

DEPARTMENT OF LITERACY

108 Recitation Hall
West Chester University
West Chester, PA 19383
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Department of Literacy (<http://www.wcupa.edu/literacy/>)
Dr. Santori (dsantori@wcupa.edu), *Chairperson*
Dr. Flanigan (kflanigan@wcupa.edu), *Graduate Coordinator*

Programs of Study

The Department of Literacy offers the master of education degree with a major in literacy and reading specialist certification. Students who complete this program are recommended for Pennsylvania certification as a reading specialist. This program prepares candidates to serve in reading specialist positions and as classroom teachers of reading in elementary or secondary schools.

In 1997, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania School Code. These revisions require all students who apply for Pennsylvania reading specialist certificates to pass competency tests.

As changes are made in requirements for reading specialist certification, it is the student's responsibility to satisfy the new requirements.

The department also offers a Certificate in Literacy (18 credits), Reading Specialist Certification (without M.Ed. in Literacy; 30 credits), and an Endorsement in Literacy Coaching (12 credits).

Programs

Master's Program

- M.Ed. in Literacy and Reading Specialist Certification (<https://catalog.wcupa.edu/graduate/education-social-work/literacy/literacy-med-reading-specialist-certification/>)

Certificate

- Literacy (<https://catalog.wcupa.edu/graduate/education-social-work/literacy/literacy-certificate/>)

Certification

- K-12 Reading Specialist Certification (without M.Ed.) (<https://catalog.wcupa.edu/graduate/education-social-work/literacy/reading-specialist-cert/>)

Endorsement

- Literacy Coaching (<https://catalog.wcupa.edu/graduate/education-social-work/literacy/literacy-coaching-endorsement/>)

Accelerated Bachelor's to Master's

- B.S.Ed. in Early Grades Preparation (PreK-4) to M.Ed. in Literacy and Reading Specialist Certification (<https://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-early-grades-preparation-prek-4/>)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (<https://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions/>). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admissions Requirements for the M.Ed. in Literacy

Applicants are expected to have an undergraduate degree from an accredited college or university. In addition, they must meet a college grade point average (GPA) entry requirement of a 3.0 on a scale of 4.0 calculated on their overall GPA. Students who cannot meet this requirement must earn a minimum of a B in two of the core graduate

literacy classes in the West Chester University M.Ed. program as a conditionally-admitted graduate student before gaining full admittance. Applicants must submit two letters of professional recommendation and a copy of their initial teaching certification. In order to be eligible for a Pennsylvania Reading Specialist certificate, applicants must possess initial Pennsylvania teaching certification.

Formal Admission to Reading Specialist Certification Program

1. Students must meet the above program entry requirements.
2. Students must file a form in the Certification Office listing required courses for certification.

Admission Requirements for the Literacy Coaching Endorsement

Admission requirements include an undergraduate GPA of 3.0 or above, two letters of recommendation, Instructional I Certificate, Reading Specialist certification, Masters in Reading or other educational fields (e.g., Elementary Education, Special Education), and a minimum of three years' full-time K-12 teaching experience.

Policies

All graduate students are held to the academic policies and procedures (<https://catalog.wcupa.edu/graduate/academic-policies-procedures/>) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Precandidacy Requirements

(For M.Ed. Candidates Only)

1. Students must apply for candidacy after the completion of 15 credits.
2. Courses required within the precandidacy period include EDR 505, EDR 507, EDR 509, EDR 514, and one additional course from the prescribed program.
3. Students must maintain an overall GPA of 3.0 during the precandidacy period.

Degree Requirements for the Combined M.Ed. in Literacy and Reading Specialist Certification

In addition to meeting degree requirements of the University, the candidate must:

1. Successfully complete 30 credits in literacy and six additional credits in professional education. Workshops will not be accepted to satisfy this requirement.
2. Achieve an overall GPA of at least 3.0.
3. The student must successfully submit a theoretical foundations portfolio.

Students are responsible for meeting all requirements within the specified time.

Theoretical Foundations Portfolio Policy for the M.Ed. in Literacy and Reading Specialist Certification

Students are required to complete a Theoretical Foundations portfolio as part of their successful completion of the degree program. Students are eligible to submit their Theoretical Foundations Portfolio after they have completed EDR 505, EDR 507, EDR 509, EDR 516, EDR 519, and either EDR 512 or EDR 532 and after they have attended a portfolio work session. Students will not be permitted to submit a portfolio until they have attended a portfolio work session, to which they must bring a draft portfolio project. Portfolio submissions are due

on the 3rd Monday in October, the 4th Monday in February, or the 3rd Monday in August. Candidates whose portfolios receive a failing evaluation are permitted one re-submission within a two-year period. Candidates whose re-submitted portfolios receive a failing evaluation are dropped from the degree program.

Requirements for the Reading Specialist Certification-Only Program

1. The student must possess an Instructional I Certificate.
2. The student must maintain an overall GPA of 3.0.
3. In order to obtain the certificate, the student must successfully complete the curriculum listed and meet any additional state requirements.
4. The student must successfully submit a theoretical foundations portfolio.
5. The student must attempt the state designated advanced licensure exam (e.g. Praxis II) prior to program completion.

Faculty

Professors

Kevin Flanigan (kflanigan@wcupa.edu) (2003)

Graduate Coordinator, Literacy
B.A., Mary Washington College; M.Ed., James Madison University;
M.Ed., Ph.D., University of Virginia

Kathleen Riley (kriley@wcupa.edu) (2013)

B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania

Diane Santori (dsantori@wcupa.edu) (2008)

Chairperson, Literacy
B.S., Temple University; M.S., St. Joseph's University; Ed.D.,
University of Pennsylvania

Kathryn Solic (ksolic@wcupa.edu) (2013)

B.A., University of Notre Dame; M.Ed., University of Florida; Ph.D.,
University of Tennessee

Associate Professors

Sarah Lightner (slightner@wcupa.edu) (2017)

B.S., Pennsylvania State University; M.A., University of Pittsburgh;
Ph.D., Ohio State University

Sunita Mayor (smayor@wcupa.edu) (2000)

B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed.,
Xavier University; Ed.D., University of Cincinnati

Jennifer Raskauskas (jraskauskas@wcupa.edu) (2017)

B.S., B.A., Bucknell University; M.A., Columbia University Teachers
College; Ph.D., University of Illinois, Urbana-Champaign

Tina Selvaggi (tselvaggi@wcupa.edu) (2012)

B.A., M.S., St. Joseph's University; Ed.D., Widener University

Assistant Professors

Daris D. McInnis (dmcinnis@wcupa.edu) (2021)

B.S., Angelo State University; M.A., Trinity Washington University

Heather E Waymouth (hwaymouth@wcupa.edu) (2020)

B.S., SUNY Geneseo; M.S., Ph.D., Syracuse University

Courses

EDR

EDR 503. Language Arts Pre K-4. 3 Credits.

An exploration of theory and practice for developing a supportive language arts environment, with focus on facilitating the development of language competencies- writing, listening, speaking, viewing and visually representing- in children.

EDR 503 Prerequisite: Successful completion of EGP 501 with minimum grade of C-.

EDR 505. Orthographic Knowledge Language And Lit Dev. 3 Credits.

The purpose of this course is to acquaint students with the development of orthographic knowledge from its earliest awareness to its full fruition and its relation to language and literacy acquisition and instruction. Assessment strategies along each stage of its development will be explored as well as concomitant pedagogy. Attention will be paid to the causes of difficulties in acquiring orthographic knowledge and to appropriate instruction.

EDR 507. Comprehension & Vocabulary: Dev & Instruc. 3 Credits.

This course introduces students to the theoretical bases of comprehension and vocabulary development. Best practices in teaching, supporting and assessing comprehension and vocabulary will be an integral part of the course.

Distance education offering may be available.

EDR 509. Writing Development and Instruction. 3 Credits.

Strategies for teaching the language arts. Methods, materials, and resources for organizing creative programs in school settings.

EDR 512. Literacy Practicum and Seminar I. 3 Credits.

A practicum course in assessment and instruction of the young reader/writer. Major attention given to understanding a child's language and literacy development, and planning and carrying out appropriate instruction for that child. Students will use a variety of formal and informal assessments to design an individual instructional program. Field clearances are required.

EDR 512 Prerequisite: Successful completion of EDR 505, EDR 507, EDR 509, EDR 516, and EDR 516, with minimum grades of C-. EDR 512 and EDR 532 may NOT be taken in the same semester.

EDR 513. Reading in PRE K-4 Classroom. 3 Credits.

This course prepares students for teaching using a balanced approach of various theoretical teaching models based on current research and knowledge. Through readings, lectures, and class activities, students will develop a solid understanding of the reading process, and how to construct and manage a classroom environment that promotes optimal literacy learning. Students will learn to meet the diverse needs of learners at all stages of literacy development, assess students to monitor reading progress, and plan appropriate reading instruction.

EDR 513 Prerequisite: Successful completion of EGP 501 with minimum grade of C-.

Distance education offering may be available.

EDR 514. Reading In The Content Areas. 3 Credits.

This course will give teachers an understanding of the role of literacy in the content areas. It will include specific ways to teach literacy through content assignments, enabling the teacher to be more effective in teaching the subject area and in developing students' skills that will help them become independent learners. It will focus on specialized strategies, metacognitive principles, teaching techniques, and learning activities in literacy in and across subject areas at the elementary, middle, secondary levels and for students who learn differently.

EDR 515. Teaching Reading with Child's and Adolescent's Lit. 3 Credits.

The course is based on the philosophy that literature should be an integral element of the PK-12 curricula. The emphasis in this course is on fostering wide reading and response to literature in PK-12 curricula. Students will read widely, gain a working knowledge of genre, gain an understanding of reading response theory, learn how to evaluate literature, and investigate ways that literature can be used to help students develop into competent lifelong readers and writers.

EDR 516. Problems in Literacy Development. 3 Credits.

This course acquaints students with the theoretical bases and nature of differences in literacy development. The developmental nature of literacy growth and the importance of instruction within students' zone of proximal development will be explored. Students will investigate how literacy differences are influenced by social, emotional, psychological, physical, and educational factors. Best practices in teaching, supporting, and assessing students with literacy difficulties will be an integral part of the course.

EDR 516 Prerequisite: Successful completion of EDR 505, EDR 507, EDR 509, and EDR 519, with minimum grades of C-.

Distance education offering may be available.

EDR 518. Language Arts for Grades 4-8. 3 Credits.

A study of theory, trends, curriculum, and pedagogy for integrating language arts across the curriculum in grades 4 through 8, with emphasis on connections among listening, speaking, writing, and reading.

EDR 518 Prerequisite: Successful completion of EDP 501 with minimum grade of C-.

EDR 519. Issues of Diversity in Teaching Reading. 3 Credits.

This course examines the historical, cultural, and educational contexts of literacy, language, and learning as they relate to reading instruction.

EDR 519 Prerequisite or Corequisite: 6 credits of EDR from the following list: EDR 505, EDR 507, EDR 509, EDR 514, EDR 535, or EDR 546.

Distance education offering may be available.

EDR 523. Literacy Field Experience PreK-4. 3 Credits.

A field-based course designed to enable its participants to review, practice, and investigate various approaches to planning, teaching, and evaluating literacy practices within the context of a grade PreK-4 reading practicum. Field clearances are required.

EDR 523 Prerequisite: Successful completion of EDR 503 and EDR 513, with minimum grades of C-.

EDR 528. Reading in Grades 4-8. 3 Credits.

An exploration of current research and practice to prepare candidates to utilize a balanced approach to teach reading to children and young adolescents in grades 4 through 8.

EDR 528 Prerequisite: Successful completion of EDP 501 with minimum grade of C-.

EDR 532. Literacy and Practicum Seminar II. 3 Credits.

A practicum course in assessment and instruction of independent readers/writers. Using formal and informal measures, students will complete a case study of an independent reader/writer, analyze strengths and areas of need, and design an individualized plan for literacy growth. Using this plan, students will tutor children and evaluate the results. Field clearances are required.

EDR 532 Prerequisite: Successful completion of EDR 505, EDR 507, EDR 509, EDR 514, EDR 516, and EDR 519, with minimum grade of C-. EDR 512 and EDR 532 may NOT be taken in the same semester.

EDR 535. Language, Learning and Literacy. 3 Credits.

This course is intended to help teachers reflect on the developmental nature of language and literacy, and the critical links between language, learning, and literacy. Students will investigate major theories and issues of language and literacy and will explore links between theory and practice. The relationship of class, gender, dialect, and ethnicity to literacy and learning will be addressed throughout the course. Attention will be given to individual variation in language, learning, and literacy issues. Students will consider topics such as teacher's use of language, classroom discussion facilitation, and teacher research.

EDR 538. Literacy Field Experience Grades 4-8. 3 Credits.

EDR 538 is a field-based course designed to enable its participants to review, practice, and investigate various approaches to planning, teaching, and evaluating literacy practices within the context of a grade 4-8 reading practicum. Field clearances are required.

EDR 538 Prerequisite: Successful completion of EDR 518 and EDR 528, with minimum grades of C-.

EDR 541. Organization and Supervision of Literacy Programs. 3 Credits.

Development, organization, and supervision of literacy programs K-12. Emphasis is on the use of the total school community in meeting individual needs.

EDR 541 Prerequisite: Successful completion of EDR 505, EDR 507, EDR 509, EDR 512, EDR 516, and EDR 519, with minimum grades of C-.

Distance education offering may be available.

EDR 546. E-Reading in K-12 Classrooms. 3 Credits.

This online course addresses the unique and changing demands put upon readers as they are expected to read and comprehend digital texts. Participants gain understanding of theories of digital reading, instructional strategies for improving students' comprehension of digital texts, and assessments of digital literacy.

Distance education offering may be available.

EDR 550. Literacy Development for Students w/ Disabilities in Inclusive Classrooms. 3 Credits.

This course is designed to help students understand literacy acquisition and development for students with disabilities. This course will focus on the challenges that reading and writing pose for students with disabilities and resulting appropriate assessment and instructional techniques. Response to Intervention Tier 1 and Tier 2 instruction will be addressed. Content area literacy for students with disabilities will be included.

Distance education offering may be available.

EDR 590. Independent Study. 1-6 Credits.

Individual investigation and exploration of related reading research. Topic must be approved by the supervising instructor prior to registration.

EDR 599. Educational Reading Transfer Credits (Graduate). 3-9 Credits.

Transfer Credits

Repeatable for credit.

EDR 602. Literacy Coaching & Professional Development. 3 Credits.

Students will examine the roles of Literacy Coaches, approaches to coaching, and their underlying conceptual frameworks. Topics will include: conducting coaching cycles, collaborating with and providing support to teachers, analyzing and designing literacy programs, designing and implementing needs-based professional development. Field clearances are required.

EDR 604. Literacy Program Evaluation & Data Analysis. 3 Credits.

This course is designed to help candidates understand how to collect, analyze, interpret, and communicate results for reading assessments administered at the school, state, national, and international levels.

EDR 604 Prerequisite: Successful completion of EDR 602 with minimum grade of C-.

Distance education offering may be available.

EDR 606. Practicum & Seminar in Literacy Coaching. 3 Credits.

This course provides candidates the opportunity to learn and apply skills of observing and providing feedback to teachers during reading and writing instruction in K-12 classrooms. Candidates will learn how to conduct and model lessons, collect data on teachers' professional development and students' instructional needs, and apply the coaching cycle to promote continuous improvement of literacy instruction. Field clearances are required.

EDR 606 Prerequisite: Successful completion of EDE 605, EDR 602, and EDR 604, with minimum grades of C-.