Literacy Education

Degree Offered

• Masters of Arts in Literacy Education

Nature of the Program

This 30-credit program is 100% online and offered by the Curriculum and Instruction/Literacy Studies (C&I/LS) department. The Literacy Education program is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). This advanced graduate program prepares candidates to be eligible for Reading Specialist certification* and to fulfill the roles of specialized literacy professionals as outlined by the ILA Standards for the Preparation of Literacy Professionals 2017. These roles include Reading Specialist, Literacy Coach, and Literacy Coordinator/Literacy Leader.

*Educational Testing Service (ETS) Praxis 5301, Reading Specialist, is required for state certification.

FEATURES

• Online graduate coursework: synchronous and asynchronous
• School-based intervention practicum supervised by University faculty and instructors
• Flexible program scheduling (courses offered fall, spring, and summer)
• Fall, spring and summer admission

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Department Chair, Nathan Sorber, PhD

FACULTY

CHAIR
• Samuel F. Stack, Jr - Ph.D. (University of South Carolina)
  Social Foundations of Education

PROFESSOR
• Allison Swan Dagen - Ph.D. (University of Pittsburgh)
  Literacy Education Program Coordinator

ASSOCIATE PROFESSOR
• Aimee L. Morewood - Ph.D. (University of Pittsburgh)
  Literacy Education Outreach Coordinator

Admissions

• Bachelor’s degree with a 3.0 GPA or above
• Valid state teaching license (Attach to application)
• CEHS requires all candidates, including Literacy Education candidates, to purchase a subscription for LiveText.
• WVU Graduate application for admission https://admissions.wvu.edu/how-to-apply

Major Requirements

Minimum grade of C- is required in all coursework.
Minimum cumulative GPA of 3.0 is required.

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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>
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<tr>
<td>LE 622</td>
<td>Disciplinary Literacy</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.


LITERACY EDUCATION COURSES

LE 603. Children’s 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 and LE 622. 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.

READING COURSES

RDNG 640. Instructing Students Who Have Reading Difficulties. 3 Hours.
PR: RDNG 621 and (RDNG 624 or RDNG 622). A methods course that emphasizes ways to intervene when students face reading difficulties. Course focuses on methods that can be used by classroom teachers, reading specialists, and other special teachers of reading and language arts.

RDNG 681A. Independent Research in Literacy. 3 Hours.
A program elective, this course offers possibilities for graduate students to pursue independent study and research in literacy. Students study a specific literacy area, theme, or question under the approval and advising of a faculty member.
RDNG 689. Intervention for Struggling Readers. 3 Hours.
PR: RDNG 640. This practical experience is designed to give literacy education candidates opportunities to apply the theoretical concepts from previous coursework to practical teaching contexts. The practicum is defined as fieldwork experience that combines whole group class meetings, individual intervention sessions with a K-12 student, peer-coaching sessions, and individual supervision sessions.

RDNG 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

RDNG 692. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

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

RDNG 694. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

RDNG 695. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

RDNG 697. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

RDNG 725. Survey of Reading Research. 3 Hours.
A research course in which each student will complete an individual problem in an area of special interest.

RDNG 726. Literacy Leadership. 3 Hours.
PR: 18 hours of M.A. requirements. Roles, responsibilities, and practices of reading specialists, administrators, and classroom teachers in organizing literacy programs from early childhood through college.

RDNG 780. Seminar. 1-6 Hours.
PR: Consent. The interrelationships among the language arts: mental, physical, and psychological deterrents to language arts; and similar topics.

RDNG 785. Practicum. 1-12 Hours.
PR: Consent. Practical application of reading theory to organizing and conducting developmental and remedial reading programs.

RDNG 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of reading. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.).

RDNG 791. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

RDNG 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

RDNG 793. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

RDNG 794. Seminars. 1-6 Hours.
Special seminars arranged for advanced graduate students.

RDNG 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

RDNG 796. Graduate Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

RDNG 797. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

RDNG 798. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.
RDNG 799. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking course work credit but who wish to meet residency requirements, use the University's facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department's 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is S/U; colloquium credit may not be counted against credit requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

RDNG 900. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology.) The continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.

RDNG 930. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology.) These tuition waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.