

MASTER OF ARTS: LANGUAGE AND LITERACY

Student Learning Outcomes

Students graduating from this program will:

- Candidates synthesize 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 evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices. of learners, especially those who experience difficulty with literacy; design, implement, and
- Candidates evaluate, 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.
- Candidates synthesize research, relevant theories, pedagogies, and essential concepts of diversity and equity; the ways in which these interrelate with themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
- Candidates use a variety of print and digital materials to meet the developmental needs of all learners; engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and collaborate with school personnel to foster a positive climate that supports a literacy-rich learning environment.
- Candidates collaborate with colleagues to use evidence to design and facilitate literacy interventions in school- or community-based settings; evaluate, revise, and improve their practice; develop their leadership and facilitation skills; and advocate on behalf of teachers, students, families, and communities.

Language and Literacy: MA Degree Program

MA Program Mission

The Language and Literacy MA Degree Program prepares exemplary literacy educators to meaningfully contribute to schools and communities as teachers, leaders, and advocates. Students in this program study literacy from critical sociopolitical, cultural, psychological, historical, linguistic, and literary perspectives, and apply their knowledge in culturally and linguistically diverse classrooms. Students develop and evaluate effective, evidence-based instructional strategies, practices, and programs that support literacy learning and achievement at PreK-12, college, or adult levels. The program curriculum emphasizes collaborative inquiry and innovation, equity, advocacy, and professional leadership and learning.

The Language and Literacy MA program is a fully online program. It is aligned with national standards for the preparation of specialized literacy professionals, as established by the International Literacy Association and CAEP. It also reflects principles and rigorous standards approved by Missouri's State Board of Education.

MA Educational Goals

Goal 1: Candidates will synthesize foundational knowledge related to language and literacy development, including appropriate cognitive, linguistic, motivational, and critical sociocultural theories, relevant research, and essential concepts of diversity and equity.

Goal 2: Candidates will design, implement, and evaluate literacy curriculum and instruction that meets the needs of diverse learners through effective, evidence-based practices, assessments, and environments.

Goal 3: Candidates will collaborate with a variety of stakeholders, including professional colleagues and families, to positively impact literacy learning and achievement in PreK-12, college, or adult educational contexts.

Goal 4: Candidates will advocate for ethical, equitable, and inclusive literacy practices, assessments, and learning environments that recognize and value diversity in schools and society.

Goal 5: Candidates will engage in professional learning, leadership and systematic and ongoing reflection on their practice.

MA Student Learning Objectives

Adapted from *Standards for the Preparation of Literacy Professionals 2017*. Specialized Literacy Professionals Matrix by Roles © 2018 by the International Literacy Association.

SLO 1: FOUNDATIONAL KNOWLEDGE

Candidates synthesize 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.

SLO 2: CURRICULUM AND INSTRUCTION

Candidates 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.

SLO 3: ASSESSMENT AND EVALUATION

Candidates evaluate, 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.

SLO 4: DIVERSITY AND EQUITY

Candidates synthesize research, relevant theories, pedagogies, and essential concepts of diversity and equity; the ways in which these interrelate with themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

SLO 5: LEARNERS AND THE LITERACY ENVIRONMENT

Candidates use a variety of print and digital materials to meet the developmental needs of all learners; engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; and collaborate with school personnel to foster a positive climate that supports a literacy-rich learning environment.

SLO 6: PROFESSIONAL LEARNING AND LEADERSHIP

Candidates collaborate with colleagues to use evidence to design and facilitate literacy interventions in school- or community-based settings; evaluate, revise, and improve their practice; develop their leadership and facilitation skills; and advocate on behalf of teachers, students, families, and communities.

Program Requirements

This degree can usually be completed within five semesters. Coursework is available in online and hybrid formats.

Code	Title	Credits
Specific Reading Teaching Knowledge Requirements (21-24 hours)		
EDRD 5439	Language and Literacy Across the Disciplines	3
EDRD 5501	Teaching Of Reading	3
EDRD 5502	Early Literacy and Language Development	3
EDRD 5510	Adolescent Practicum in Literacy Assessment and Intervention	3
EDRD 5511	Advanced Literacy Assessment and Evaluation	3
EDRD 5520	Elementary Practicum in Literacy Assessment and Intervention (*Culminating Practicum)	3
EDRD 5601	Organizing And Guiding The Reading Program	3
EDRD 5650	Dyslexia and Related Learning Differences	3
EDRD 5530	Reading Instruction for K-12 English Language Learners	3
EDUC-C&I 5523	Advanced Literature For Children	3
EDRD 5541	Teaching Reading Improvement: Secondary, College, and Adult Levels	3
Professional Requirements (9-15 credit hours)		
EDUC-SP 5515	Applied Behavior Analysis for Teachers: Understanding and Applying Theories of Behavior	3
EDUC-SP 5516	Collaborating with Families and Other Professionals	3
TCH-ED 5404	Education of the Exceptional Child and Youth	3
EDUC-R&P 5510	Child Behavior And Development	3
EDUC-R&P 5512	Adolescent Development and the School	3

Total: Minimum 30 credit hours required

Licensure Disclosure

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Students completing M.A. or Ed.S. degrees in Language & Literacy can qualify for a special reading add-on endorsement in the state of Missouri by completing required courses as part of their degree, provided that they hold an initial teacher certification in Missouri and meet all other endorsement requirements. See MO CSR 20-400.600

UMKC is approved to offer coursework leading to the special reading endorsement by the Missouri Department of Elementary and Secondary Education (DESE). Students who wish to be endorsed to teach special reading are highly recommended to apply for Missouri's endorsement whether one plans to reside in Missouri or not. Regulations for each state provide licensing options to guarantee access to start who hold a valid initial license from the state a student completed an approved preparation program, and some require licensure in hand from the state in which the preparation program was completed.

This Disclosure is limited to our best ability to determine whether our curriculum would sufficiently meet the educational requirements for certification in another State as a reading teacher. Comparability of state licensing will be based on official, approved compilation of rules and regulations. Students may need to complete additional requirements, such as, coursework, assessment, background checks or classroom experience over and above what is required in Missouri before receiving full certification. A provisional license may be awarded while students complete these requirements. Please contact the state agency where you plan to licensure before relocating to ensure you are fully aware of all licensure requirements.

Program Director

Candace Schlein, PhD

Questions about Licensure

Brad Martens (martensbm@umkc.edu)

States in Which the Curriculum Meets the Educational Requirements for Licensure

AL*, AK**, American Samoa**, AZ*, AR**, CA**, CO, DE**, DC*, Federated States of Micronesia**, FL, GA, Guam**, HI, ID**, IL, IN, IA*, KS**, KY**, LA**, ME**, MD, MA**, MI, MS, MO, MN*, MT, NE, NV*, NH, NJ, NM, NY**, NC*, ND*, Northern Mariana Islands**, OH, OK**, OR*, PA**, PR**, Republic of Marshall Islands**, Republic of Palau**, RI**, SC**, SD*, TN**, TX*, USVI^, UT**, VT**, VA**, WA, WV*, WI, WY.

States in Which the Curriculum Does Not Meet the Educational Requirements for Licensure

CT (note: CT's certification in remedial reading has requirements over and above Missouri's requirements for special reading certification).

* Must hold Missouri licensure.

** No licensure exists.

^ Elementary Reading only; must hold initial license in elementary education.