Program Overview

Literacy is a meaning-making process that involves critically and effectively managing resources, skills, strategies and knowledge to comprehend texts. While it involves reading and writing, literacy is best viewed as a set of contextualized social practices, tied to particular values, beliefs, identities and social relationships.

In the Master of Arts in Curriculum and Instruction: Literacy Education concentration, you will investigate theoretical and pedagogical perspectives in literacy education. You’ll take courses in literacy assessment, essential elements of instruction, content-area reading, leadership, children’s literature, multiliteracies, literacy research and theoretical foundations. Specializations are available in multiliteracies education or programs that lead to Arizona Department of Education Reading Endorsements.

Under the guidance of Mary Lou Fulton Teachers College faculty in literacy education, you’ll engage in learning experiences that prepare you to:

- Understand yourself as a literate human being
- Explore dimensions of literacy instruction
- Recognize the sociocultural, historical and political nature of literacy education
- Analyze current trends and issues in literacy policy
- Consider theoretical frameworks in literacy instruction and research
- Integrate new technologies into classroom instruction

There are six embedded strands across program specializations:

1. Literacy Leadership
   - Help teachers think deeply about literacy theories, pedagogies and resources
   - Learn to navigate mandates and serve as a literacy advocate
   - Participate in professional organizations, conferences and publications
   - Serve as an agent of change, building the capacity of other literacy educators

2. Theoretical Foundations
   - Build a theoretical foundation upon which to develop sound instructional practices and leadership skills, and provide effective literacy instruction
   - Understand the historical trajectories of literacy research, and theoretical foundations across cognitive and sociocultural frameworks

3. Pedagogical Knowledge and Resources
   - Address pedagogical and content knowledge in literacy education
   - Understand and apply the Basic Pillars of Reading Education (decoding strategies, vocabulary acquisition, comprehension strategies, fluent reading skills, phonemic awareness and graphophonic proficiency)
   - Learn about resources in literacy instruction, including children’s and young adult literature, reading instructional programs, and the Arizona College and Career Ready Standards
   - Identify resources to assess students’ abilities, and assessments to construct instructional strategies
4. Technology and Digital Resources
   - Utilize technology and digital resources to access knowledge and participate in literate social practices
   - Learn how technology enhances learning experiences; encourages critical thinking; and becomes a resource for teaching, assessment and inquiry

5. Critical Literacy and Social Justice
   - Pursue teaching and research that foster access to high quality education for all students
   - Focus on the funds of knowledge, culture, language and literate abilities of learners
   - Gain skills to support inclusive educational practices, critical thinking and multiliteracies
   - Learn how to support students whose first language is not English, and reduce the achievement gap for minority students and those living in poverty

6. Reflective Practice
   - Practice reflective teaching: a conscious, systematic and deliberate process of framing and re-framing classroom practice in light of the consequences of the actions, beliefs, expectations and experiences teachers bring to the teaching-learning event
   - Question the core foundations of your teaching
   - Inquire into instructional approaches, analyze resources for literacy instruction, and critically examine the environments and learning experiences constructed in classrooms

Contact Information
Office of Student Services – Graduate Programs
For admissions information please contact Donna Parris, Student Recruitment Coordinator, at Donna.Parris@asu.edu.
Current students please contact Robin Boyle, academic advisor, at Robin.Boyle@asu.edu.
For General Inquiries: (602)543-6358

Quick Facts
Campus Location: Downtown Phoenix Campus
Number of Credits: 30 Credit Hours
Start Terms: Fall
Program Fee: N/A
Time to Completion: Average 5 Semesters
Application Deadlines: http://education.asu.edu/application-deadlines

Application Requirements & How to Apply
Graduate Admissions Application Requirements
   - Earned a bachelor’s degree or higher from a regionally accredited institution in the U.S. or the equivalent of a U.S. bachelor’s degree from an international institution that is officially recognized by that country
   - Must have maintained a “B” (3.00 on a 4.00 scale) grade point average (GPA) in the last 60 semester hours or 90 quarter hours of undergraduate coursework
   - Proof of English proficiency – International students only
     o If you are from a country whose native language is not English (regardless of where you may now reside), you must provide proof of English proficiency. For more information including additional requirements for international students, please visit the ASU Graduate Admissions website.
     o Applicants to Non-Certification Masters, Graduate Certificates, and Doctoral Programs:
       ▪ Must meet the English Proficiency score established by ASU Graduate Education
MA in Curriculum and Instruction (Literacy Education)

Program Desired Qualifications
- Previous courses in literacy
- 1 year of teaching experience

Items Needed to Apply to the Program
- Items that will be uploaded into the online application:
  - **Personal Statement** that describes the personal and professional goals that motivate you to apply to the degree. The admissions committee pays particular attention to the quality of writing and ideas expressed in personal statements as well as evaluating the relevance of goals to the aims of the program. Statements should be approximately 500 words (2 pages, double spaced). The statement should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.
  - **3 professional recommenders** (names, emails, and institution/company) who will submit electronic letters of recommendation. One of your recommenders should be your supervising administrator if you are working in a K-12 environment. The others should be from educators that know of your professional capabilities and accomplishments. These people will be asked to comment on your leadership, professionalism, flexibility, and other professional qualities that indicate you are a suitable candidate for graduate study.
  - **Resume** that includes relevant personal, professional, educational, and community activities (one – two pages). The resume should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.
- Items that need to be mailed to Graduate Admissions Services:
  - **Official transcripts** from every college and university from which you have earned a Bachelor’s degree or higher
  - **Proof of English proficiency** – International students only

Complete and submit the Graduate Admission online application
- Review the application deadlines prior to applying: [http://education.asu.edu/application-deadlines](http://education.asu.edu/application-deadlines)
- Start the online application at this website: [www.asu.edu/gradapp](http://www.asu.edu/gradapp)
- Select the degree: Literacy Education (MA)
- Select the appropriate term for Planned Semester and Year of Enrollment
- For Location, select Downtown Phoenix campus
- On the next tab, choose the desired specialization
- Upload required items listed above
- Submit the application and pay the appropriate application fee
- Send the remaining items to Graduate Admissions

Requirements and Program of Study
The Master of Arts degree program in Curriculum & Instruction (Literacy Education) requires candidates to complete a total of 30 credit hours, 6 credit hours of core classes, 21 credit hours of concentration coursework, and 3 credit hours of literacy leadership. Faculty advisors work with students to develop a Program of Study. (See Course Carousel).

**Core Courses (6 credit hours)**
- RDG 512 Theoretical Foundations in Language and Literacy
- COE 501 Introduction to Research and Evaluation **OR**
- RDG 530 Research Issues in Literacy

**Culminating Course (3 credit hours)**
- **Literacy Leadership (3 credit hours)**
- RDG 598 Literacy Leadership (this course must be taken in the last two semesters of your program)
Elementary Reading Endorsement Specialization (21 credit Hours)
All courses on this list must be completed for an Arizona Reading Endorsement (k-8)

**Elementary Endorsement**
- RDG 505 Developmental Reading **OR**
- RDG 525 Emergent Literacy
- RDG 520 Essential Elements of Elementary Literacy (K-8)
- RDG 508 Essential Elements of Elementary Content Area Literacy (K-8)
- RDG 555 Formal Measures of Reading
- RDG 556 Assessment and Procedures in Elementary and Secondary Reading
- RDG 550 Practicum Experiences in Elementary and Secondary Reading
- RDG 563 Children's Literature

**Multiliteracies Specialization (21 credit hours)**
In consultation with their advisor, students select 21 credit hours from the list below or other approved courses. Not all courses are available every semester.
- Any course offered for the Reading Endorsement specialization
- RDG 598 Foundations in Multiliteracies
- RDG 691 Language, Learning and Literacies
- ENG 540 Teaching Young Adult Literature
- Additional electives discussed and approved in consultation with your advisor, including courses outside of Teachers College

**Course Carousel**

**Fall**
- RDG 508 Essential Elements of Content Area Literacy (k-8)
- RDG 520 Essential Elements of Elementary Literacy (K-8)
- RDG 555 Formal Measures of Reading
- RDG 563 Children's Literature
- RDG 598 Literacy Leadership
- Plus any Electives offered

**Spring**
- RDG 530 Research Issues in Literacy
- RDG 505 Developmental Reading
- RDG 512 Theoretical Foundations in Language and Literacy
- RDG 550 Practicum Experiences in Elementary and Secondary Reading
- RDG 556 Assessment & Procedures in Elementary and Secondary Reading
- Plus any Electives offered

Curriculum and tuition for all programs subject to change based on Arizona Board of Regents and Arizona Department of Education updates.

To review course descriptions please visit the ASU Catalog: [http://asu.edu/catalog](http://asu.edu/catalog).

**Culminating Experience**
The culminating experience for this degree is a Written Comprehensive Exam. The Written Comprehensive Exam is a series of 3-4 questions given in the last semester and evaluated by a committee of three faculty. Students are expected to write responses to these questions citing scholarly literature. The Comprehensive Exam is Pass/Fail.
Additional Resources

- Application Deadlines: http://education.asu.edu/application-deadlines
- How to Apply: http://education.asu.edu/graduate-programs-how-to-apply
- Faculty: http://education.asu.edu/faculty
- ASU Graduate Education Policies: http://graduate.asu.edu/faculty_staff/policies
- Arizona Department of Education Reading Endorsement: http://www.ade.az.gov/certification/requirements/Endorsements
- Tuition and Fees: https://students.asu.edu/tuitionandfees