Why The Citadel is Right for You

The Citadel is ranked by *U.S. News & World Report* as the No. 1 Best Public University in the South (2012, 2013, 2014, 2015) offering up to a master’s degree. Within The Citadel Graduate College, 95% of the faculty have Ph.D.s or the highest degree offered in their particular discipline, which assures that students obtain the knowledge, skills and ideas needed to gain a competitive advantage in their career.

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, an institutional accrediting body recognized by the Council on Postsecondary Education. The Commission on Colleges of the Southern Association of Colleges and Schools accredits The Citadel to award bachelor’s, master’s, and specialist degrees.

The Zucker Family School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP.) The literacy program is nationally recognized by the International Literacy Association (ILA.)
Mission Statement
Through quality field experiences and a strong theoretical foundation, candidates who pursue this degree develop a comprehensive knowledge of the field of literacy education. This understanding parallels the school’s vision of creating “principled educational leaders who are knowledgeable, reflective, and ethical professionals.”

About the Program
The Master of Education (M.Ed.) in Literacy Education, recognized by the International Literacy Association (ILA), is designed to give candidates multiple opportunities to apply theory to practice and to meet the unique challenges confronting 21st Century literacy teachers and literacy coaches. Now more than ever, our society is in need of principled educational professionals capable of and committed to ensuring that all children learn. The curriculum incorporates the latest developments in literacy research with real-world applications that are valuable to teachers in every field.

The program will give candidates the knowledge and mastery of all aspects of the literacy process including the skills to examine a child’s literacy strengths and weaknesses, the skills to recognize individual differences in literacy instruction, and the knowledge to plan, supervise, and enhance programs as a literacy coach.

Program Requirements
The M.Ed. in Literacy Education is a 36-hour program, consisting of 2 professional core requirements and 10 literacy courses. The candidate for the Master of Education in Literacy Education degree must also satisfactorily complete the Praxis II, exam number 5204: Introduction to The Teaching of Reading.

• EDUC-536 Educational Psychology
• EDUC-512 Data Collection and Analysis OR
• EDUC-549 Applied Measurement Techniques
• EDUC-570 Developing Literacy Skills with At-Risk Readers
• EDUC-588 Foundations in Literacy
• EDUC-589 Methods and Materials for Developing Literacy Skills
• EDUC-590 Literacy Assessment and Instruction
• EDUC-591 Practicum in Literacy Education
• EDUC-592 Teaching Reading in the Middle and High School Content Areas
• EDUC-594 Internship in Literacy Education
• EDUC-608 Literature for Children and Adolescents
• EDUC-642 Coaching in Literacy Education
• EDUC-643 Action Research in Literacy Coaching

Literacy Teacher/Literacy Coach Certification
Recommendation for certification as Literacy Teacher in South Carolina requires two years teaching experience. Recommendation for certification as Literacy Coach in South Carolina requires five years teaching experience. Upon completion of coursework, a satisfactory score on the Praxis II, and the requisite years of teaching experiences, a candidate completing the M.Ed. in Literacy Education can apply for certification as a Literacy Teacher, Literacy Coach, and Read to Succeed Teacher provided the candidate already possesses a valid teaching certificate in the state of South Carolina.

“The Master of Education in Literacy Education program has provided me with an opportunity to expand my knowledge of theory and research methods as it applies to my students’ various individual differences in literacy.”

Melissa Zaremba Class of 2015
W. B. Goodwin Elementary