

# LITERACY, M.S.ED.

## Program Description

This program provides the knowledge and skills needed for students to meet the literacy challenges of the 21st century. Teachers must be knowledgeable about literacy development as it is crucial to children's academic achievement from early childhood through high school. Current research also recognizes the importance of leadership in literacy.

The literacy program provides the academic requirements for an M.S.Ed. in Literacy degree for initially certified educational professionals. Graduates are empowered to be strong classroom teachers and are qualified to hold positions as literacy specialists, coaches, and consultants at building or district levels from preschool through adolescence.

## Professional Dispositions

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks. Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

## Practica

Each student is required to complete 50 hours of college supervised tutoring (Birth–Grade 6 or Grades 5–12) or 75 hours of college supervised tutoring (Birth–Grade 6 or Grades 5–12). This experience is completed through two or three practicum courses (early intervention/elementary/adolescent level).

Students who receive a grade of C+ or below for one practicum must meet with the Program Director and participate in a Refocus Plan before repeating the practicum, and earn a grade of B- or better. Students who receive a second C+ or below in a subsequent practicum are automatically dismissed from the program without the possibility of re-admittance.

**Note:** All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course and practicum requirements.

## Portfolio

At the end of their program, students are required to complete and submit a comprehensive professional portfolio, which must receive a satisfactory evaluation by a team of faculty to determine knowledge and competency in the field of literacy.

**Degree earned:** M.S.Ed.

**Total number of credits:** 45

**Certification:** Literacy, Birth – Grade 6 and Grades 5 -12

**Degree earned:** M.S.Ed.

**Total number of credits:** 36

**Certification:** Literacy, Birth – Grade 6

**Degree earned:** M.S.Ed.

**Total number of credits:** 36

**Certification:** Literacy, Grades 5 – 12

## Required Courses

Students must perform to an acceptable standard in all courses. Failure to do so will result in the student taking and/or retaking the course(s) designated to improve weak areas. Furthermore, New York State Department of Education (NYSED) outlines that students must receive a grade of B- or above for all courses indicated below as meeting content core or pedagogical core requirements, otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Master of Science in Education degree must attain a minimum 3.0 cumulative grade point average.

## Literacy, Birth – Grade 5 and Grades 6 - 12 Certification Track

Code	Title	Hours
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 581	Early Language Development and Literacy (Pedagogical Core)	3
EDL 582	Word Study: Early Childhood Through Adolescence (Pedagogical Core)	3
EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 584	Teaching Writing Through The Developmental Process (Pedagogical Core)	3
EDL 585	Adolescent Literacy: Transacting With Literature (Pedagogical Core)	3
EDL 651	Assessment I: Diagnosis and Remediation of Emergent to Early Readers (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 653	Assessment III: Diagnosis and Remediation of the Adolescent Reader (Pedagogical Core)	3
EDL 690	Leadership in Literacy (Pedagogical Core)	3
EDL 692	Literacy Portfolio and Professional Development (Pedagogical Core)	3

ESP 602	Strategies for Working With St (Pedagogical Core)	3
EDL 671	Practicum I: Early Intervention (Field Experience)	3
EDL 676	Practicum II: Elementary (Field Experience)	3
EDL 681	Practicum III: Adolescent (Field Experience)	3

**Total Hours** 45

### Literacy, Birth – Grade 6 Certification Track

Code	Title	Hours
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 581	Early Language Development and Literacy (Pedagogical Core)	3
EDL 582	Word Study: Early Childhood Through Adolescence (Pedagogical Core)	3
EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 584	Teaching Writing Through The Developmental Process (Pedagogical Core)	3
EDL 651	Assessment I: Diagnosis and Remediation of Emergent to Early Readers (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 690	Leadership in Literacy (Pedagogical Core)	3
EDL 692	Literacy Portfolio and Professional Development (Pedagogical Core)	3
ESP 602	Strategies for Working With St (Pedagogical Core)	3
EDL 671	Practicum I: Early Intervention (Field Experience)	3
EDL 676	Practicum II: Elementary (Field Experience)	3

**Total Hours** 36

### Literacy, Grade 5 – Grade 12 Certification Track

Code	Title	Hours
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 582	Word Study: Early Childhood Through Adolescence (Pedagogical Core)	3
EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 584	Teaching Writing Through The Developmental Process (Pedagogical Core)	3
EDL 585	Adolescent Literacy: Transacting With Literature (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 653	Assessment III: Diagnosis and Remediation of the Adolescent Reader (Pedagogical Core)	3
EDL 690	Leadership in Literacy (Pedagogical Core)	3
EDL 692	Literacy Portfolio and Professional Development (Pedagogical Core)	3
ESP 602	Strategies for Working With St (Pedagogical Core)	3
EDL 676	Practicum II: Elementary (Field Experience)	3
EDL 681	Practicum III: Adolescent (Field Experience)	3

**Total Hours** 36

### New York State Teacher Certification (NYSTCE)

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.

### Department of Education Graduate Dismissal Policy

A teacher candidate may be immediately suspended or dismissed from Medaille College's Department of Education for a crime or act indicating lack of "good moral character," such as

- physical or sexual abuse of a student or minor;
- sale, possession, or use of illegal drugs;
- any crime committed either on any school property or while in the performance of teaching duties; or
- other acts which bring into question the teacher candidate's "good moral character."