

**Reading Specialist Endorsement (P-12)**  
**(Requires 30 Graduate Hours)**

To complete this graduate endorsement, the candidate must hold a valid teaching credential and have at least one year's successful teaching experience. Courses taken as an undergraduate do not need to be retaken, but an acceptable graduate course must be substituted in its place.

An M.A. Degree requires three core courses beyond the 30 hours mandated for the Reading Specialist endorsement.

Dept/ Course	Course Title/Description (*When offered)	Credit Hours
<b>Required Core Courses</b>		
TEAC 802	Contemporary Children's Literature: All forms and genres: development of meaningful and creative learning activities for children; exploration and study of professional readings and research related to children's literature. *Irregular offering	3
TEAC 811	Reading Processes and Practices: Overview of reading processes and programs, with special attention to strategies for comprehension and word identification, approaches, and materials. *Spring only	3
TEAC 838	Linguistics for the Classroom Teacher: Analysis of various aspects of linguistic study including dialects, usage, modern grammar, semantics, lexicography, etc. and their application in the K-12 classroom. *Spring only	3
TEAC 839	Literature for Adolescents: Wide range of young adult literature available for use in schools. Critical and rhetorical tools for responding to a variety of literary texts and techniques for eliciting a wider range of responses to lit. *Fall, odd years	3
TEAC 841	Content Area Reading, Grades 4-12: Simultaneous teaching of academic content and functional teaching of reading in the content areas; assessment of comprehension, vocabulary/concept attainment, improvement of content area learning through reading/writing development. *Fall and summer	3
TEAC/ SPED 886	Assessment, Evaluation and Instruction of At-Risk Readers: Analysis and use of formal and informal assessment and instructional strategies in clinic and classroom settings. *Summer	3
TEAC/ SPED 886B	Internship in Literacy Assessment and Instruction: Assessing and instruction children with literacy difficulties in a clinic or tutoring setting. *Taken with 886	3
TEAC 893	Professional Development for Literacy Coaching: Roles and functions of literacy coaching personnel in serving as Reading Specialists and/or Literacy Coaches to regular school staff. Prerequisites: TEAC 886 & 886 B *Fall	3
<b>Required core literacy classes</b>		<b>24</b>

<b>Select 6-8 hours from the following:</b>		
EDPS/ TEAC 989	Psychology of Reading: Relationship of psychological processes of attention, perception, memory, and problem solving to reading and reading comprehension. Theories and models of reading, esp. of the comprehensive process; all levels of reading. *Fall only	3
TEAC 817	Emerging Reading and Language: Research, theory, and practice associated with literacy development in children from birth to age 8. Language and concept development, emerging reading and writing behaviors, appropriate materials and evaluation within a holistic view of teaching and learning. *Fall, even years	3

TEAC 890/990	Workshop Seminar: Faculty supervised individual or group projects for topics not addressed in other classes. *On demand	3
TEAC 921	Seminar in Literacy Studies: Research in literacy and schooling. *Annually, semester varies	3
TEAC 950	Contextual Research in Eng/Lang Arts: Uses of quantitative research in English language arts; interpreting, planning, conducting, and reporting contextual research results. *Fall, odd years	3
TEAC 951	Seminar in Reading Education (3): Scholarship in reading education, including the nature, results and implications of past and present research and non-research and contributions of historically significant scholars in the field of reading. *Annually, semester varies	3
TEAC 952	Language and Learning (3, offered as www course): Role that language plays in empowering and constraining children as they attempt to make sense of their world. *Fall and spring	3
TEAC 953	Seminar on Writing in the Curriculum: Writing development, writing instruction, and the use of writing in the content areas. *Irregular offering	3
TEAC 854	Literacy Response and Analysis: Role of the reader in construction of literary meaning and implications for English/language arts in classrooms. *Irregular offering	3
SPED 805 805A	Code-Based Reading Instruction: Direct, systematic, multi-sensory techniques to teaching reading, writing, and spelling to students who struggle with the acquisition of literacy. *Summer only	4
SPED/ TEAC 806 806A	(Proposed new title ) Literacy Assessment and Instruction for Secondary Students With Disabilities: Theory and techniques for assessing and instructing individuals who struggle with the acquisition of literacy skills. *Fall and summer	4
SPED 815 815A	Literacy Instruction for Elementary Students with Diverse Needs: Preservice teachers skills and strategies for instructing students who acquire literacy skills, including students with verified disabilities and low-achieving students. *Fall and spring	4
ENG 957B	Nebraska Writing Project (Application to this project is required, consult with English Dept.)	6
<b>Total hours completed for Reading Specialist Endorsement</b>		<b>30-32</b>

<b>Additional Requirements to complete a Masters of Arts (M.A.)</b>		
Must apply to the Teaching Learning and Teacher Education Graduate Program/Master of Arts		
TEAC 800	Inquiry into teaching and learning	3
TEAC 801	Curriculum Inquiry	3
TEAC 889	Masters Seminar: Working with a faculty mentor on either an individual or small-group basis, the student plans, conducts, and reports a summative work project. *Arranged with advisor	3
<b>Total hours completed for M.A. and Endorsement</b>		<b>39-41</b>