



Master's of Education Reading & Literacy

Department of Educational Psychology
University of Utah

Handbook for Master's Students

(updated 11/2019)

**MASTER'S OF EDUCATION
Reading & Literacy**

Table of Contents

	Page No.
Section One: Introduction to the Reading & Literacy Program in the Department of Educational Psychology	3
Section Two: Program of Study for the Master's Degree and Reading Endorsements	4
Section Three: Timeline and Checklist for Getting Through the Program	5
Section Four: General Regulations Concerning All Students	7
Section Five: Miscellaneous Topics Concerning All Students	8
Appendices: Appendix A: Reading Endorsement 1 Coursework Proposal Form	11
Appendix B: Reading Endorsement PLUS M.Ed. Coursework Proposal Form	12
Appendix C: Reading Endorsement 2 Coursework Proposal Form	14
Appendix D: Reading Endorsement 2 PLUS M.Ed. Coursework Proposal Form	16
Appendix E: Reading Endorsement Interventionist PLUS M.Ed. Coursework Proposal Form	18

MASTER'S OF EDUCATION Reading & Literacy

SECTION ONE: INTRODUCTION TO THE READING AND LITERACY PROGRAM IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

1.1 Preface

Welcome to the Department of Educational Psychology. We look forward to working with you in your graduate program and helping you to get the most out of your studies. This guide is part of that effort.

AS A GRADUATE STUDENT, MOST OF THE RESPONSIBILITY FOR PLANNING YOUR PROGRAM AND FOR SEEING THAT YOU MEET YOUR OBJECTIVES WILL BE IN YOUR OWN HANDS. PLEASE COMPLETELY FAMILIARIZE YOURSELF WITH THE CONTENTS OF THIS HANDBOOK.

This handbook provides the basic outline of what you need to know. More detailed information is always available from the Director of the Reading & Literacy Program. In addition to this guide, you should also refer to the website for the Reading & Literacy Program (<https://ed-psych.utah.edu/grad-programs/reading-literacy/m-ed.php>) and for Graduation Requirements described by the Office of the Registrar – Student Affairs (<https://registrar.utah.edu/graduation/requirements.php>).

1.2 The Department of Educational Psychology

The Department of Educational Psychology provides a Master's of Education Reading & Literacy and a Doctoral Degree in Literacy Studies. We urge you to plan your course work early around our core of courses, but keep in mind that the rest of the College of Education and University offer an array of interesting and challenging courses. You should try to make room in your program for a few courses that you take simply for the sake of curiosity; sometimes areas of tangential interest become more important to you than you might expect.

The Master's of Education is a research-based professional degree that involves students working to become exemplary practitioners. The emphasis is on powerfully integrating research-based theory and practice. As accomplished professionals, graduates with this degree are prepared to be leaders in their educational settings. Through this degree, the Department of Educational Psychology develops educators who are:

- Committed to excellence in learning for all students
- Knowledgeable in disciplines that support research-informed teaching practice
- Effective in assessing and engaging students' developing understandings
- Aware of and committed to addressing issues of diversity and social justice through their practice.

1.3 List of Faculty

The faculty of the department are listed below, along with their areas of interest. All of them are willing to meet with you informally to discuss your interests. We encourage you to come and visit to help you discover interesting courses and opportunities that you might not otherwise know about.

Faculty and Research Interests

Janice Dole, Ph.D.

Comprehension Instruction, School Reform, Professional Development

Douglas J. Hacker, Ph.D.

Writing and Reading Processes, Metacognition, Eye-tracking methodology, School & Program Evaluation

Lauren Aimonette Liang, Ph.D.

Children's and Young Adult Literature, Comprehension Instruction, Middle School Literacy, Vocabulary

Seung-Hee Claire Son, Ph.D.

Development of Children's Early Competencies in Formal and Informal Settings, Predictors and Contexts of Early Literacy

Colli Lucas, Ph.D.

Comprehension, Motivation, Early Literacy, Writing

Anne E. Cook, Ph.D.

Reading and Text Comprehension Process, Eye-tracking Methodology to Explore Questions in Reading

Faculty from other Departments who Collaborate with Ed Psych Faculty

Kathleen Brown, Ph.D. (University of Utah Reading Clinic)

Intervention for at-risk and struggling readers, Beginning Reading, and Word Recognition Development

Kerry A. Herman, Ph.D. (Urban Institute of Teacher Education)

Early Literacy, Evidence-Based Literacy Instruction, Professional Development

Mary Ann Christison, Ph.D. (Linguistics)

Teacher Beliefs and Practices, Content-based Instruction, Second Language Acquisition, Second Language Teacher Education, Second Language Methodology

**SECTION TWO: PROGRAM OF STUDY
FOR MASTER'S DEGREE AND
READING ENDORSEMENTS**

2.1 Requirements

6000 AND 7000 LEVEL COURSES: The graduate level courses in this department are numbered in the 6000's and 7000's. There is a difference between the two kinds of classes. Although both are open to Master's as well as Doctoral students, 7000 level courses are advanced graduate courses which emphasize current conceptual, methodological, and research issues in education. They are designed for students who are interested in studying specific issues in depth and often assume previous course work and experience. They are research-oriented, reading and writing intensive, and less immediately pertinent to applications in the classroom, 6000 level courses are graduate courses design specifically with Master's students in mind.

2.2 Endorsements

Our Master's program is built around a core of seven courses (21 credits) that are required by the Utah State Board of Education (USBE) for a level 1 endorsement, level 2 endorsement, and interventionist endorsement. The level 1 basic endorsement is for the regular education teacher who wishes to strengthen his or her skills at teaching literacy. The level 2 advanced endorsement is for teachers who wish to serve as literacy coaches and requires three additional courses (9 credits). Finally, the interventionist endorsement is for teachers who wish to become reading specialists who specialize in Tier II and III interventions with students who struggle with reading and literacy and requires four additional courses (18 credits), one of which is an intensive 9-credit practicum. Much of the additional course work for the interventionist endorsement is offered through the University of Utah Reading Clinic (<https://uurc.utah.edu/>). All endorsements can be taken as a non-matriculated student at the University of Utah; however, keep in mind that earning an endorsement does not automatically lead to earning a Master's Degree.

Upon completion of the course work for any of the endorsements, students MUST apply for the endorsement through the USBE, not the University of Utah. Access to the endorsement applications can be found at: (<https://www.schools.utah.gov/curr/licensing/educatorendorsements>). The USBE requires a passing score of 159 or higher on the Praxis Teaching Reading (0204/5204) test.

2.3 Master's Degree with endorsements

Earning a Master's of Education Degree can be accomplished by completing all the course work required for the endorsement PLUS additional course work. The required additional course work varies with the kind of endorsement you wish to obtain. Accordingly, the total number of credits required for the Master's is approximately 36. The required courses for the endorsements and the endorsements plus a Master's Degree are listed in the appendices to this handbook. Finally, to complete the

requirements for a Master's Degree with a reading endorsement 1 and 2, you must complete a final comprehensive exam in your last semester. You MUST be enrolled for at least 3 credits during this last semester. For more information on the comprehension exam see section 3.4.

Appendix A: Reading Endorsement 1 PLUS M.Ed.

Appendix B: Reading Endorsement 1 & 2 Advanced PLUS M.Ed.

Appendix C: Reading Endorsement 1 & 2 Interventionist PLUS M.Ed.

2.4 Course Availability

Please note that not all courses will be available every semester. Courses may not be offered at the same time as years past. Please check with the Director of the Reading & Literacy Program if you have questions concerning the availability of courses, and look at the schedule for future years document available on the program website.

2.5 Other requirements

Evaluation of the quality of each candidate's graduate performance is a continuing process. You should be especially aware of the following requirements:

1. **Satisfactory performance in courses:** Each instructor will expect satisfactory performance in your graduate courses. The overall quality of your work, as well as your progress toward completing the program, will be monitored. If your overall grade point average falls below a 3.0, you will be asked to come in for a discussion with the Director of the Reading & Literacy Program. No course grade below a "B-" can be counted toward your graduate degree.
2. **Criteria for graduate course work:** Up to 6 semester hours of 5000 level classes in departments outside the College of Education may be included in your program of study, if they are appropriate (courses must be approved by the Director of the Reading & Literacy Program). Classes in the College of Education at the 5000 level are not acceptable in your program of study. With the prior approval of your faculty advisor, it may be possible to arrange independent study at the graduate level for credit.

You must have the prior approval of the Director of the Reading & Literacy Program to count course work toward your graduate program that is not taught by regular faculty or is not part of the regular curriculum, including certain workshop courses, in-service courses, online courses, or any course that does not involve substantial research and writing.

SECTION THREE: TIMELINE AND CHECKLIST FOR GETTING THROUGH THE PROGRAM

3.1 Advising

You will be assigned a faculty advisor when you are admitted to the program. This person will be the Program Director of the Reading & Literacy Program. Be sure to make an appointment with your advisor early in your program to establish your goals and needs. If you should wish to have someone else, you may make a request of the Director of the Reading & Literacy Program for a different faculty member.

Please note that faculty members are on 9-month contracts, and are not obligated to be on-campus or available during Summer term. Therefore, it is wise to meet with or contact your advisor prior to the end of Spring semester. If issues arise during Summer term, the Director of the Reading & Literacy Program will be available for consultation.

3.2 Statement of Student Responsibility

You should see that your course of study corresponds to departmental and graduate school requirements and deadlines. Information about the Graduate School can be found at (<https://gradschool.utah.edu>). Specific questions can be answered by the Director of the Reading & Literacy Program or personnel at the Graduate School.

The responsibility for satisfying degree requirements is in your hands. Your advisor and departmental

staff are here to help; however, it is your responsibility to familiarize yourself with the necessary requirements and deadlines. This section includes a general time line and checklist that you should use in keeping track of your progress through the M.Ed. program. In many cases, failure to meet these requirements will needlessly complicate and delay the completion of your program.

3.3 Getting Through Your Program Checklist

- 1) **First semester** Meet with the Director of Reading and Literacy to review departmental policies regarding program requirements and examinations. Plan how you will satisfy requirements when applicable.

If transfer credit for graduate work completed elsewhere is to be used, request that official transcripts be sent to the Admissions Office. Also complete the "Graduate Credit Transfer Authorization" form and submit it to the Admissions Office. This form can be obtained from the Director of the Reading & Literacy Program or the Academic Coordinator for the Educational Psychology Department (JoLynn Yates). Transfer credit must first be approved by the Director of the Reading & Literacy Program.

- 2) **Second or third semester** Submit a "Course Work Proposal" form to the Director of the Reading & Literacy Program. These forms can be found in the appendices to this handbook. This should be done early in your program so that you have a better sense of what courses you need and when they are offered.

- 3) **After completion of approximately 50 - 75% of graduate course work** Contact the Academic Coordinator for the Department of Educational Psychology (JoLynn Yates) and make a request for a Supervisory Committee. The Committee must be formed before you can begin any procedures for graduation. The Committee will consist of the Director of the Reading & Literacy Program and two other faculty members from Reading and Literacy. If you wish to change membership, you may do so. This Committee will be responsible for approving your course work.

To check on the progress of your course work, you can use the Campus Information System (CIS). Go to the Student website and click on "My Degree Dashboard."

- 4) **One semester before you intend to graduate** Go to the Registrar's Webpage (<https://registrar.utah.edu>) and click on "Apply for Graduation." Then click on "Apply for Graduate Degree." Follow the remaining links.

- 5) **The semester you plan to graduate.** Take the comprehensive final examination (or complete a Reading & Literacy Master's Project [ED PS 6726-030] for 3 credits.) **You must be registered for three (3) credit hours in this last semester. PLAN YOUR PROGRAM ACCORDINGLY!**

Also be sure to register for ED PS 6725-030 Reading & Literacy Exam Prep. This 1 credit course will be held just prior to your comprehensive exam and is intended to better prepare you for the exam.

3.4 Examinations

FINAL COMPREHENSIVE EXAMINATION: During your final semester, you will be administered a Final Comprehensive Examination. Sample questions will be distributed upon request to help you prepare. **You must be enrolled for a minimum of 3 credit hours during the semester you take the comprehensive exam; therefore, be sure that you are enrolled in at least one course during this final semester. PLAN ACCORDINGLY.** In addition, you must enroll in ED PS 6725-030 Reading & Literacy Exam Prep. This 1 credit course will be held just prior to your Comprehensive Exam and is intended to better prepare you for the exam.

The Comprehensive Exam is typically offered each fall and spring. No exams will be given during the summer semester. The Comprehensive Exam is a take-home exam, designed and evaluated by members of Reading & Literacy Faculty. It is scheduled over the University fall or spring break. Graduation from the program depends on successful completion of the comprehensive exam.

The exam is intended to give you the opportunity to review and synthesize your program's course work. You will have ten days to complete the exam, and it will be evaluated by faculty of the Reading & Literacy Program. After you pass the exam, you will be notified about any paperwork you need to complete in order to receive your degree.

If your exam is judged unacceptable, you will receive specific feedback for improvement. Before you may take the exam again, you must meet with the Director of Reading & Literacy Program to develop a program of study that outlines what you plan to do to prepare to rewrite the exam. If you do not pass the exam a second time, you may only take it again after filing an appeal that explains why you feel you should be permitted to take the exam a third time and that includes a proposal of the steps you will take to improve your performance on the exam. This appeal must be approved by your Supervisory Committee. If you do not pass the exam a third time, you will be discontinued from the program and will not receive your degree.

SECTION FOUR: GENERAL REGULATIONS CONCERNING ALL STUDENTS

In planning your course work, be aware of the following:

1. **Time limit:** There is a four year limit on completion: All work toward the Master's Degree **must** be completed within four consecutive calendar years.
2. **Minimum continuous registration:** All graduate students must maintain a minimum continuous registration of at least three credit hours per semester, unless granted an official leave of absence, from the time of admission to the time of completion of the program. (Summers are not included in this regulation.)
3. **Leave of Absence:** If a student cannot maintain continuous registration, the student must request a Leave of Absence. The form is available online at (https://registrar.utah.edu/_pdf/graduate-leave-absence.pdf). Students may request up to one year off at a time, and students must register for the semester they indicate as their returning semester. Retroactive leaves of absence are **never** granted. If a student does not register for 3 hours and fails to submit a leave of absence form, the student will be automatically discontinued from the graduate program. Students who are discontinued for failing to register must reapply to continue their program.
4. **Transfer hours:** A limit of 6 semester hours are allowed, subject to the approval of the Director of the Reading & Literacy Program. Courses must be graduate level, must have direct relevance to your program, and must have a grade of "B" or better. Grades of "P" or "CR" (pass/credit) are not acceptable. For any course you wish to have considered, you must provide a copy of the course description from the official catalog of the institution from which the course was taken to the Director of the Reading & Literacy Program. Once the course is completed, official transcripts must be sent to the Admissions Office and you must also submit the "Graduate Transfer Authorization" form.

5. Non-matriculated course work: No more than 9 credit hours of non-matriculated course work can be counted toward a graduate degree. These courses must be appropriate to your program, and will need to be approved by the Director of the Reading & Literacy Program.
6. Total credit hour registration limitations: Graduate degree candidates are not permitted to register for more than 16 credit hours in any semester. Teaching assistants, research assistants, and others employed approximately half-time by the department are limited to a minimum registration of 9 credit hours. Tuition benefits for teaching and research assistants will cover up to 12 hours. If more than 12 credit hours are taken by teaching and research assistants, the additional hours are paid by the student.
7. Undergraduate Petition for Graduate Credit: University of Utah students may be allowed to select certain graduate level courses taken while enrolled as an undergraduate student for graduate credit. Such graduate credit is limited to 6 semester hours or two courses. **Credit used to earn the undergraduate degree may not be counted toward a graduate degree.** Students are encouraged to seek advance approval of the dean of the Graduate School on an "Undergraduate Petition for Graduate Credit" form available in the Registrar's Office. However, if a student seeks retroactive graduate credit for courses taken as an undergraduate, permission may be granted only if a grade of B or better was earned in the specified courses and if the courses were taken no more than three years prior to the petition.
8. Credit/no credit: In rare cases, and subject to approval by the Director of the Reading & Literacy Program, graduate students are granted the option to enroll in elective courses with a credit/no credit option rather than a letter grade.
9. Independent reading and research courses: Individual reading and research courses are offered for the purpose of allowing students to pursue interests and specializations that may be more appropriately served by independent reading than in conventional courses taught on a group basis. Independent studies are designed to explore topics outside the parameters of customary and usual department courses. Professors will not approve an independent study for a course that is offered in a traditional manner. Independent study hours may not be used for: assisting faculty with teaching duties, grading assignments, or otherwise performing duties of graduate teaching assistants. The required form students must complete to undertake an independent study is available from the Graduate Academic Program Specialist.
10. Exceptions: If you have exceeded the four-year time limit, or if the courses you have taken do not match those listed on your Program of Study, the Director of the Reading & Literacy Program must submit a letter of justification to the Dean of the Graduate School explaining the discrepancies. The Dean of the Graduate School will then rule on the request. Exceptions are approved only under extenuating (e.g., illness) circumstances.

SECTION FIVE: MISCELLANEOUS TOPICS CONCERNING ALL STUDENTS

5.1 Student Advisory Committee (SAC)

The Student Advisory Committees (SAC) have existed since 1969, when they were created by the University Senate to give voice to the student body in matters of faculty retention, promotion, and tenure (RPT) decisions, and any other college or departmental policies that affect students (see Faculty Regulations, ch. V, sec. 2). This mandate is somewhat open-ended:

SAC's are allowed the opportunity to play a significant role in various college or departmental matters beyond RPT, if the students are willing to do so. SAC's therefore have served as student advocates, liaisons between faculty and students, members of search committees, organizers of academic and social events, etc. You are encouraged to contact the SAC Chairperson for information about current SAC activities.

5.2 Student Appeals

All graduate students have the right to have disputes regarding academic matters resolved in a fair,

uniform, and expeditious manner. It is the policy of the University to solve such problems internally and at the level most closely related to the origin of the dispute. A graduate student who believes he or she has been mistreated in any way by a member of the faculty or the administration should discuss his or her problem directly with the person involved. If the student is not satisfied at this level, or if discussion of the problem seems inappropriate because of the nature of the student's complaint, the student should seek advice from the department chairperson. Depending on the nature of the problem, the department chairperson may deal with the situation directly or refer the matter to the appropriate college or university committee.

In instances where the Supervisory Committee or the Graduate Committee must approve some aspect of the student's program, and where the judgment of the student and the Supervisory Committee or Graduate Committee differ, the student may ask the Chair of the department to adjudicate the difference of opinion.

The Graduate School has adopted an appeal procedure to be used in dealing with students who wish to appeal decisions made by the faculty or administration concerning some aspect of their graduate work at the University.

5.3 Procedures for Appeals

Several different university committees have been authorized to hear graduate student appeals which cannot be resolved at the department level. Matters that relate to violations of academic freedom should be appealed to the Academic Freedom and Tenure Committee as outlined in the Policies and Procedures Manual, 8-7. A student who wishes to assert a discrimination complaint relating to race, color, religion, national origin, age, handicap, or sex should appeal to the Director of the Office of Equal Opportunity as outlined in the Policies and Procedures Manual, 2-32. A student who wishes to appeal dismissal from a course or the grade received in a course should direct an appeal to the Academic Evaluation Appeals Committee of the college or department in which the instructor is appointed. If an Academic Evaluation Appeals Committee has not been appointed, the student may appeal directly to the Student-Faculty Relations Committee. Matters relating to student misconduct are handled by the Student Behavior Committee. The appropriate university committee for purposes of filing a complaint is determined initially by the student and the departmental or college committee where the complaint is filed.

Graduate students who have complaints relating to admission to graduate school, degree requirements, preliminary and qualifying examinations, problems relating to theses or dissertations, or dismissal from Graduate School should direct their appeals to the Chair of the Supervisory Committee, Director of Graduate Programs, department Chairperson, and to the Dean of their college, in that order. Normally, these university officials will attempt to work out a solution by bringing the parties together in an informal, non-adversarial manner. Inquiry at this stage is usually limited to a determination of whether the graduate student has been treated in an arbitrary or capricious manner, or in some way not consistent with previously announced policy guidelines.

If the problem cannot be resolved through this process at the college level, an appeal may be taken to the Dean of the Graduate School. The Dean of the Graduate School will normally appoint an appeals committee of no fewer than five members who are mutually satisfactory to both parties, three of whom will be faculty members and two graduate students. This appeals committee will hold a full evidentiary hearing into the merits of the case. The burden of proof shall rest with the complaining party. Proceedings shall be commenced by a written complaint to the Dean of the Graduate School citing the specific grievances, regulations, or policies that have allegedly been violated. This complaint will then be submitted to the parties charged in the complaint for their response. Both those making allegations and those complained against may, if they wish, be represented by counsel and cross-examine witnesses, but the appeals committee is not bound by strict rules of legal evidence and may develop procedures which they consider to be fair and equitable to the particular circumstances of the case. The hearing shall be closed unless the committee believes that an open hearing would be preferable.

The decision of the appeals committee shall be by majority vote and will be advisory to the Dean of the Graduate School who is responsible for taking appropriate action. Any further appeal shall be directed to the President of the University.

5.4 Ethical Standards

Matriculated students in the Department of Educational Psychology are expected to abide by the Code of Ethics of the University of Utah Student Code, which can be found online at <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Student behavior is governed by provisions of the Student Code which defines rights and responsibilities and encourages students to conduct themselves with integrity and to respect the rights of others. The Student Code prohibits such behaviors as (1) academic dishonesty (in all its forms including, but without being limited to, cheating on tests, plagiarism, and collusion); (2) theft; (3) malicious destruction; and (4) disruptive practices. The Student Code is administered by a student- faculty committee which has jurisdiction to impose sanctions.

5.5 Safety and Wellness

Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help - just give a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close. The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates can help guide you to other resources to address a range of issues, including substance abuse and addiction.

5.6 Financial Aid

There are some sources of financial aid available to students in the department. The College of Education offers many scholarships. Scholarship information is available online at <http://www.ed.utah.edu/scholarships.html>.

5.7 Evaluation and Follow-up

After you have completed your final comprehensive examination, you will receive a "Graduate Student Exit Survey." The form requests some feedback regarding the strengths and limitations of your graduate program as well as general impressions regarding the department, university, community, and future professional goals. The form should be submitted to the Administrative Coordinator to the Department of Educational Psychology. This feedback will help us in evaluating the quality and effectiveness of our programs and benefit future generations of graduate students.

5.8 Best Wishes

We hope you have an enjoyable and successful graduate experience in the Department of Educational Psychology. We will try to offer you the very best in graduate course work, and the opportunity to interact with faculty and fellow graduate students who are seriously involved with their work and sincerely interested in you. We are happy to do what we can to help you through your studies.

Appendix A
Reading Endorsement 1 with M.Ed.
Course Work Proposal Form

Name: _____ Student ID#: _____ Admitted: _____

Two Core Courses (6 credit hours)

Course#	Title	Credit Hours	Matric/ Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6451	Foundations of Learning	3			
ED PS 6712	Reading Research	3			

Seven Specialty Area Courses for the Reading Endorsement Level 1 (21 credit hours)

Course #	Title	Credit Hours	Matric/ Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6711	Foundations of Literacy	3			
ED PS 6124	Children's Literature in the Schools	3			
ED PS 6126	Content Area Literacy Instruction	3			
ED PS 6130	Writing Theory & Instruction	3			
ED PS 6713	Early Literacy Theory & Instruction	3			
ED PS 6714	Comprehension Theory & Instruction	3			
SP ED 6631 OR ED PS 6631	Assessment & Intervention of Reading Difficulties	3			

Three Elective Courses Not Related to Level 1 Endorsement (9 credit hours)

Course #	Title	Credit Hours	Matric/ Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6331	International Children's and Adolescent Literature	3			
LING 6812	Content Area Language Teaching	3			
ED PS, SPED, ELP, or UURC 6---/7--	See ED PS, SPED, ELP departments or the UU Reading Clinic for other elective options, and contact the R&L Program Director for approval	3-9			

Master's Project or Comprehensive Exam

ED PS 6726 OR EDPS 6725-030	Reading and Literacy Master's Project OR Comprehensive Exam	3			
--------------------------------	--	---	--	--	--

Approved by:

Reading and Literacy Faculty:

Date:_____

Student:

Date:_____

Appendix B
Reading Endorsement 1 & 2 Advanced Endorsement with M.Ed.

Name: _____

Student
ID #: _____

Admitted: _____

Two Core Courses (6 credit hours)

Course#	Title	Credit Hours	Matric/ Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6451	Foundations of Learning	3			
ED PS 6712	Reading Research	3			

Seven Specialty Area Courses for the Reading Endorsement Level 1 (21 credit hours)

Course #	Title	Credit Hours	Matric/ Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6711	Foundations of Literacy	3			
ED PS 6124	Children's Literature in the Schools	3			
ED PS 6126	Content Area Literacy Instruction	3			
ED PS 6130	Writing Theory & Instruction	3			
ED PS 6713	Early Literacy Theory & Instruction	3			
ED PS 6714	Comprehension Theory & Instruction	3			
SP ED 6631 OR ED PS 6631	Assessment & Intervention of Reading Difficulties	3			

Two Specialty Area Courses for the Reading Endorsement Level 2 (6 credit hours)

Course #	Title	Credit Hours	Matric/ Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6715	Supervision and Staff Development in Reading Instruction	3			
ED PS 6716	Reading Specialist Internship	3			

One Elective Course Not Related to the Level II Endorsement (3 credits)

Course #	Title	Credit Hours	Matric/ Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6331	International Children's and Adolescent Literature	3			
LING 6812	Content Area Language Teaching	3			
ED PS, SPED, ELP, or UURC 6---/7--	See ED PS, SPED, ELP departments or the UU Reading Clinic for other elective options, and contact the R&L Program Director for approval	3-9			

Master's Project or Comprehensive Exam

ED PS 6726 OR EDPS 6725-030	Reading and Literacy Master's Project OR Comprehensive Exam	3			
--------------------------------	--	---	--	--	--

Approved by:

Reading and Literacy Faculty:

Date:_____

Student:

Date:_____

Appendix C
Reading Endorsement 1 & 2 Reading Interventionist with M.Ed.
Course Work Proposal Form

Name: _____ Student ID #: _____ Admitted: _____

One Core Course (3 credit hours)

Course #	Title	Credit Hours	Matric/Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6712	Reading Research	3			

Seven Specialty Area Courses for the Reading Endorsement Level 1 (21 credit hours)

Course #	Title	Credit Hours	Matric/Non-matric	Institution (if transfer credit)	Registered (semester/year)
ED PS 6711	Foundations of Literacy	3			
ED PS 6124	Children's Literature in the Schools	3			
ED PS 6126	Content Area Literacy Instruction	3			
ED PS 6130	Writing Theory & Instruction	3			
ED PS 6713	Early Literacy Theory & Instruction	3			
ED PS 6714	Comprehension Theory & Instruction	3			
SP ED 6631 OR ED PS 6631	Assessment & Intervention of Reading Difficulties	3			

Three Specialty Area Courses for the Reading Interventionist Level 2 (15 credit hours)

Course #	Title	Credit Hours	Matric/ Non-matric	Institution (if transfer credit)	Registered (semester/year)
EDU 6636-040	Working with Students with Severe Reading Difficulties: An Introductory Intervention Practicum [Tier III Reading Intervention Clinical Practicum, e.g., Wilson Level 1] (see UU Reading Clinic website-- http://www.uurc.utah.edu)	9			
EDU 6853	Tier II Reading Intervention (Next Steps) (see UU Reading Clinic website-- http://www.uurc.utah.edu)	3			
ED PS 6842	Reading Interventionist Seminar /Capstone Course	3			

Master's Project or Comprehensive Exam

ED PS 6726 OR EDPS 6725-030	Reading and Literacy Master's Project OR Comprehensive Exam	1-3			
--------------------------------	--	-----	--	--	--

Approved by:

Reading and Literacy Faculty:

Date:_____

Student:

Date:_____

