Master of Arts in Literacy Education/Reading

STUDENT HANDBOOK

The Master of Arts in Literacy Education (formerly M.A. in Reading) is a professional graduate program leading to PreK-adult reading specialist certification in West Virginia.

West Virginia University
Curriculum and Instruction/Literacy Studies
College of Education and Human Services
602 Allen Hall, P.O. Box 6122
Morgantown, WV 26506-6122

Phone: 304-293-3441
Email: C&I-Lit@mail.wvu.edu
Welcome to West Virginia University’s Literacy Education (LE) Master of Arts advanced graduate program. You have made a wise career decision for your professional development and growth as a practitioner. We predict your current and future students will certainly thank you for earning this advanced degree.

Our program’s goal is to prepare 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: Interventionist, Literacy Coach and School/Literacy Leader.

Our 36-credit Masters program, housed in the College of Education and Human Services (CEHS), is nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP) and International Literacy Association. As such, we use the International Literacy Association’s Standards for Reading Professionals as an anchor and framework for this program.

We encourage you to contact any of our four tenured faculty with questions on the role of the reading specialist, literacy content, instruction, assessment, literacy leadership, struggling readers and/or research ideas.

Allison Swan Dagen – Allison.swan@mail.wvu.edu
Aimee Morewood – Aimee.morewood@mail.wvu.edu
Steven Rinehart – Steven.rinehart@mail.wvu.edu
Charline Barnes Rowland - C.BarnesRowland@mail.wvu.edu

In this handbook, you will find information on a variety of topics from technology to LE program of studies to faculty and other CEHS and WVU services for graduate education.

Again, welcome to the program,

Allison Swan Dagen
Allison Swan Dagen
Associate Professor
LE Program Coordinator
AIMEE MOREWOOD is an Associate Professor in the Department of Curriculum & Instruction/Literacy Studies, College of Education & Human Services, at West Virginia University (WVU).

Dr. Morewood received her doctorate in Instruction and Learning/Reading from the University of Pittsburgh. Dr. Morewood has a M.Ed. in Reading Education from Edinboro University and a M.Ed. in Curriculum and Instruction from Gannon University. She was a dual major at Mercyhurst College where she focused on elementary and special education. Dr. Morewood’s certifications include Elementary Education (K-8), Special Education (K-12), and Reading Specialist Certification (K-12). She began her career as a learning support teacher in an urban classroom in Erie City School District, Erie, PA.

Dr. Morewood recently served as the editor of "Pennsylvania Reads: The Journal of the Keystone State Reading Association" and she has served on various professional committees including the International Literacy Association’s (formerly the International Reading Association) Jerry Johns Outstanding Teacher Educator in Reading Award/Arbuthnot Award Committee.

Her research interests include effective professional development for literacy educators, word study instruction for elementary students, systemic change through teacher leadership, and emergent literacy practices. Recently, her research has been funded through grants from the Claude Worthington Benedum Foundation, The Research Intensive Grant Program, Benedum Collaborative Five-Year Teacher Education Program, and West Virginia University’s Program Evaluation and Research Center.

In addition to her focused areas of research, Dr. Morewood enjoys teaching courses in children’s literature, developing interest, motivation, and engagement in reading, and emergent literacy instruction. Dr. Morewood believes that practicing teachers and higher educational professionals should be engaging in continuous dialogue regarding effective practices. It is because of this belief that Dr. Morewood has made conscious efforts to publish and present both empirical research and practitioner information so that all literacy educators can be a part of this conversation.

SCHOLARSHIP
Recent Publications

Researc**hers Yearbook, 35,** (pp.189-204). Commerce, TX: Texas A&M-University-Commerce.


**INVITED, EDITED BOOK CHAPTERS**


**CONFERENCE PRESENTATIONS**

**Paper Presentation**


**Regional/College Conferences**


**GRANTS: FUNDED**


CHARLINE BARNES ROWLAND is an Associate Professor in the Department of Curriculum & Instruction/Literacy Studies, College of Education & Human Services, at West Virginia University (WVU). She teaches undergraduate and graduate courses in Literacy Education program.

Dr. Rowland, a product of New York City public schools, received her Ed.D. in Curriculum & Instruction from Virginia Polytechnic Institute and State University (Virginia Tech), her M.A. in Reading Education from George Washington University, and her B.A. in English Education & Psychology from Syracuse University. Dr. Rowland holds certifications in English (7-12), Reading Specialist (PK-12), Middle & Secondary School Administration (Principal) and Adult Education. A former public school classroom teacher and reading specialist, she served on the faculties of several institutions in the Midwest prior to joining WVU.

Dr. Rowland is past board member of International Literacy Association (formerly International Reading Association), and past trustee for the National Council of Teachers of English (NCTE), Research Foundation. In Spring 2003, Dr. Rowland was a U.S. Fulbright Scholar at the University of the West Indies (UWI) in Barbados where she worked with Caribbean teachers on improving children’s literacy through instructional strategies and multicultural books. She is also recipient of the CASTL Fellowship from Carnegie Foundation for the Advancement of Teaching (2006) and IRA Jerry Johns Outstanding Teacher Educator in Reading Award (2012).

Her research interests are literacy leadership, methods and materials of literacy instruction, global issues in curriculum and instruction and professional development of educators.

Currently, she is Director of Student Membership for West Virginia Reading Association, a state council of the International Reading Association. She is also Statewide Campus Director for Health Sciences Technology Academy (HSTA), a pre-college preparatory program for disadvantaged high school students in West Virginia.

Dr. Rowland’ favorite motto is: “The whole world opened to me when I learned to read” (Mary Bethune, author).

SCHOLARSHIP
Recent Publications


**Presentations**


Rowland, C. B. (2013, April). *Content literacy strategies for pre-service teachers.* Organization of Teacher Educators in Reading (OTER) Special Interest Group (SIG) Session at International Reading Association (IRA) Annual Convention, San Antonio, TX. NOT ATTEND DUE TO MEDICAL ISSUES


**Grants**


ALLISON SWAN DAGEN is an Associate Professor in the Department of Curriculum & Instruction/Literacy Studies, College of Education & Human Services, at West Virginia University (WVU). Dr. Swan Dagen received her doctorate in Instruction and Learning/Reading from the University of Pittsburgh and her M.Ed. in Reading Education from Bloomsburg University. Dr. Swan Dagen holds certification in Elementary Education (K-8) as well as Reading Specialist Certification (K-12). Dr. Swan Dagen taught middle school Reading and Title 1 Math at the Pleasant Valley School District, Brodheadsville, PA.

Dr. Swan Dagen is a member of the CAEP/ILA Program Accreditation Auditing/Review team and serves on the International Literacy Association Professional Standards and Ethics Committee. Dr. Swan Dagen was also recently invited to serve ILA as a contributor to the revised Standards for Literacy Professionals (2017) Committee.

Dr. Swan Dagen teaches Foundations of Literacy, Literacy and the Young Child, Literacy Coaching and Literacy Leadership in the LE Masters program. She also serves as LE program coordinator.

Recently, along with Dr. Morewood, Dr. Swan Dagen received funding from the Claude Worthington Benedum Foundation ($265,000) for Literacy Leaders Through National Board Certification (LLNBC). This professional development initiative supports the state’s Universal Prekindergarten (UPK) initiative by focusing on West Virginia’s preschool teachers and National Board Teaching Certification.

Dr. Swan Dagen’s research interests include effective professional development for literacy educators, Reading Specialists/Literacy Coach preparation, teachers’ literacy leadership, National Board Teaching Certification and emergent literacy practices.

SCHOLARSHIP
Recent Publications


**Recent Presentations**

IRA/CAEP Program Report Writers Symposium (July 2015). Training session held at the International Reading Association, St. Louis, MO.

Literacy Leadership through National Board Certification: Strengthening Teaching in West Virginia’s Preschools (September 2014). West Virginia University Smith Lever Research Symposium Poster Session, Morgantown, WV.

IRA/CAEP Program Report Writers Symposium (May 2014). Training session held at the International Reading Association, New Orleans, LA.

**Recent Grants**


STEVE RINEHART is a professor and senior faculty member in the Literacy Education master’s degree program for reading specialists. He received his doctorate in Reading from West Virginia University, a master’s degree from Indiana State University and a bachelor’s degree in Education from Indiana University. His Indiana and West Virginia teaching certifications include K-12 Reading Specialist, K-12 Instructional Supervision, and related endorsements in elementary education and language arts education. Dr. Rinehart’s experience has spanned elementary, secondary, undergraduate, graduate, and doctoral classrooms. His 10 years as a K-12 classroom teacher and his continued involvement in K-12 classrooms continue to bring the authenticity of the classroom experience to the candidates he mentors as reading specialists.

Dr. Rinehart has been a long-standing member of professional associations, most notably the International Literacy Association and the Association of Literacy Educators and Researchers. His involvement has included committee work, editorial assistance to conference and journal research, special interest groups, as well as related field work.

His research interests include effective literacy practice, with special focus on struggling readers, clinical reading outreach, and links between literacy, technology, and motivation. He is currently working with faculty from Instructional Design and Teaching on sight word gamification models and the use of video animation creation linked to reading pursuit. His initial research from more than 20 years started with a focus on literacy methodology with an eye toward what really works. That bridge between theory and practice has continued to influence his work with Readers Theater, reader interests, and comprehension instruction.

Instructional leadership in the Literacy Education program:

His program teaching pursuits have recently focused on program practica and internships, best practice for intervention, literacy assessment, clinical reading outreach, and technology and methods for distance practica supervision. Courses frequently taught include: Reading 640, 641, 682, and 685, plus selected topics and independent work.
SCHOLARSHIP
Recent Research/Scholarship Products


Recent video example available through the WVU Reading Clinic
Graduate Assistants

Jessica Lough is a doctoral student in the College of Education and Human Services (CEHS) Interdisciplinary PhD program and a full-time Graduate Assistant assigned to the Curriculum & Instruction Literacy Studies (CILS) department. Jessica teaches RDNG 403: Children’s Literature and is engaged with teaching and research responsibilities through the Literacy Leadership Through National Board Certification (LLNBC) Grant. Jessica is a certified Elementary teacher with a specialization in 5-9 English; she taught 7th/8th Grade English for 4 years in WV and is also a certified Reading Specialist with a MA in Literacy Education from WVU. Jessica's research interests include teacher leadership, educational reform and change.

Mark Morgan is a doctoral student in the College of Education and Human Services (CEHS) Interdisciplinary PhD program and a part-time Graduate Assistant assigned to the Curriculum & Instruction Literacy Studies (CILS) department. Mark is engaged with teaching and research responsibilities through the Literacy Leadership Through National Board Certification (LLNBC) Grant. Mark is certified in Elementary Education with a specialization in 5-9 Math. Mark works for the Federal Bureau of Prisons (BOP) as the Literacy and Testing Coordinator at FCI Morgantown. He taught General Educational Development (basic, pre, intermediate and advanced) and ESL for 4 years before moving to his current position. Mark’s research interests are in family/community literacy focusing specifically on literacy within rural Appalachia.

Susan Taylor is a doctoral student in the College of Education and Human Services (CEHS) Interdisciplinary EdD program and a part-time Graduate Assistant assigned to the Curriculum & Instruction Literacy Studies (CILS) department. Susan teaches RDNG 403: Children’s Literature and is engaged with teaching and research responsibilities through the Literacy Leadership Through National Board Certification (LLNBC) Grant. Susan is a certified Elementary teacher and Reading Specialist with a MA in Reading from WVU. Currently Susan is employed at Monongalia County Schools as a Federal Programs Technical Support Specialist after teaching 9 years at Mason-Dixon elementary. Susan’s research interests include reading and professional development.

Administrative Assistant

Risa Moore:
Program Assistant
604 Allen Hall
rsmoore@mail.wvu.edu
304-293-3328
Master of Arts in Literacy Education/Reading

Vision & Curriculum Summary

LITERACY EDUCATION VISION

To prepare specialized reading professionals to serve as literacy leaders and practitioners who will work collaboratively to provide all children access to high quality literacy instruction and equitable access to student-centered and developmentally-appropriate diverse literacy-rich learning environments.

This program is designed for individuals who wish to obtain a MA in Literacy Education and Pre-K-Adult Reading Specialist certification in West Virginia.

RDNG 621 – Reading/Writing-Elementary School (3 hours)
RDNG 622 – Content Area Literacy Instruction (3 hours)
RDNG 624 – Foundations of Literacy (3 hours)
RDNG 627 – Developing Reading Interests (3 hours)
RDNG 640 – Instructing Students w/ Reading Difficulties (3 hours)
RDNG 641 – Problems in Reading (3 hours)
RDNG 685 – Practicum: Clinical Teaching/Coaching (minimum of 6 hours)
RDNG 682 – Assessment of Reading Ability (3 hours)
RDNG 726 – Literacy Leadership (3 hours)

Electives – 6 hours Total Hours of Coursework: 36

Rdng. 640 should precede Rdng. 641. Program majors may not take Rdng. 641/685 or Rdng. 726 before earning at least 15 program hours, without program or advisor permission.

Electives may vary and may include additional Rdng. 685 hours.

- Course descriptions can be found by following this link and start on page 212:

  http://catalog.wvu.edu/graduate/coursedescriptions/2014-15-courses-graduate.pdf


- Information regarding graduate credit hours:

  http://catalog.wvu.edu/graduate/advisingcoursesdegrees/#creditlimitstext

- Questions about transferring identified coursework credit from a previous master's degree earned at WVU or another institution should be directed to the program coordinator at:

  Allison.Swan@mail.wvu.edu
Graduate Assistantships are available within CEHS, CILS Department, Literacy Education Programs and/or for specific grant funded projects.
For programs currently hiring: [http://cehs.wvu.edu/grad/resources/ga-positions](http://cehs.wvu.edu/grad/resources/ga-positions)

Graduate students are eligible for federal loans but DO NOT qualify for federal or state grants.

**Full-time/Part-time**
A student is classified as either full-time or part-time in any given enrollment period. A graduate student is classified as full-time if enrolled for at least 9 credit hours during fall and spring semesters and at least 6 credit hours during the summer semester.

- The free Application for Federal Student Aid (FAFSA) is due by February 1st each year. However, it is beneficial to submit the FAFSA as soon as possible.

**Eligibility for Scholarships**
WVU students are eligible for a variety of scholarships. Some scholarships have very specific criteria while others are more general in their requirements. Some scholarships require West Virginia residency. Previous academic success is an important qualifying ingredient in all awards. Minimum academic criteria to qualify for a scholarship have traditionally been a 3.0 grade point average, and an ACT score of 22 or an SAT score of 1020. However, there are often some scholarships available with less restrictive criteria. With this in mind, you are encouraged to investigate scholarship opportunities on an annual basis.

Visit the WWU Financial Aid Site for assistance and scholarship information:
[http://financialaid.wvu.edu/](http://financialaid.wvu.edu/)

**CEHS Scholarship Application Guidelines**
To be eligible, students must have a current year Free Application for Federal Student Aid (FAFSA) form on file with the WWU Financial Aid Office.

Visit here for available scholarships and award criteria: [http://cehs.wvu.edu/scholarships](http://cehs.wvu.edu/scholarships)
Technology

The main point of contact for all areas of support is the ITS Service Desk.

Call 304-293-4444
Toll Free 1-877-327-9260
Email ITSHelp@mail.wvu.edu

Check out Recently Asked Questions and Tutorials here:

http://it.wvu.edu/support/documentation

- **For using MIX 1st Time:** [http://welcometo.wvu.edu/faq-questions/log-into-mix](http://welcometo.wvu.edu/faq-questions/log-into-mix)

- **Access MIX:** use MIX to check your student email, enter STAR, use the library, and receive personalized messages: [https://mix.wvu.edu/cp/home/displaylogin](https://mix.wvu.edu/cp/home/displaylogin)

- **Access Courses:** [https://ecampus.wvu.edu/webapps/login/](https://ecampus.wvu.edu/webapps/login/)

- **Academic Software:** Purchase software at significant discounts off standard retail prices: [http://wvu.onthehub.com/WebStore/Welcome.aspx](http://wvu.onthehub.com/WebStore/Welcome.aspx)

- **WVU Libraries from your computer:** Find and reserve materials online, check out eBooks, and use ILLiad to have materials sent by mail. All directions and how to’s found here: [https://lib.wvu.edu/services/distance/](https://lib.wvu.edu/services/distance/)
Technology Continued

As a student of the Literacy Education Department, we ask that you set up your Google+ profile through your WVU MIX account for these reasons:

1. It is safe & secure
2. Not everyone is on Facebook or Twitter
3. We are a learning community that strives to stay connected
4. Stay connected with easy access to updated news announcements from the Literacy Education Department

Start by logging in to MIX: https://mix.wvu.edu/cp/home/login

1. Change your profile picture
2. Set up your profile
3. Search and Add “WVU Literacy Education”

For a video tutorial follow this link AND fast forward to 5:32 to see a demonstration of this process:

http://screencast-o-matic.com/watch/co1IcFfb3I

Just remember the video is just an example; you want to add WVU Literacy Education to stay up to date on news and announcements for the program for which you are enrolled.
University and CEHS Policies

1. **Grading**-CEHS follows the University's policies regarding grading, incompletes, and all other student reporting. Please read this information here: [http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#gradestext](http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#gradestext)

2. **LiveText**-Students need to purchase LiveText; read more here: [http://cehs.wvu.edu/livetext](http://cehs.wvu.edu/livetext)

3. **Ecampus**-online classes utilize ecampus and students are required to have technology and internet access for participation. [http://ecampusinfo.wvu.edu/student/student-resources](http://ecampusinfo.wvu.edu/student/student-resources)

4. **Independent Studies**-In order to be considered for an Independent Study, a candidate must work with this advisor and/or instructor of record to complete the following proposal. Once the proposal is approved, the candidate can register for the course. (See Appendix A for form)

5. **Contact Hours**-One credit hour is equivalent to fifteen contact hours of guided instruction (e.g., student progress meetings, assessment) and thirty hours of student work to complete the requirements set forth by the advisor or course instructor (e.g., team meetings, review sessions, thesis/ dissertation preparation) over a fifteen week period. Instructors/Mentors and students should discuss the appropriate number of total credit hours for a given course based on the time needed to attain outcomes of the particular endeavor (FROM WVU GRADUATE HANDBOOK).

6. **Graduation Information**-[http://advising.cehs.wvu.edu/home/graduation](http://advising.cehs.wvu.edu/home/graduation)

7. **PRAXIS information**-[http://advising.cehs.wvu.edu/home/teacher_cert/testing_requirements](http://advising.cehs.wvu.edu/home/teacher_cert/testing_requirements)
1. **CEHS Advising**: [http://advising.cehs.wvu.edu/home/advising_staff](http://advising.cehs.wvu.edu/home/advising_staff)

2. **WVU’s Office of Accessibility Services** [http://accessibilityservices.wvu.edu/](http://accessibilityservices.wvu.edu/)

3. **WVU’s Student Success Program through The Division of Student Affairs** [http://retention.wvu.edu/student_success](http://retention.wvu.edu/student_success)

4. **WVU’s Student Support Services** [http://sss.wvu.edu/](http://sss.wvu.edu/)

5. **The Eberly Writing Studio** [http://speakwrite.wvu.edu/writing-studio](http://speakwrite.wvu.edu/writing-studio)
Professional Memberships

https://marketplace.reading.org/Memberships/IRA_NewMember.aspx

Join ILA today

You're three easy steps away from joining ILA!

1. Select the Membership that's right for you

- Online Membership
  Price: $29.00

- Basic Membership
  Price: $39.00

- Student Membership
  Price: $24.00

- Developing Economy Membership
  Price: Discounted subscriptions available for residents of developing economies

YES! I want to save 10% by joining for 3 years!
(understand I'll save 10% on journals, too.)

To join by mail or fax or to purchase an Emeritus or 25-year Membership, please download an application.
West Virginia Reading Association Membership Application

First Name______________________ Last Name________________________

Email (Required)_________________________________________________

Phone Number_______________________

Mailing Address___________________________________________________________________

City / State / Zip Code________________________________________________________________

Are you a member of IRA? Yes ______ No ______

If yes, what is your IRA number?__________________________

Are you a member of a local council? Yes ______ No ______

If yes, what local council?__________ Local Council number __________________________

Membership Levels: (Check box for your membership level choice).

<table>
<thead>
<tr>
<th>Level</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>WVRA One-year Regular Membership</td>
<td>$10.00</td>
</tr>
<tr>
<td>WVRA Lifetime Membership (Under 60 years of age)</td>
<td>$150.00</td>
</tr>
<tr>
<td>WVRA Lifetime Membership (Over 60 years of age)</td>
<td>$100.00</td>
</tr>
<tr>
<td>WVRA One-year Student Membership (Full-time College Student)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Name of College -</td>
<td></td>
</tr>
<tr>
<td>WVRA One-Year Student Affiliate Membership (PK-High School Student)</td>
<td>$2.00</td>
</tr>
<tr>
<td>Name of School -</td>
<td></td>
</tr>
</tbody>
</table>

Total Amount Enclosed: ______________

Please make Checks Payable to West Virginia Reading Association

Mail Checks to:
Chrisanne Diaz
WVRA Director of Membership Development
401 E. Main Street
Clarksburg, WV 26301

Email: wvra15@gmail.com

The one-year membership year is from July 1st to June 30th. A one-year membership is included with annual conference registration.
Appendix A

West Virginia University

Curriculum & Instruction/Literacy Studies

Record of Independent Study (495-695-795) - Research and Dissertation classes (497-797-798)

To receive department approval to register for these courses, the STUDENT must work with the instructor to complete this form and submit the signed form to the department chairperson. With the Chair’s approval an email will be sent to student and instructor with permission to register.

Student Name: ___________________________ Student Number: ___________________________

Instructor Name: ________________________________________________________________

Semester & Year of Independent Study: ____________________ CRN: _______________

Course Number and Number of Credits: ______________________

Equivalent course number, if applicable]____________________

Goals for this Independent Work:

_____________________________________________________________________________

_____________________________________________________________________________

Assignments: _________________________________________________________________

_____________________________________________________________________________

Expected Due Date for the Products: ______________________________________________

Instructor: ___________________________ Student: ___________________________

Advisor: ___________________________ Date: ___________________________

Department Chair ___________________________ Date: ___________________________

Department Chair ___________________________ Date: ___________________________