

Literacy Education, M.A.

Degree Offered

- Master of Arts in Literacy Education

Nature of the Program

The Master of Arts in Literacy Education graduate program earned National Recognition with Distinction (<https://www.literacyworldwide.org/get-involved/awards-recognition/national-recognition/recipients/>) from ILA. This program offers two graduate degree pathways.

Pathway 1 with Reading Specialist Certification

The Master of Arts in Literacy Education (LE) is a 30-credit hour online graduate degree with reading specialist licensure.

- This program prepares candidates with initial teaching certification for reading specialist certification.
- Educational Testing Service (ETS) Praxis 5302 (<https://praxis.ets.org/>), Reading Specialist, is required for state certification.
- Candidates will be prepared 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.

Pathway 2 without Reading Specialist Certification

The Master of Arts in Literacy Education (LE) is a 30-credit hour online graduate degree. This program is open to those with an undergraduate degree seeking a Master of Arts in Literacy Education and do not have an initial teaching license. This pathway will not lead to initial teaching certification or reading specialist certification.

Admissions for 2027-2028

- Bachelor's degree with a minimum 2.75 GPA
- Valid state teaching license (Pathway 1 only)
- Letter of recommendation
- WVU Graduate application for admission <https://admissions.wvu.edu/how-to-apply> (<https://admissions.wvu.edu/how-to-apply/>)

Major Code: 5519

Major Requirements

Code	Title	Hours
A minimum GPA of 2.75 is required for graduation.		
A minimum grade of C- is required in all coursework applied toward the major.		
Required Courses		
LE 620	Specialized Literacy Professionals	3
LE 621	Knowledge of Literacy Instruction	3
LE 622	Disciplinary Literacy	3
LE 623	Early Literacy Instruction	3
LE 624	Foundations of Literacy	3
LE 627	Motivation and Engagement in Literacy Learning	3
LE 640	Literacy Intervention 1	3
LE 682	Literacy Assessments	3
LE 689	Literacy Intervention 2	3
LE 726	Literacy Leadership	3
Total Hours		30

Suggested Plan of Study

First Semester	Hours
LE 620	3
LE 621	3
	6
Second Semester	Hours
LE 622	3
LE 627	3
	6
Third Semester	Hours
LE 682	3
LE 623	3
	6
Fourth Semester	Hours
LE 624	3
LE 640	3
	6
Fifth Semester	Hours
LE 689	3
LE 726	3
	6
Total credit hours: 30	

Degree Progress

The School of Education and Counseling requires the following milestones for all students. According to the graduate catalog, students will receive a yearly evaluation. Students who are either not making adequate degree progress or who are failing to uphold professional standards may receive notice of probation, suspension or dismissal. Students may be notified of academic consequences outside of routine evaluation processes if an issue must be addressed immediately.

Each year, no later than the first day of classes of the Fall semester, the department will distribute an updated version of the CAHS Graduate Student Handbook (<https://rise.articulate.com/share/EbN3cQXBPT-uMvv5jc3A5QwaUundXN95/#/>), which includes links to program-specific handbooks.

BENCHMARKS

- Achieve a minimum GPA of 2.75 in coursework to graduate

SATISFACTORY PROGRESS

- Students may be dismissed from their program if their GPA falls below a 2.5.
- Students below a 2.75 are considered on probation.

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.

International Literacy Association (2018). *Standards for the Preparation of Literacy Professionals 2017*. Newark, DE: Author.