

WATSON SCHOOL OF EDUCATION  
UNIVERSITY OF NORTH CAROLINA WILMINGTON

MASTER OF EDUCATION: LANGUAGE AND LITERACY SPECIALIZATION

The M.Ed., Language and Literacy Education specialization addresses the North Carolina Masters/Advanced Competencies which include standards in Instructional Expertise, Knowledge of Learners, Research Expertise, Connecting Subject Matter and Learners, and Professional Development and Leadership. The graduate program incorporates the conceptual framework which is common to all teacher education programs at UNCW: The Watson School of Education develops highly competent professionals to serve in educational leadership roles.



The M. Ed., Language and Literacy specialization (i.e. reading) education provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class “A” teacher licensure in at least one area of education. The 39-semester hour program is comprised of 27 hours in the specialization, 6 hours of practica, and 6 hours of electives. Based on the view of the professional as a decision-maker, the program addresses the needs for conceptual and procedural bases for decision making, for specific practices, and for structured reflection.

**Admission Requirements**

Applicants seeking admission to the M.Ed., Language and Literacy Education Specialization, are required to submit the following to the [Graduate School](#):

1. An application for graduate admission
2. Official copies of transcripts of all college work (undergraduate and graduate)
3. Official scores on the Miller Analogies Test or the Graduate Record Exam
4. Three recommendations by individuals in relevant professional fields (employers, professors, supervisors)
5. A 2-3 page typed letter of application which includes a description of the applicant’s professional goals, educational interests in pursuing graduate study, and philosophy of teaching.

**The criteria for graduate admissions decisions include:**

1. A grade average of “B” in the undergraduate major
2. Satisfactory scores on the Miller Analogies Test or the Graduate Record Exam
3. Satisfactory letters of recommendation from appropriate references
4. Satisfactory writing skills indicated by the letter of application



Admission decisions are based upon several factors and where other indicators of success warrant, individuals who fall below the established criteria in one of the areas may be considered for admission.

In addition to the general requirements, applicants to the Language and Literacy Education specialization are required to hold, or be qualified to hold, North Carolina Class "A" elementary, middle grades, special education or secondary teacher education licensure.

#### **Students Seeking Admission for Licensure Only**

Students who seek professional improvement or licensure renewal but do not intend to pursue a degree may register for graduate courses through procedures established for non-degree students.

#### **Students Seeking Reading Recovery Training**

Coursework in Reading Recovery is available to students meeting specific admissions criteria, including holding a master's degree in reading or closely related area, at least five years of teaching experience, and having the nomination of a school district or consortium that has filed application to become a Reading Recovery site. Persons successfully earning certification are qualified and approved by the National Diffusion Network to serve as teacher leaders for the Reading Recovery program within public school systems. For additional information and requirements, contact [Dr. Barbara Honchell](#) in the Department of Elementary, Middle Level, & Literacy Education, Watson School of Education.



### **M.E.D. Language and Literacy Program of Study**

#### **Language and Literacy Specialty (27 hours)**

- EDN 536 Teaching and Learning in the Content Area Using Multiple Literacies (3)
- EDN 538 The Teaching of Writing from a Writer's Perspective (3)
- EDN 541 The Role of Literature and the Curriculum (3)
- EDN 551 Exploring Literacy Processes from a Personal Perspective (3)
- EDN 558 Language, Literacy, and Culture (prerequisite (EDN 566) (3)
- EDN 566 Research in Literacy Education (3)
- EDN 568 Literacies and Technology (3)
- EDN 584 Development of Language and Literacy Curriculum (3)
- EDN 586 Professional Roles and Systems for Change in Literacy Education (prerequisite EDN 584) (3)

#### **Practica (6 hours)**

- EDN 588 Assessments in Language and Literacy (prerequisite
- EDN 584) (3)

- EDN 589 Tutoring and Coaching for Literacy Development (prerequisite EDN 588) (3)

### **Electives (6 hours)**

- Recommended Electives: EDN 504, EDN 507, EDN 537, EDN 540, EDN 545, EDN 547, EDN 550, EDN 552, EDN 581, EDN 595 LIC 552, LIC 555 and other courses as approved by the advisor.

Note: Each student is required to complete the comprehensive examination process as defined by the Language and Literacy faculty prior to completion of the program.

### **Exit Requirements**

Competence in appropriate inquiry procedures will be developed in the required course, EDN 523. Students are required to complete an action research project and an educational change project, and to prepare and present a portfolio representative of their learning prior to the completion of the program. A written comprehensive examination will be required. [Download the Comprehensive Exam Application >](#)

Students qualify for recommendation for graduate level licensure in reading by completing the Master of Education, Language & Literacy Specialization.

### **Licensure Only**

Individuals who hold a master's degree in education in a related area may qualify to be recommended for graduate level licensure in reading by completing 18 additional hours of approved course work. The individual must complete a minimum of twelve hours of work at UNCW.



### **Specialization Strands**

The Language and Literacy Specialization strands are the basis for the design of the program both in terms of required courses and elective choices. Each course in the program of study addresses all strands of the program but focuses on strands that are essential to that particular aspect of literacy education. During the comprehensive examination process the student is called to consider their personal growth in each strand of the program through the selection of artifacts that clearly represent their knowledge for each strand of literacy education.

- I. Foundational Knowledge
- II. Application of Foundational Knowledge
  - a. Curriculum and Instruction
  - b. Assessment and Evaluation
  - c. Literate Environment
  - d. Student Learning
- III. Diversity
- IV. Professionalism

V. Leadership  
VI. Reflection

### **Program Hallmarks**

Significant features designed for learning include:

- Action Learning Projects
- School and/or school system based Change Projects
- Technology-based literacy research presentations
- Case Studies
- Reader Response Group Participation
- Reflective Papers of many kinds
- Critique of Different Views of the reading process
- Author Study
- Textbook evaluation focused to minority authors and themes
- School visitation to study different literacy programs
- Tutoring
- Coaching an undergraduate student who is tutoring a child in the Ed Lab
- Creation of an Assessment Resource Notebook
- Data base of "Best Books" for diverse learners
- "Behind the Glass" or video taping of teaching with review by colleagues
- Analysis of assessment results
- Literature Response Journals

### **Special Features**

Students are encouraged to use elective hours to take advantage of special courses and study abroad to England and Japan. Visit our [International webpage](#) for more information.

The Watson School of Education is a national site for training Teacher Leaders in Reading Recovery. Dr. Barbara Honchell is the Coordinator of Reading Recovery. For more information, please click on the [Reading Recovery website](#).

