

READING AND LITERACY INSTRUCTION NON- LICENSURE CONCENTRATION, M.S.

Master of Science in Education

Bay Path University's Reading and Literacy Instruction program prepares candidates to use evidence-based practices in curriculum, instruction, and assessment for general and specialized education for grades PreK-12. Our program focuses on learning experiences that combine cognitive, neuroscientific, and educational research. These experiences help students build capacity to meet the needs of all learners across various settings. We focus on the science of reading so students learn a structured literacy approach to teach reading, writing and spelling using direct, explicit, systematic, cumulative, diagnostic, and multi-modal. Online instruction-led learning experiences include frequent collaboration, guided inquiry, and deliberate practice.

The Reading and Literacy Instruction Program provides...

- a deep preparation in the structures of language, oral language, phonemic awareness, phonics, spelling, syntax, vocabulary, morphology, text comprehension, written expression, and fluency.
- experiences in developing skills to serve in leadership, coaching, and intervention roles.
- the acquisition of knowledge of assessments, curricula, and instructional planning for students with specific learning disabilities, including dyslexia, related disorders of reading and written language, and for second language learners.
- the development of expert level ability to analyze and synthesize educational research to determine what research is reliable and valid.
- deliberate practice in all courses of study that respects universal design for learning inclusive practices, cultural and linguistic diversity, and backward design.

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.

Degree requirements for the Reading and Literacy Instruction Non-Licensure concentration are as follows:

Code	Title	Hours
RDG 525	Multimodal Structured Approach to Teaching Language and Literacy	3
RDG 530	Reading Research	3
Orton-Gillingham or Wilson Coursework ¹		8
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 Lit Part 1: Foundations for Early Lit Acquis	3
RDG 548	Structures of Language and Lit Part 2: Consolidation of Lit Acquisition	3
Elective ²		3
Directed Study		1
Total Credits Required:		39

¹ Students must take 8 credits of either Orton-Gillingham or Wilson coursework:

Orton-Gillingham: RDG 527 Orton-Gillingham Pre-Practicum, RDG 528 Orton-Gillingham Part I, RDG 529 Orton-Gillingham Part II

Wilson: RDG 556 Intro to Multisensory Structured Language Inst. w/ Wilson Reading, RDG 557 Intensive Instruction for the Non-Responsive Reader, RDG 558 Wilson Reading System Steps 1-6

² Students can select from Early Childhood Education, Elementary Education, English as a Second Language, Reading, Special Education, or Special Education Administrator courses that are not a practicum, pre-practicum, or seminar course.

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.