

Graduate Studies Programs

Language and Literacy in Special Education

About the Program

The Simmons College graduate program in Language and Literacy is an innovative program designed to provide advanced training to an educator who wishes to specialize in meeting the needs of learners with language-based challenges in both specialized and inclusive settings. The program is research-based and incorporates methodologies, strategies, and techniques developed using multisensory structured language principles. The strategies employed and the skills mastered are of equal relevance and benefit to all learners. The goal is a significant reduction in the percentage of learners currently being identified with reading and writing skills below a basic level of achievement in general education settings.

Degree Options

There are two degree options that students may pursue - the Master of Science in Education (M.S.Ed.) and the Education Specialist (Ed.S.). Both programs are 44 credits. The M.S.Ed. degree meets the educational needs of an individual with a bachelor's degree, while the Ed.S. degree program provides an area of specialization and an advanced degree to a student who currently holds a master's. Both degrees have the option to prepare the student for Massachusetts licensure in reading. If seeking a Reading Specialist license, four additional credits are required. If you have earned credits for Wilson Level I Certification, you may be able to transfer up to four graduate credits.

Coursework

Summer Semester

RDG 406 The Structure of Language for Teachers I
Designed to acquaint educators with the structure of the English language and with the methods of teaching reading and spelling through the use of multisensory and associative teaching techniques.

RDG 461 Reading Research
Focus on past and current research in areas of reading and language arts. Evaluate reading theories and research within a framework and determine appropriate instruction based upon the findings.

RDG 429 Language Development and Disorders
Explores the components of typical and atypical language and development across the linguistic domains — phonology, morphology, semantics, syntax, and pragmatics. The behavioral manifestations associated with language disorders and their impact on academic functioning, particularly development of written language skills, are assessed.

“There is no better program for teachers or administrators than the Simmons Language and Literacy program. It is my goal to hire every graduate of this program”

SARAH GOODRICH '04GS
M.S.ED, LANGUAGE AND LITERACY
TITLE I COORDINATOR
NORTH ADAMS, MA



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Fall Semester

RDG 410 Multisensory Structured Language Skills Across the Curriculum
Learn to identify and develop appropriate strategies to meet the needs of diverse learners in reading, language arts, and social studies. Explore the principles of inclusion and applying instructional strategies and curricular adaptations that are most effective in both general and special education settings.

RDG 433 The Structure of Language for Teachers II
Designed to further explore the structure of the English language through syntax and syntactical structure with a focus on language comprehension.

RDG 457 Technology to Support Reading and Writing
As classrooms increasingly have access to new learning technologies, it is important to support professionals in trying to meet the literacy, learning, and assistive technology needs of learners who struggle with reading and writing. Primary focus is on technology-based instructional strategies to help differentiate learning.

RDG 572 Internship Experience
Assigns supervised teaching responsibilities for learners who have language, reading, and writing challenges. Requires implementing the methods and materials of the Wilson Reading System throughout the course. Develops skills in the instruction of literature and technical writing an needs of diverse learners with disabilities. Emphasizes effective techniques in inclusive and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork.

Spring Semester

RDG 428 Teaching of Writing
Explore the effect of weakness in receptive and expressive language, organization, memory, and visual motor coordination on written production. Learn teaching techniques to address these challenges.

RDG 432 Reading Assessment
An in-depth course in administering and interpreting data obtained from formal and informal reading assessments. Learning to develop specific recommendations for appropriate reading and written language curricula to enhance the development for learners.

RDG 469 Topics in Clinical Practice
Work with learners with special needs under the mentorship of a faculty advisor. Study and apply current classroom techniques in language-based instruction.

RDG 572 Internship Experience
Assigns supervised teaching responsibilities for learners who have language, reading, and writing challenges. Requires implementing the methods and materials of the Wilson Reading System throughout the course. Develops skills in the instruction of literature and technical writing an needs of diverse learners with disabilities. Emphasizes effective techniques in inclusive and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork.

RDG 573 Practicum in Reading
Provides supervision and mentoring in the area of reading. Presents program management and evaluation procedures.

Contact Us

Abby Machamer
Program Director
T 617-521-2118
F 617-521-3174
E abby.machamer@simmons.edu

Graduate Studies Admission
T 617-521-2915
F 617-521-3058
E gsa@simmons.edu

Simmons College
300 The Fenway
Boston, MA 02115
www.simmons.edu/gradstudies

Program Advisory Board

BARBARA A. WILSON, CHAIR

LOUISA MOATS

SYLVIA RICHARDSON

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