

Reading: Reading Teacher Emphasis - Master of Science in Education

UWL's **online reading and literacy programs** prepare licensed teachers to use science-backed, evidence-based strategies that improve reading outcomes for learners from early childhood through high school. Designed for working educators, these flexible programs allow candidates to immediately apply what they learn in their own classroom and school—while progressing toward advanced credentials aligned with Wisconsin DPI requirements.

Graduates of this program earn a Master of Science in Education degree. Wisconsin educators are eligible for a Wisconsin Reading Teacher (1316) license.

Master of Science in Education in Reading Program

The **online Master of Science in Education (MSED) in Reading – Reading Teacher program** at University of Wisconsin–La Crosse is designed to prepare Wisconsin educators to strengthen classroom reading and literacy instruction while supporting student achievement across PK–12 settings. The 30 credit program emphasizes the development of highly skilled reading teachers who can deliver effective, evidence-based reading instruction within general education, intervention, Title 1, and other content areas.

Through coursework and applied experiences in developmental and exceptional literacy instruction and assessment, candidates build the knowledge, skills, and dispositions necessary to meet the diverse literacy needs of students. The curriculum integrates the requirements of Wisconsin Act 20, including structured literacy practices, science of reading research, early screening measures, and data-informed instructional decision-making aligned with Wisconsin's comprehensive literacy framework.

Graduates of the Reading Teacher program are prepared to:

- Implement current and authentic best practices in PK–12 literacy instruction;
- Apply structured literacy and science of reading principles in core and intervention settings;
- Select and use research-based instructional strategies and materials;
- Administer and interpret literacy assessments to inform instruction;
- Collaborate with colleagues and families to support student literacy growth;
- Advocate for equitable and effective literacy instruction for all learners.

The Reading Teacher program is aligned with the 2017 Standards for Reading Professionals of the International Literacy Association and the Wisconsin Teaching Standards. These frameworks emphasize a comprehensive view of literacy, including reading, writing, speaking, listening, viewing, and visually representing across print and digital environments.

The program typically begins in fall, spring, and summer terms.

Program requirements

Admission

For admission to the Reading: Reading Teacher (1316) Emphasis, a candidate for the program must:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a bachelor's degree in education from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide evidence of teaching license or certificate (i.e. copy of teaching license).
- Provide a resume that documents at least one year of full-time teaching in a K-12 setting and current employment in a K-12 school.
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

(30 credits)

Code	Title	Credits
Core		
RDG 600	Research Methods in Literacy	3
RDG 601	Literacy and Language Development and Instruction	3
RDG 702	Disciplinary Literacy	3
RDG 703	Literacy Assessment and Instruction	3
RDG 704	Emergent Literacy	3
RDG 711	Advanced Research Methods in Literacy	3
RDG 714	Reading Teacher Practicum	3
RDG 715	Children's and Adolescent Literature	3
Action Research in Literacy (six credits required)		6
RDG 799	Action Research in Literacy	
Total Credits		30

Program completion and eligibility for certification

Eligibility for Reading Teacher (1316) certification is contingent upon:

- Completion of Reading Teacher Program coursework, associated experiences, and artifacts.
- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Completion of DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) documenting at least two years of employment as the teacher of record in K-12 schools or hold a WI Lifetime Teaching License.

8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Degree requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.