



Online Master's Degree in Reading

The Reading Master's (MEd) program at Ohio University is a 34-credit hour online program that can be completed in three semesters. The faculty within this advanced master's program work to help licensed teachers further their knowledge and understanding of language and reading development, teach reading across grades K-12, administer reading assessments and make data-driven decisions, work with other teachers and specialists to design appropriate reading instruction to meet the needs of all students, and develop and conduct original research to further their own learning. Upon graduation, students are also eligible to apply to have the reading endorsement added to their Ohio teaching license. **Note: This program is open to licensed teachers only.**

Courses

Core Courses	Reading Courses
EDTE 5600 Advanced Studies of Children and Adolescents (3)	EDTE 5201 Theoretical Foundations of Reading Instruction (3)
EDTE 6670 Teacher as Action Researcher (3)	EDTE 5210 Foundations of Language and Diversity (3)
EDTE 6940 Masters Research Project (3)	EDTE 5221 Diagnosis: Reading/Language Arts (3)
	EDTE 5230 Reading/Language Arts Laboratory (3)
	EDTE 5240 Literature for Children and Adolescents (3)
	EDTE 5261 Secondary Reading Instruction (3)
	EDTE 5270 <i>Phonics and the Structure of Language*</i> (3)
	EDTE 6230 Coaching Classroom Teachers in Reading/Literacy (4)

* EDTE 5270 is required unless a comparable course was taken as an undergraduate/graduate student

No previously completed courses will be considered for credit toward the graduate degree, with the exception of a phonics course and those courses completed previously as part of the Ohio University Reading Endorsement Program (EDTE 5200, 5220, 5230, and 5260 completed prior to Summer 2019; EDTE 5201, 5221, 5230, and 5261 completed Summer 2019 or later). *Reading Endorsement coursework is transferrable to the Master's of Reading Education for five (5) years after its completion.*

Upon completion of the program, candidates are eligible to receive their reading endorsement. For this, the OAE reading exam must be taken and passed and the application must be submitted within 1 year of completing the program.

Required Fieldwork

EDTE 5221, 5230, and 5261 each include a 35-hour lab component in which the candidate will work with a student in specific licensure bands (EDTE 5221, grades K-3 or 4-6; EDTE 5230, grades K-3 or 4-6 (whichever band you did not work with in 5221); EDTE 5261, grades 7-12). EDTE 6230 includes a 60-hour lab component in which the candidate will work with classroom teachers and other educators on reading-related tasks.

It is the candidate's responsibility to locate individuals with whom to work for each course.

Course Layout

Courses are only offered according to the following schedule (subject to change):

Course	Summer Starters			Fall Starters		
	Summer (Su)	Fall (F)	Spring (SP)	Fall (F)	Spring (Sp)	Summer (Su)
EDTE 5201 Theoretical Foundations of Reading Instruction	X					X
EDTE 5210 Foundations of Language and Diversity	X					X
EDTE 5240 Literature for Children and Adolescents	X					X
EDTE 5270 Phonics & The Structure of Language	If needed					If needed
EDTE 5221 Diagnosis: Reading/Language Arts		X		X		
EDTE 5230 Reading/Language Arts Laboratory		X		X		
EDTE 6670 Teacher as Action Researcher		X		X		
EDTE 5261 Secondary Reading Instruction			X		X	
EDTE 5600 Advanced Studies of Children and Adolescents			X		X	
EDTE 6230 Coaching Classroom Teachers in Reading			X		X	
EDTE 6940 Masters Research Project			X		X	



Course Descriptions

EDTE 5201 Theoretical Foundations of Reading Instruction

This course provides an understanding of the theoretical foundations of reading and reading instruction. Topics of instruction include: historical perspectives of the field; theories of reading and reading instruction; research in reading and reading instruction; and the relationships between oral language, writing, diversity and learning to read. Emphasis is on how these factors impact the decisions teachers make when planning, preparing, organizing and teaching literacy in the classroom.

EDTE 5210 Foundations of Language and Diversity

This course focuses on the in-depth study of how diversity (English language learners (ELLs), students of different cultural and ethnic backgrounds, and students with learning problems) effects the development of reading. It covers a comprehensive review of the research literature in these areas as well as an examination of suggested strategies for teaching students of diversity and how these strategies align with the research.

EDTE 5221 Diagnosis: Reading/Language Arts

This course focuses on the examination and practice of a variety of assessments suitable for the evaluation of students' reading performance. Candidates assess, tutor, and prepare a case report for a student from grades P-3 or 4-6 for a minimum of 35 hours. Course topics include: investigating the purposes of and determining appropriate use of reading assessments; determining reliability/validity; selecting/developing appropriate assessments; administering/interpreting assessments and planning appropriate instruction; collaborating with reading professionals for instruction and intervention; and communicating assessment results to appropriate audiences.

EDTE 5230 Reading Laboratory

This course continues the work of EDTE 5221, focusing on the examination and practice of a variety of assessments suitable for the evaluation of students' reading performance. Candidates assess, tutor, and prepare a case report for a student from grades P-3 or 4-6 for a minimum of 35 hours.

EDTE 5240 Literature for Children and Adolescents

This course builds on the foundational knowledge acquired in undergraduate children's literature courses to focus on diversity in literature for P-12 students. Understanding the components of children's literature (e.g., genre, voice, character development), students in this course are asked to critically evaluate their knowledge and use of diverse literature with P-12 students. Students will learn more about the diversity that does (and does not) exist in literature for young students, and spend time reading and evaluating literature that brings attention to diversity of race, ethnicity, religion, gender identity, sexual identity, socioeconomic status, familial status, ability, and mental health.

EDTE 5261 Secondary Reading Instruction

This course focuses on materials, methods, and techniques of secondary reading instruction for teaching adolescent learners of various abilities. Emphasis is placed on diagnosis of reading difficulties and adaptation of materials and teaching methods for content area instruction. Candidates are required to complete 35 hours of field work with a student in grades 7-12 as part of this course.

EDTE 5270 Phonics and the Structure of Language

This course provides information and training in the foundations of phonics instruction. In this course, candidates explore the historical, linguistic, and instructional framework related to phonics skill development and learn how to adjust instruction for the needs of all learners.

EDTE 5600 Advanced Studies of Children and Adolescents

This course focuses on the intensive study of research in child development from conception to maturity and implications for educational practices.

EDTE 6230 Coaching Classroom Teachers in Reading/Literacy

This course focuses on the theory, knowledge, and practices required for the development of reading coaches who support classroom teachers with literacy assessment and instruction. Students will participate



in field-based activities to assist classroom teachers with assessment of individual students and interpretation of assessment data to plan instruction and select materials, to conduct professional study groups for teachers, and to model research-based reading strategies in the classroom.

EDTE 6670 Teacher as Action Researcher

The course emphasizes the study of the key concepts, norms, and principles of action research as part of the larger scope of teachers' work as researchers and reflective practitioners. Students will be involved in preparing a research study relevant to their teaching contexts. The course will provide students with guided practice as they inquire into and reflect on their teaching. The course allows students to evaluate research, bibliographic methods, and resources necessary for classroom inquiry.

EDTE 6940 Masters Research Project

In this course, students conduct a review of the literature pertinent to their major field of study and design, implement, and report on an action research project.

Cohort and Application Information

New cohorts begin in summer (May start) and fall (August start) only.

Application deadlines are April 15 for the summer cohort and July 15 for the fall cohort.

Materials needed to apply include:

- Online application
- 3 letters of reference
- Writing sample
- Statement of purpose (why are you interested in this program?)
- All transcripts
 - If you attended Ohio University previously, **you must indicate this on the application in order for these transcripts to be added to your file**
 - Transcripts must be sent directly from the granting institution to the Graduate College at Ohio University; transcripts sent to program faculty will **not** be accepted

You can apply here: <https://www.applyweb.com/ohioug/menu.ftl>

Courses do not need to be completed in one year; you may stretch coursework out over a longer period of time, not to exceed 5 years. However, courses are only offered as shown in the table on p. 1, so completion plans must be made accordingly.

Financial Aid and Tuition Information

All financial aid and tuition payment questions should be sent directly to the Bursar's office (bursar@ohio.edu)

There are no scholarships available for this program.

Tuition information can be found here: <https://www.ohio.edu/bursar/graduate-tuition>

- Under "Graduate Programs with Differential Tuition," click Patton College of Education
- Click Masters in Reading Education (ME6841) to download tuition information

Questions?

If you have additional questions about the program, please contact:

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