MSEd in Literacy Education
Leading to the NYS Professional Certificate in Literacy Specialist, Grades 5–12

NEW PROGRAM FEATURES
Queens College’s Literacy Specialist, Grades 5–12 MSEd program now consists of 10 classes (3 credits each, for a total of 30 credits), many of which are taught as hybrids and asynchronous online courses. Students can choose an accelerated option and complete the program in two years or can finish in three years, depending on their employment situations and needs. Students may enter the program in fall or spring semesters, but spring entrants can only complete it in two and a half years, not two.

ADMISSION REQUIREMENTS
Applicants are required to hold a bachelor’s degree with a minimum cumulative GPA of 3.0, and a NYS initial teaching certificate in any secondary or elementary area. Additional requirements are specified on the application form. Students may enter the program as matriculating students or may matriculate into the program in their second semester of study. Please contact Graduate Admissions (718-997-5200) for application deadlines and further information regarding Hobsons, the QC online application system.

REQUIREMENTS FOR MAINTENANCE IN THE PROGRAM, CERTIFICATION, AND GRADUATION
To continue in the program, students must consult with their advisors once a year and maintain a B average. Upon successful completion of the program coursework and passing the CST exam in literacy, students are eligible for NYS professional certification in Literacy Specialist 5–12, and the degree of Master of Science in Education. Please consult the Graduate Bulletin for complete course descriptions; brief descriptions are shown below.

LITERACY 5–12 MSEd COURSEWORK
SEYSL 700. Research Investigation for Literacy Instruction I. The first of two courses in the study, understanding, and evaluation of basic research designs and methodology used in literacy education, grades 5–12, and the interpretation of literacy research.
SEYSL 701. Foundations of Literacy Development and Instruction. An introductory course in literacy development and instruction of students in grades 5–12. The major areas of inquiry are the psychological, sociological, cognitive, and linguistic bases of literacy.
SEYSL 702. Literacy in Content Areas. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of all students in the middle and secondary schools.
SEYSL 703. Literacy Instruction for Diverse Learners. The primary emphasis of this course is to familiarize teacher candidates about the historical, sociological, and psychological issues related to education of all learners, including English-language learners and students with disabilities in secondary education.
SEYSL 704. Literature across the Curriculum. This course is designed to help all teachers facilitate middle and secondary classrooms where reading and writing are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices using young adult literature across the curriculum.
SEYSL 705. Literacy Assessment and Instruction. This course requires teacher candidates to examine causes of reading difficulty, elements of skilled reading, and systematic models for analyzing and remediating literacy problems for students in middle and adolescent education.
SEYSL 750. Consultation, Collaboration, and Literacy Program Renewal. This course focuses on definitions of consultation, literacy coaching, effective models of consultation, consultation strategies, staff development, literacy program evaluation and reform, working with para-professionals, federal and state laws and initiatives, and instructional practice.
SEYSL 751. Supervised Practicum with Middle/Junior High School Students. This course provides 25 hours of supervised practicum and seminar to develop teacher candidates’ competence in planning and implementing instruction in middle/junior high school education, grades 5–8, for diverse students experiencing moderate and severe difficulties in literacy development. Supervised practicum is required for New York State Certification as literacy teacher, grades 5–12.
SEYSL 752. Supervised Practicum with High School Students. This course provides 25 hours of supervised practicum and seminar to develop teacher candidates’ competence in planning and implementing instruction in high school education, grades 9–12, for diverse students experiencing moderate and severe difficulties in literacy development. Supervised practicum is required.
SEYSL 790. Research Investigation for Literacy Instruction II. SEYSL 790 must be taken in the student’s last semester of the program. The second of two research courses about the study, understanding, and evaluation of basic research designs and methodology in literacy education and the interpretation of literacy research, grades 5–12. The e-portfolio begun in the first literacy course is completed and submitted as part of SEYSL 790.

For information regarding applications, please call the Office of Graduate Admissions (718-997-5200).
For more information on the Literacy Program, please contact Dr. Jacqueline Darvin • 718-997-5147 • JDarvin@QC.CUNY.edu