DEPARTMENT OF LITERACY

College of Education and Social Work
108 Recitation Hall
West Chester University
West Chester, PA 19383
610-436-2877
Department of Literacy (http://www.wcupa.edu/literacy/)
Dr. Santori (d.santori@wcupa.edu), Chairperson
Dr. Flanigan (k.flanigan@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 (http://catalog.wcupa.edu/graduate/education-social-work/literacy/literacy-med-reading-specialist-certificat/)

Certificates
- Literacy (http://catalog.wcupa.edu/graduate/education-social-work/literacy/literacy-certificate/)
- K-12 Reading Specialist Certification (without M.Ed.) (http://catalog.wcupa.edu/graduate/education-social-work/literacy/reading-specialist-cert/)

Endorsement
- Literacy Coaching (http://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 (http://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 (http://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 (http://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 peer review workshop. Portfolio submissions are due at the 3rd Monday in October, the 4th Monday in February, and the 3rd Monday in August. Request for approval of the portfolio submission must be

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made in writing to the graduate coordinator by July 1 for the October submission date, by November 1 for the February submission date, and by May 1 for the August submission date. 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
Diane Santorl (dsantorl@wcupa.edu) (2008)
Chairperson, Literacy
B.S., Temple University; M.S., St. Joseph's University; Ed.D., University of Pennsylvania
Heather Schugar (hschugar@wcupa.edu) (2008)
Co-Director, Education Policy, Planning, and Administration Program
B.S., M.Ed., Ph.D., University of Maryland

Associate Professors

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
Kathleen Riley (kriley@wcupa.edu) (2013)
B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania
Tina Selvaggi (tselvaggi@wcupa.edu) (2012)
B.A., M.S., St. Joseph's University; Ed.D., Widener University
Kathryn Solic (ksolic@wcupa.edu) (2013)
B.A., University of Notre Dame; M.Ed., University of Florida; Ph.D., University of Tennessee

Assistant Professors

Sarah Lightner (slightner@wcupa.edu) (2017)
B.S., Pennsylvania State University; M.A., University of Pittsburgh; Ph.D., Ohio State University
Jennifer Raskauskas (jraskauska@wcupa.edu) (2017)
B.S., B.A., Bucknell University; M.A., Columbia University Teachers College; Ph.D., University of Illinois, Urbana-Champaign
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.
Pre / Co requisites: EDR 503 requires a prerequisite of EGP 501.

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 510. Foundations Of Reading Instruction: K-12. 3 Credits.
Psychology and pedagogy of reading instruction. The nature of the reading process; the nature of the learner; skill development; instructional strategies.

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.
Pre / Co requisites: EDR 512 requires prerequisites of EDR 505, EDR 507, EDR 509, EDR 516, and EDR 519. (EDR 512 and EDR 532 may NOT be taken in the same semester.)
Typically offered in Fall & Summer.

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.
Pre / Co requisites: EDR 513 requires a prerequisite of EGP 501.
Distance education offering may be available.

EDR 514. Reading In The Content Areas. 3 Credits.
Reading skills, reading problems, teaching techniques, and reading activities in content subjects at the elementary and secondary levels.

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.
Typically offered in Fall.

EDR 516. Problems in Literacy Development. 3 Credits.
The purpose of this course is to acquaint the student with the theoretical bases and the 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 differences will be an integral part of the course.
Pre / Co requisites: EDR 516 requires prerequisites of EDR 505, EDR 507, EDR 509, and EDR 519.
Typically offered in Fall & Spring.
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 though 8, with emphasis on connections among listening, speaking, writing, and reading.
Pre / Co requisites: EDR 518 requires prerequisite of EDP 501.

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.
Pre / Co requisites: EDR 519 requires prerequisites or corequisites of 6 credits of EDR from the following list: EDR 505, EDR 507, EDR 509, EDR 514, EDR 533, EDR 546. Typically offered in Fall & Spring.

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.
Pre / Co requisites: EDR 523 requires prerequisite EDR 503, EDR 513.

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.
Pre / Co requisites: EDR 528 requires a prerequisite of EDP 501.

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.
Pre / Co requisites: EDR 532 requires prerequisites of EDR 505, EDR 507, EDR 509, EDR 514, EDR 516, and EDR 519. (EDR 532 and EDR 512 may not be taken during the same semester.) Typically offered in Spring & Summer.

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.
Typically offered in Spring.

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.
Pre / Co requisites: EDR 538 requires prerequisite EDR 518, EDR 528.

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. Field clearances are required.
Pre / Co requisites: EDR 541 requires prerequisites of EDR 505, EDR 507, EDR 509, EDR 512, EDR 516, and EDR 519. Typically offered in Fall & Spring.

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. Typically offered in Summer.

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.