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

Allison Swan Dagen, Ph.D

Professor
Program Coordinator, Literacy Education

Allison.Swan@mail.wvu.edu

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 (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.

<table>
<thead>
<tr>
<th>Required Courses</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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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
CEHS Elective  3
Total Hours  30

Suggested Plan of Study

First Semester  Hours  6
LE 620  3
LE 621  3

Second Semester  Hours  6
LE 622  3
LE 627  3

Third Semester  Hours  6
LE 682  3
Elective  3

Fourth Semester  Hours  6
LE 624  3
LE 640  3

Fifth Semester  Hours  6
LE 689  3
LE 726  3

Total credit hours: 30

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.