will gain an understanding of a how reading and writing relate to the disciplines and to local, state, national, and professional standards. Candidates will develop an understanding of how to implement curriculum based on students' prior knowledge, world experiences, and interests. Additionally, candidates will explore specific instructional strategies for supporting students as agents of their own learning to develop the ability to be critical consumers of the discipline. This knowledge affords teachers the ability to ultimately evaluate curriculum to ensure that instructional goals and objectives meet the reading and writing demands of the content area and/or discipline.

EDR 640. Reading Improvement Workshop. 3-6 Hours.

For inservice teachers of reading. Specific content varies according to needs of teachers.

EDR 650. Teaching Reading P-12. 3 Hours.

Understanding of reading process. Nature of reading programs; readiness motivation, methods, skills, assessment, evaluation, materials, and resources.

EDR 652. Pre and Early Reading Instruction. 3 Hours.

Theoretical bases, procedures, techniques, and materials for prereading and reading instruction. Prerequisite: Developmental reading course.

EDR 653. Literature for Grades P-12. 3 Hours.

Emphasis on needs of children, selection of books, societal issues in children's literature.

EDR 654. Dyslexia Research, Education & Advocacy. 3 Hours.

The purpose of this course is to provide candidates with an understanding of a balanced approach to literacy and research-based best practices for supporting literacy development among a diverse population of students. Additionally, this course provides knowledge of the approaches available to specialize curriculum for meeting the exceptional needs of students.

EDR 655. Reading Assessment and Evaluation. 3 Hours.

Examines evaluation techniques such as observation, standardized oral and silent reading tests and informal reading inventories such as miscue analysis.

EDR 659. Research and Problems in Reading. 3 Hours.

For teachers in elementary and early childhood education.

EDR 690. Internship in Reading. 1-3 Hour.

Supervised experience with children with reading difficulties.

Prerequisites: Admission to reading certification program, permission of instructor and department.

EDR 701. Advanced Diagnosis and Remediation of Reading. 3 Hours.

Examination of serious reading disabilities; diagnosis, possible remediation strategies, and development; diagnosis, possible remediation strategies, and development of remediation plan in lab setting. Prerequisites: Master's degree and M.A.-level diagnostic reading course or permission of instructor.

EDR 702. Reading: Theoretical Foundations. 3 Hours.

Relates concepts of learning, development, and linguistics to reading-learning process; emphasis on current theory; implications for program planning and classroom practice. Prerequisites: EDR 650 or permission of instructor, and master's degree.

Prerequisites: EDR 650 [Min Grade: C]

EDR 703. Advanced Research in Reading. 3 Hours.

Research Prerequisites: EDR 650 and master's degree.

Prerequisites: EDR 650 [Min Grade: C]

EDR 704. Field Experience in Reading. 3-6 Hours.

Supervised field experiences under direction of qualified reading consultant or supervisor in school setting. Prerequisites: Admission to Sixth-Year Program for Reading Teacher and permission of instructor.

EDR 705. Reading Instruction Seminar. 3 Hours.

Examination of trends and issues in field of reading. topics determined by each class. Prerequisites: Master's degree and 9 graduate hours in reading or permission of instructor.

EDR 706. Research. 1-3 Hour.

Research Prerequisites: Master's degree and permission of instructor.