

SECONDARY EDUCATION AND YOUTH SERVICES

Queens College

Fully Online Master of Science in Applied Literacy (Non-Cert)

NEW PROGRAM FEATURES

This fully online 30-credit Master of Science program in Applied Literacy provides targeted coursework in curriculum, instruction, and assessment and prepares individuals to be better teachers of literacy, including reading, writing, speaking, and listening, in their content area classrooms. Program courses focus on the literacy needs of diverse learners, including English-language learners (ELLs) and students with disabilities (SVDs). Emphasis is placed upon the planning, presentation and incorporation of teaching and learning strategies that promote student comprehension. Additionally, teachers will further develop their understandings about language and literacy learning, differentiation of instruction, and the importance literacy skills play in their content area instruction and assessment. Literacy development of upper level elementary, middle and high school students will be studied primarily through a content area lens and practical classroom applications. This program does not lead to New York State certification in literacy. Teachers with New York State Initial Certification may be able to receive a Professional Teacher Certification in the area of their initial certificate through NYSED TEACH Certificate Progression Pathway.

ADMISSION REQUIREMENTS

Admission is open to individuals who hold initial or professional New York State Teaching Certification in most secondary or elementary subject areas, including English, social studies, mathematics, science, music, art, TESOL, world languages, special education, and elementary education or are employed as teachers in private or charter schools that do not require NY State Teaching Certification. Applicants are required to hold a bachelor's degree with a minimum cumulative GPA of 3.0. 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 the QC online application system.

REQUIREMENTS FOR MAINTENANCE IN THE PROGRAM, CERTIFICATION, AND GRADUATION

To continue in the MS program and to graduate, students must consult with their advisors at least once a year and maintain a 3.0 GPA. Upon successful completion of the program coursework and two years of employment as a teacher in NY State, most teachers are eligible for NYS professional certification through the NYSED Individual Pathway. Please consult the Graduate Bulletin for complete course descriptions; brief descriptions are shown on this flyer.

APPLIED LITERACY MS ONLINE 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 K–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 K–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 to improve the literacy of all students in elementary and secondary schools.



SEYSL 703. Literacy Instruction for Diverse Learners. The primary emphasis of this course is to familiarize teachers with 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 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 literature across the curriculum.

SEYSL 705. Multiple Perspectives of Literacy. This course will explore the complexities of literacy teaching and learning from multiple perspectives, including the social, political, historical, economic, aesthetic and linguistic. Assignments will encourage teachers to view literacy practices through various overlapping, dynamic lenses so that they will be better prepared to facilitate literacy learning in their classrooms, regardless of their areas of specialization. The relationships between the reading and writing processes, reader response theory, social reproduction, and issues of class, race, and power in literacy instruction will be addressed.

SEYSL 755. Literacy Assessment as Advocacy. This course helps practicing teachers recognize and assess literacy problems in their classrooms, while providing practical and effective intervention strategies to help all students succeed. It explores the major components of literacy found in teacher-made and standardized assessments; suggested methods and tools for diagnosis; and intervention, strategies, activities, and technology applications to increase students' literacy skills. It offers appropriate teaching ideas for how to use literacy assessment as advocacy for diverse learners and their instructional needs.

SEYSL 758. Instructional Coaching and Professional Development. This course will introduce teachers to the roles and responsibilities of instructional coaches and provide them with a working knowledge of how to engage in effective instructional coaching practices in their schools. The course will provide all of the components needed for successful coaching, including how to conduct data-driven needs assessments and collaborate productively with colleagues and administrators. It will also discuss all aspects of planning and implementing valuable professional development across a wide array of educational contexts.

SEYS Restrictive Elective (by advisement only). This elective requires approval and will include online SEYS courses with literacy curriculum, instruction, and/or assessment components.

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 K–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

