

# READING AND LITERACY INSTRUCTION LICENSURE CONCENTRATION, M.S.

## Master of Science in Education

The Reading and Literacy Instruction program is designed to prepare candidates for leadership roles in the implementation of scientifically evidence-based practices in structured language and literacy curriculum, instruction, and assessment for use in the general education and specialized settings for grades PreK-12. Candidates build capacity as literacy professionals in learning experiences established in the convergence of cognitive, neuroscientific, and educational research in meeting the diverse needs of all learners across settings and content areas. The subject matter knowledge gained in the program through examining the science of reading is pivotal in the development of structured literacy skills and strategies that are direct, explicit, systematic, cumulative, diagnostic, multi-modal and multisensory.

### Program Requirements

The Master of Science in Education degree with a concentration in Reading and Literacy Instruction requires the completion of 39 credit hours. The licensure concentration requires a practicum and seminar experience to meet degree requirements while students in the non-licensure concentration will take electives in place of the practicum and seminar experience.

### Additional Program Information

#### Title II of the Higher Education Act

Title II (Section 207 of the Higher Education Act) requires that institutions with teacher preparation programs that enroll students receiving federal financial assistance prepare annual reports on teacher preparation and licensing. The full report is distributed with admissions materials and is also available upon request.

#### Bay Path Pass Rates on the Massachusetts Tests of Educator Licensure (MTEL), 2020-2021

Pass rates are based on the 2020-2021 cohort of students who completed their licensure requirements during that year. These students are designated as program completers:

- Number of Program Completers = 48
- Pass Rate on the MTEL = 100%

## M.S.: Licensure Concentration Requirements

Code	Title	Hours
RDG 525	Multimodal Structured Approach to Teaching Language and Literacy	3
RDG 527	Orton-Gillingham Pre-Practicum	0
RDG 528	Orton-Gillingham Part I	4
RDG 529	Orton-Gillingham Part II	4
RDG 530	Reading Research (or elective)	3
RDG 532	Methods and Strategies for Comp of Narrative and Non-Fiction Text	3
RDG 534	Reading and Writing Assessment	3

RDG 536	Literacy and the Change Process District: School Action Planning	3
RDG 538	Language Disorders and Literacy	3
RDG 543	Approaches and Practices for Writing Instruction and Assessment	3
RDG 547	Structures of Language and Literacy I: Foundations for Early Lit Acquis	3
RDG 548	Structures of Language & Literacy 2 : Consolidation of Lit Acquisition	3
RDG 554	Pre-Practicum	0
RDG 590	Reading Practicum	4
<b>Total Credits Required:</b>		<b>39</b>

### Student Learning Outcomes

Graduates of the MS.Ed. in Reading and Literacy Instruction are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be able to demonstrate knowledge and understanding of the following student learning outcomes:

- Curriculum, Planning, and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
- Teaching All Students: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Family and Community: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
- Professional Culture: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.