

# Literacy Education

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## Degree Offered

- Masters of Arts in Literacy Education

## INFORMATION

This **30-credit** program is offered online and housed in the Curriculum and Instruction/Literacy Studies (C&I/LS) department. The program is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) and International Literacy Association (ILA). This graduate program prepares candidates to be certified as Reading Specialists (Pre-K-Adult) and to fulfill the roles of specialized reading professionals currently outlined by the International Literacy Association (ILA). These roles include Reading Specialist, Literacy Coach, and Literacy Coordinator/Literacy Leader. Praxis 5301, Reading Specialist, is required for certification.

Visit our website <http://cils.wvu.edu/literacy-ed>.

## 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

### Allison Swan Dagen, Ph.D

Program Coordinator, Literacy Education

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**Department Chair**, Samuel F. Stack Jr.

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## FACULTY

### CHAIR

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

### ASSOCIATE PROFESSOR

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

### ASSOCIATE PROFESSORS

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

## Requirements

- 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>

## Master of Arts

- Students must complete six or more hours in reading within two years after admission (probationary or regular), or admission will be invalidated and the student will be required to reapply.
- The course requirements in the program lead to reading specialist certification for qualified candidates, assuming candidates meet other state certification requirements.
- Passing scores on the Praxis II in reading content area required.

## MAJOR REQUIREMENTS

Minimum grade of C- is required in all coursework.

Minimum cumulative GPA of 3.0 is required.

### Required Courses

RDNG 620	Specialized Literacy Professionals	3
RDNG 621	Reading and Writing Instruction in Elementary Schools	3
RDNG 622	Content Area Literacy Instruction	3
RDNG 624	Foundations of Literacy	3
RDNG 627	Developing Reading Interests	3
RDNG 640	Instructing Students Who Have Reading Difficulties	3
RDNG 682	Assessment of Reading Ability	3
RDNG 689	Intervention for Struggling Readers	3
RDNG 726	Literacy Leadership	3
CEHS Elective		3
Total Hours		30

## Suggested Plan of Study

First Semester	Hours
RDNG 620	3
RDNG 621	3
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	6
Second Semester	Hours
RDNG 622	3
RDNG 627	3
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	6
Third Semester	Hours
Elective	3
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	3
Fourth Semester	Hours
RDNG 624	3
RDNG 640	3
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	6
Fifth Semester	Hours
RDNG 682	3
RDNG 726	3
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	6
Sixth Semester	Hours
RDNG 689	3
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	3

Total credit hours: 30

## Learning Outcomes

### LITERACY EDUCATION

The M.A. program in Literacy Education aligns with the International Literacy Association's *Standards for Reading Professionals* (2010) and prepares candidates for careers in preK to adult learning contexts including roles as Reading Specialists, Literacy Coaches, Literacy Coordinators/Literacy Leaders. Accordingly, the specific learning goals of the program are as follows:

- Understand the theoretical and evidence-based foundations of reading and writing processes and instruction and apply this knowledge.
- Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Create and engage their students in literacy practices that develop awareness, understanding, respect, and valuing differences in our society.

- Create a literate environment that fosters reading and writing by integrating foundational knowledge instruction practices approaches and methods curriculum materials and the appropriate use of assessments.
- Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.
- Demonstrate professionalism by serving as leaders and advocates within professional organizations and local communities state holders.

International Reading Association. (2010). *Standards for reading professionals*. Newark, DE: Author.