

Literacy Cohort Course Sequence

YEAR 1

Fall Semester

ECI 546 New Literacies and Media

ECI 540 Reading in the Elementary School

Spring Semester

ECI 523 Teacher as Researcher

ECI 541 Content Area Reading

Summer

ECI 509 Special Topics in Writing

ECI 524 Theory and Research in Global Learning

YEAR 2

Fall Semester

ECI 543 Diagnosis of Reading Disabilities

ECI 544 Remediation of Reading Disabilities

Spring Semester

ECI 508 Teachers as Leaders

ECI 645 Diagnostic-Prescriptive Practicum in Reading

LITERACY FACULTY



Dr. Ann Harrington,
Teaching Associate
Professor



Dr. Angela Wiseman,
Associate Professor



Dr. Jill Grifenhagen,
Assistant Professor



Dr. Hiller A. Spires,
Alumni Distinguished
Graduate Professor

FOR INFORMATION, CONTACT:

Dr. Spires, Coordinator

haspires@ncsu.edu

919.513.8501

Teaching and Leading Literacy



Next-Generation Literacy Specialists

**NC STATE
UNIVERSITY**

College of
Education



WHY

Ensuring reading proficiency for North Carolina students has never been more important given the recently passed *Read to Achieve* legislation and the emphasis on rigorous English Language Arts standards. The College of Education at NC State University is pleased to announce a new, cohort-based sequence of courses centered on developing teacher content and pedagogical knowledge of evidence-based reading instruction.

WHAT

The sequence of literacy education courses acknowledges the complexity of reading instruction and the diverse needs of our students. To address these challenges, course topics include learning how to:



Design and Implement Diagnostic Assessments & Interventions



Solve Problems of Practice in Reading Education



Cultivate Digital and Global Perspectives on Literacy Learning

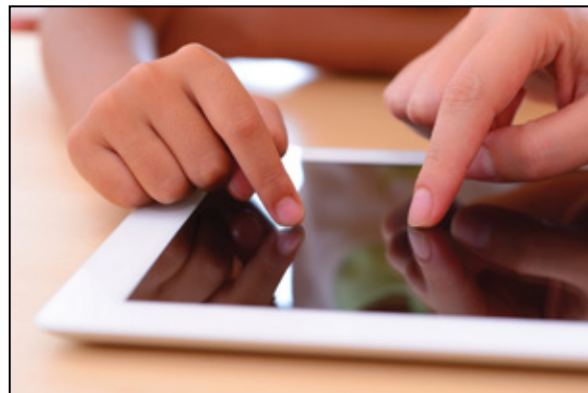


Research Effective School-Wide Reading Programs and Practices



Develop Leadership in Literacy Education

Students completing the program will receive the M.Ed. in Curriculum & Instruction, New Literacies & Global Learning Concentration with a focus on Reading. In addition to coursework, participants must take the PRAXIS to obtain K-12 Reading Licensure.



WHO

This cohort is targeted for educators interested in a program designed to improve our understanding of struggling and developing readers. We encourage classroom teachers, coaches, special educators, interventionists, and administrators to apply for this cohort. Participants must hold an initial teaching license to be a part of the cohort.

Participants will take two courses per semester (a total of ten courses over five semesters, including one summer session) beginning each Fall. Courses will be a mix of face-to-face, blended, and online.