Literacy Education, M.A.

Degree Offered
- Master of Arts in Literacy Education

Nature of the Program
The Master of Arts in Literacy Education (LE) is a 30-credit hour graduate degree with reading specialist licensure. This program prepares candidates for advanced reading specialist certification* and to fulfill the roles of specialized literacy professionals as outlined by the International Literacy Association’s (ILA) Standards for the Preparation of Literacy Professionals (2018). These roles include Reading Specialist, Literacy Coach, and Literacy Coordinator/Literacy Leader. The LE graduate program earned National Recognition with Distinction (https://www.literacyworldwide.org/get-involved/awards-recognition/national-recognition/recipients/) from ILA.


Admissions
- Bachelor’s degree with a 3.0 GPA or above
- Valid state teaching license (attach to application)
- WVU Graduate application for admission https://admissions.wvu.edu/how-to-apply (https://admissions.wvu.edu/how-to-apply/)

Admission Requirements 2023-2024
The Admission Requirements above will be the same for the 2023-2024 Academic Year.

Major Code: 5519

Major Requirements
A minimum GPA of 3.0 is required for all coursework applied towards the major.
A minimum grade of C- is required in all coursework applied toward the major.

Required Courses
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LE 620</td>
<td>Specialized Literacy Professionals</td>
<td>3</td>
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<tr>
<td>LE 621</td>
<td>Knowledge of Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LE 622</td>
<td>Disciplinary Literacy</td>
<td>3</td>
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<tr>
<td>LE 624</td>
<td>Foundations of Literacy</td>
<td>3</td>
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<tr>
<td>LE 627</td>
<td>Motivation and Engagement in Literacy Learning</td>
<td>3</td>
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<tr>
<td>LE 640</td>
<td>Literacy Intervention 1</td>
<td>3</td>
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<tr>
<td>LE 682</td>
<td>Literacy Assessments</td>
<td>3</td>
</tr>
<tr>
<td>LE 689</td>
<td>Literacy Intervention 2</td>
<td>3</td>
</tr>
<tr>
<td>LE 726</td>
<td>Literacy Leadership</td>
<td>3</td>
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Elective 3

Total Hours 30

Suggested Plan of Study

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<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>First Semester</td>
<td>LE 620</td>
<td>3</td>
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<tr>
<td></td>
<td>LE 621</td>
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<tr>
<td>Second Semester</td>
<td>LE 622</td>
<td>3</td>
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<td></td>
<td>LE 627</td>
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<td>6</td>
</tr>
<tr>
<td>Third Semester</td>
<td>LE 682</td>
<td>3</td>
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Major Learning Outcomes

LITERACY EDUCATION

The M.A. program in Literacy Education is aligned with the International Literacy Association’s Standards for the Preparation of Literacy Professionals (2018) and prepares candidates for roles including Reading Specialist, Literacy Coach, Literacy Coordinator/Literacy Leader. Accordingly, the specific outcomes of candidate participation and completion include:

• demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.
• use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.
• understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.
• demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
• demonstrate the ability to meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
• demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.
• complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.


COURSES

LE 603. Children Literature. 3 Hours.
This course provides information about different genres, topics, and aspects of children’s literature in the elementary classroom.

LE 620. Specialized Literacy Professionals. 3 Hours.
This course investigates the history of the role of the reading specialist, adult learning theory, coaching, collaboration, professional standards, and contemporary research on specialized literacy professionals.

LE 621. Knowledge of Literacy Instruction. 3 Hours.
This course targets the following aspects of the reading process: phonemic awareness, word study (phonics and vocabulary), fluency, and comprehension and develops content, pedagogical and curricular knowledge along developmental continuums of learning.

LE 622. Disciplinary Literacy. 3 Hours.
The course targets comprehension, vocabulary and writing instruction and examines ways in which they may be developed in the K-12 disciplines including science, social studies, math, and English language arts.

LE 623. Early Literacy Instruction. 3 Hours.
This course focuses on young learner’s oral language, reading and writing development and instructional approaches for fostering growth at home and in preschool and kindergarten classrooms.
LE 624. Foundations of Literacy. 3 Hours.
This course explores the relationship between theoretical, conceptual, historical, contemporary and evidence-based foundations of literacy and language (reading, writing, and oral language).

LE 627. Motivation and Engagement in Literacy Learning. 3 Hours.
Reading, writing, and technology are examined through theoretical constructs of learner motivation and engagement in this course.

LE 640. Literacy Intervention 1. 3 Hours.
PR: LE 621 or RDNG 621. This course emphasizes a learner-centered approach to literacy instruction. It focuses on how to effectively plan for developmentally appropriate differentiated literacy instruction for all students and specifically addresses student learning needs when reading difficulties arise. Candidates provide individualized instruction to a diverse learner who struggles and have opportunities to provide peer feedback in this course.

LE 682. Literacy Assessments. 3 Hours.
This course focuses on foundational knowledge, purposes, terminology, and analysis procedures associated with formal and informal literacy assessments.

LE 689. Literacy Intervention 2. 3 Hours.
PR: LE 640 and consent. This practical experience provides literacy education candidates’ opportunities to apply learner-centered concepts to small group teaching contexts. Candidates plan for and provide developmentally appropriate literacy instruction with small groups of diverse students and provide instructional feedback to peers.

LE 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

LE 726. Literacy Leadership. 3 Hours.
PR: LE 620 and consent. This course analyzes the foundations of literacy leadership, school culture, professional development, policy, advocacy, and coaching. In this course, candidates will be provided with an opportunity to complete an inquiry project in a school setting designed to evaluate the school’s literacy program. Candidates will create and implement a professional learning plan for a school-wide literacy program.