GEORGIA COLLEGE & STATE UNIVERSITY

Georgia's Public Liberal Arts University

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Academic Affairs

Copy & forward

To: Dr. Carol Bader, Assistant Dean of the College of Education

From: Dr. Sandra Webb, Assistant Professor of Literacy

Re: Proposal for New Masters of Education in Literacy and Language

Date: October 4, 2010

On behalf of the Reading Faculty in the Department of Early Childhood and Middle Grades Education, I am forwarding to you our proposal for a new Masters of Education in Literacy and Language.

As the proposal details, this new program will develop teachers with professional knowledge and expertise to assume the role of reading specialists in schools and school districts in Central Georgia. The International Reading Association and the Georgia Professional Standards Commission recognize the role of reading specialists as providing the instructional, assessment, and leadership expertise to function as literacy leaders in local schools, collaborating with teachers and administrators to improve literacy achievement of children throughout elementary, middle, and secondary education.

The reading achievement of students within Central Georgia will benefit from professionals with this expertise, as demonstrated by AYP scores and graduation rates. Our efforts to contribute to the improvement of literacy achievement and public education are consistent with the GCSU's strategic plan and also support the needs for regional workforce development. Further elaboration of the new M.Ed. in Literacy and Language program, justification of need, and alignment with state and national standards are included in the full proposal.

Our Reading Faculty at GCSU and colleagues in the Department of Early Childhood and Middle Grades enthusiastically submit this proposal to you for further consideration.

GEORGIA COLLEGE & STATE UNIVERSITY

DEGREE PROGRAM CHANGES
PROPOSAL COVER SHEET

DEGREE: Masters of Education
CIP CODE: 13.1315
PROGRAM/CONCENTRATION NAME: Masters of Education in Literacy & Language
DEPARTMENT: Early Childhood & Middle Grades Education
PROPOSED EFFECTIVE DATE: ___Fall___ , __2012__
Semester   Year

Check One or More of the Following and Attach the Appropriate Forms

__X__ New Program Proposal
____ New Concentration Proposal
____ Change in Program/Concentration/Degree Requirements
____ Deactivate/Discontinue Degree Program/Concentration

Submitted by: _Sandra M. Webb_ _9-9-10_
Faculty Member   Date

Recommendation:*

_✓_ Recommend ___ Not Recommend _NH._
Chair, Dept. Curriculum Committee   Date

_✓_ Recommend ___ Not Recommend _Nancy B. Mizelle_ _9-10-10_
Department Chair   Date

_✓_ Recommend ___ Not Recommend _____ _10-7-10_
Chair, School Curriculum Committee   EPC   10-7-10
Date

_✓_ Recommend ___ Not Recommend _Carol H. Bader_ _10-8-10_
School Dean   Date

_✓_ Recommend ___ Not Recommend _____ _10-21-10_
Vice President for Academic Affairs   Date

___ Recommend ___ Not Recommend _____
Chair, University Curriculum & Assessment Cmt.   Date

*A "Not Recommend" recommendation should include reviewer rationale and recommended action here:

BACCALAUREATE AND MASTER'S DEGREES

NEW PROPOSAL FORM: ONE-STEP PROCESS
(Submit One Copy)

REVISED FORMAL PROPOSAL

Institution: Georgia College & State University

Institutional Contact (President or Vice President for Academic Affairs):
Dr. Sandra Jordan, Provost & Vice-President for Academic Affairs

Date: September 9, 2010

School/Division: The John H. Lounsbury College of Education

Department: Early Childhood & Middle Grades Education

Departmental Contact: Dr. Nancy Mizelle, Chair of Early Childhood & Middle Grades
Education

Name of Proposed Program/Inscription: Masters of Education in Literacy & Language

Degree: Masters of Education

Major: N/A

CIP Code: 13.1315   Anticipated Starting Date: Fall 2012

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1. Program Description and Objectives:

Georgia College & State University seeks to create a Masters Degree of Education in Literacy &
Language. The new program represents extensive professional development in the field of
literacy, involving reading, writing, language development, instruction, assessment, and
professional leadership. The foundation of this new program is constituted in three primary
areas: 1) Professional knowledge and practices in literacy development and instruction; 2)
specialized training in assessment, interpretation of test scores, and formulation of data-driven
instructional programs; and 3) leadership and mentoring development. The culmination of this
degree will be eligibility for certification as a reading specialist. The new program is aligned
with the Georgia Professional Standards for Reading Specialist and the new International
Reading Association Standards for Reading Specialists. The need for reading specialists in
Central Georgia is well documented by AYP scores and graduation rates. Graduates of the new
program will benefit through developing the knowledge and skills to provide leadership in the
field of literacy within public schools to improve student achievement and academic

performance. GCSU's strategic plan places a priority on developing programs for graduate education as well as supporting the needs for regional workforce development. A graduate program in language and literacy education will support local public schools in their efforts to graduate students who will have successful transition to higher education and who also will have requisite communication and literacy skills for joining regional workforce ready programs.

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

In 1996, the College of Education faculty adopted the conceptual framework of "Educators as Architects of Change." An aspect of this conceptual framework promotes our graduates as mentors and leaders in educational improvement throughout Georgia. This Masters of Education in Literacy & Language degree will prepare our graduate students to meet the challenges of low reading achievement scores, rising and disturbing drop-out rates, and the lack of specialized knowledge in the fields of reading, writing, and language development in the school systems in which they serve. Similarly, this graduate program in literacy and language will support two important university strategic directions. GCSU is dedicated to a "focus on excellence in graduate education consistent with the university's graduate mission as a state university, which is to deliver graduate programs responsive to regional workforce needs." The M.Ed. in Literacy & Language will address the need of surrounding school systems for specialized reading teachers to improve the literacy development and achievement of their students. Further, GCSU is committed to "continue to strengthen community and regional ties through programs and partnerships that improve the quality of life or enhance economic, educational or cultural opportunities." It is the purpose of this program to form new partnerships within Bibb and Peach County Schools and Fort Valley State University, while continuing current partnerships between GCSU and Middle Georgia school districts, to support literacy development and instruction and to focus particularly on the concerns and needs of adolescent literacy. Recent College of Education efforts to develop a central location in Macon, Georgia, will extend the potential impact of this new program. By responding to needs for specialized professional development in literacy education, community and university partnerships, and public service efforts, the Master's of Education in Literacy & Language will further support the Georgia Board of Regents core characteristic of, "a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence."

This new program complements national trends in the field of literacy. The International Reading Association recognizes the reading specialist position as a highly qualified support role demonstrating expertise in literacy instruction, assessment, and leadership. Reading specialist positions have evolved to provide more technical assessment, school wide programming, continuing leadership within school communities, and remediation support, especially in schools having a large Title 1 student population. Currently, the position of reading specialist is viewed by the International Reading Association as a highly qualified support role that demonstrates expertise in three major domains of school improvement: (a) *expert instruction*, supporting classroom teaching and also working school wide to implement high quality literacy programs; (b) *assessment*, evaluating literacy programs and assessing strengths and needs of both programs and individual students. In addition, reading specialists must have the knowledge and skills to communicate these findings to a range of stakeholders, including classroom teachers,

administrators, parents, and specialized personnel such as special education teachers and psychologists; and (c) *ongoing leadership*, functioning as a resource to other educators, administrators, parents, and broader school community (International Reading Association (IRA) Board of Directors, 2000).

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

In examining seventeen schools nationwide, a research study presented at the 2010 Annual Meeting of the American Educational Research Association found that schools demonstrating the greatest gains in reading were those in which teachers received the largest amount of coaching, improving reading scores by as much as 32 percent over three years (Coaching of teachers found to boost student reading, 2010). The findings of this study will be published in the prestigious *Elementary School Journal* in an upcoming issue. Similarly, in a Position Statement on Adolescent Literacy, the International Reading Association (IRA) recognizes reading specialists as one of the seven principles for supporting adolescent literacy growth (Moore, Bean, Birdyshaw, & Rycik, 1999).

According to the Teacher Shortage Area Nationwide List, issued by the U.S. Department of Education, Georgia shows shortages of teachers in Language Arts – Reading for the current and the last two years: 2008-09, 2009-10, and 2010-11. This need for reading specialists is evident in the reading achievement reports and graduation rates in GCSU's areas of potential impact. For example, Bibb County, one of the proposed locations for courses of the new M.Ed. in Literacy & Language, demonstrated an average 2009 graduation rate of 63% (range: 53% to 71.2%). Although this rate shows improvement over the 2008 average graduation rate (57.8%), when considered with the report that six of the seven high schools missed AYP in 2009, these statistics draw attention to the need for additional support that will help increase retention and the success of secondary students toward graduation. Overall, of Bibb County's 41 schools, 26 (63.4%) met AYP goals for 2009 and 15 (36.6%) did not. As part of this proposal, the Masters of Education in Literacy & Language would be part of a larger initiative to establish a partnership for adolescent and adult literacy, in part to support Bibb & Peach Counties and surrounding counties in their efforts to improve educational achievement.

The reported statistics of Bibb County are used to highlight one local example as a justification for this new program and not to isolate attention to this county's needs alone. Other counties across middle Georgia demonstrate similar needs for literacy specialists. The table below reports the AYP scores and graduation rates of Middle Georgia counties that would be areas of recruitment for graduate students of this program. In addition, these rates demonstrate the potential impact of our program within local public schools.

Table 1   AYP & Graduation Rates

School System	Meeting AYP	AYP %	Graduation Rates
Baldwin*	5 of 6	83.3%	69.7%
Bibb*	26 of 41	63.4%	62.8%
Bleckley	4 of 4	100%	83.2%
Butts	5 of 5	100%	77.5%
Greene	3 of 5	60%	72.9%
Hancock*	3 of 3	100%	87.5%
Henry	40 of 45	88.9%	80%
Houston	35 of 35	100%	81%
Jasper*	2 of 4	50%	75.2%
Johnson	1 of 3	33.3%	70.1%
Jones*	6 of 8	75%	77.9%
Laurens	5 of 8	62.5%	73.7%
Monroe	5 of 5	100%	76%
Morgan	3 of 4	75%	87.3%
Newton	17 of 21	81%	83.2%
Peach*	3 of 6	50%	74%
Putnam*	3 of 3	100%	75%
Twiggs	2 of 3	66.7%	69.6%
Washington*	4 of 5	80%	71.9%
Wilkinson*	3 of 4	75%	75%
Service Area	9 of 11	77.2%	76.2%
Statewide	1867 of 2172	86%	78.9%

* Denotes districts within a 35 mile radius   Source: http://public.doe.k12.ga.us
                                                    Data from 2008-2009 School Year

The table below reports underserved populations in the range of impact in terms of AYP, graduation rates, total number of students impacted and free and reduced lunch, a common formula for determining underserved populations. As demonstrated in this data, the immediate range of this new M.Ed. Literacy & Language program (i.e., 35 mile radius) would directly impact among the largest free and reduced lunch school populations in Middle Georgia, in addition to school districts that demonstrate low achieving AYP scores and graduation rates. In addition, the location of courses in Macon will serve other counties and provide sources for potential recruitment and impact (e.g., Peach County).

Table 2   AYP %, Graduation Rates, Students & Disadvantaged Students in Target Area & State

School System	Meeting AYP	AYP %	Graduation Rates	Total Number of Students	% of Students Eligible for Free or Reduced Lunch
Baldwin*	5 of 6	83.3%	69.7%	5,470	65%
Bibb*	26 of 41	63.4%	62.8%	24,345	75%
Bleckley	4 of 4	100%	83.2%	2,340	55%
Butts	5 of 5	100%	77.5%	3,518	56%
Greene	3 of 5	60%	72.9%	1,935	78%
Hancock*	3 of 3	100%	87.5%	1,255	75%
Henry	40 of 45	88.9%	80%	39,782	41%
Houston	35 of 35	100%	81%	25,295	49%
Jasper*	2 of 4	50%	75.2%	2,060	63%
Johnson	1 of 3	33.3%	70.1%	1,171	72%
Jones*	6 of 8	75%	77.9%	5,460	41%
Laurens	5 of 8	62.5%	73.7%	2,697	76%
Monroe	5 of 5	100%	76%	3,799	53%
Morgan	3 of 4	75%	87.3%	3,257	44%
Newton	17 of 21	81%	83.2%	18,711	56%
Peach*	3 of 6	50%	74%	4,064	68%
Putnam*	3 of 3	100%	75%	2,654	72%
Twiggs	2 of 3	66.7%	69.6%	995	82%
Washington*	4 of 5	80%	71.9%	3,253	67%
Wilkinson*	3 of 4	75%	75%	1,555	80%
Service Area	9 of 11	77.2%	76.2%	7681	63%
Statewide	1867 of 2172	86%	78.9%	1,615,066	53%

* Denotes districts within a 35 mile radius   Source: http://public.doe.k12.ga.us
Data from 2008-2009 School Year

There are no similar graduate programs resulting in an advanced degree or preparation   for reading specialist certification in our immediate service area. The nearest USG   institutions offering a M.Ed. in reading are in Atlanta (90 miles), Statesboro (130 miles), Athens (75 miles), and Valdosta (180 miles). In addition, no other graduate programs at the JHL College of Education provide the highly specialized training and coursework to certify teachers with specialized skills in literacy, an area of significant need in our service area as demonstrated in the above data.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review).

We estimate that the additional steady-state cost of the program will be approximately $10,000 per year. This reallocation within the College of Education will be necessary to provide course

coverage for this program. At this time, there are no additional faculty positions that need to be allocated to developing and implementing this program. However, contingent upon expected growth of this program and other graduate programs across the College of Education (i.e., MAT in Middle Grades STEM Education, MAT in Secondary Education, recently redesigned Ed.S. in Curriculum and Instruction, and revised undergraduate and graduate program in Special Education), an additional literacy faculty member will be needed within the first three years of the program.

The money requested for the first year will be used to hire part-time instructors to teach courses now taught by literacy faculty, which will free literacy faculty to teach graduate courses in the Masters in Literacy & Language. It is our intention to hire part-time faculty with higher education teaching experience. Literacy faculty will develop the courses that part-time faculty teach and provide mentoring and supervision. In addition, graduate students in this new M.Ed. in Language & Literacy will take courses offered from other GCSU graduate programs, which will serve to complete enrollment and make other graduate courses more cost efficient.

Start-up expenses will focus primarily on marketing the program ($1,000) and on program development ($6,000). We expect these start-up funds to be provided through allocation within the College of Education budget. Other possibilities include working with our Office of Grants and Sponsored Projects to identify other sources of funding.

Expenditures for the first three years
First Year:
Marketing ($1,000):

$650.00	Development, printing, and dissemination of a brochure and one page insert
100.00	Establishing a website
250.00	Traveling expenses to local area schools for recruitment and graduate fairs by graduate advisor

Program Development ($6,000):

$1,000.00	Professional books for faculty use.*
1,000.00	Professional DVDs for instructional purposes and faculty use**
4,000.00	Extra compensation for development of four new courses ($1,000/course)

*Examples of titles of professional book titles for faculty use.

Dickman, D., Neuman, S. (Eds.)(2007). *Handbook of Early Literacy Research, Vol. 2.*

Paperback, ISBN-10: 159385577X
List price: $45.00   Online price: $40.10

Israel, S., & Duffy, G. (Eds.)(2009). *Handbook of Research on Reading Comprehension.*
Paperback, ISBN-10: 0805862013
List price: $93.95   Online price: $84.55

Kamil, M.L., Pearson, P.D., Moje, E.B., & Afflerbach, P. (Eds.)(2010). *The Handbook of Reading Research, Vol. 4.*
Paperback, ISBN-13: 9780805853438

List price: $119.95   Online price: $93.56

Lapp, D., & Fisher, D. (Eds.)(2010). *Handbook of Research on Teaching the English Language Arts: Co-sponsored by IRA and NCTE, 3rd Ed.*

Paperback, ISBN-10: 0415877369
List price: $114.95   Online price: $106.64

Wyse, D., Andrews, R., & Hoffman, J. (Eds.) (2010). *The Routledge International Handbook of English, Language and Literacy Teaching.*
Hardcover, ISBN-10: 0415469031
List price: $235.00   Online price: $199.00

**Examples of titles of professional DVD's for instructional purposes and faculty use.

Association for Supervision and Curriculum Development (ASCD) (2002). *Reading in the content areas video series.*
List price: $540.00   Member price: $440.00

Association for Supervision and Curriculum Development (ASCD)(2006). *Building background knowledge through wide reading: A five-step process.*
List price: $165.00   Member price: $123.00

Gallagher, K. (2009). *Improving adolescent writers.*
Stenhouse, ISBN: 9781571107596   List price: $395.00

Goudvis, A., & Harvey, S. (2005). *Reading the world: Content comprehension with linguistically diverse learners.*
Stenhouse, ISBN: 9781571104267   List price: $295.00

Taberski, S. (2008). *A close-up look at teaching reading.*
Heinemann, ISBN: 9780325017303 List price: &425.00   Online price: $425.00

Tovani, C. (2006). *Comprehending Content: Reading Across the Curriculum, 6-12.*
Stenhouse, ISBN: 9781571104595   List price: $395.00

Second & Third Years:

<u>Continued Marketing ($1,000)</u>:

$450.00	Reprinting, and dissemination of program brochure and one page insert
100.00	Maintaining and updating website
450.00	Traveling expenses for recruitment and monitoring and assessing the effectiveness of program

<u>Program Assessment</u>

$1,000.00	Assessing data and developing data points

<u>Adjunct faculty for courses, if needed</u>

Approximately $3,000 per course

<u>Potential hire of new faculty by the third year</u>

Due to full implementation of the M.Ed. in Literacy & Language course rotations as well as the projected needs for literacy courses as electives within other graduate programs in the College of Education, potential new faculty will be needed by the third year of program development.

<u>Practitioner in residence</u>

Practitioner in Residence will support future recruitment and program development

<u>Reading clinics</u>

Reading Clinic will have sliding pay scale to be self-supporting entity, which will provide clinical experience for graduate students and support literacy improvement in Central Georgia

<u>Develop Literacy Councils</u>

Literacy councils would represent collaboration with K-12 schools, provide professional development in partnership schools, and become a potential source of recruitment for this new program.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

The M.Ed. in Literacy & Language will be an extension of the current, approved Reading Endorsement program. The Reading Endorsement has been a popular and successful program. Our graduate students taking endorsement courses have commented that further development in literacy would be attractive to them. Establishing a Masters in Education in Literacy & Language would provide further professional development in critical areas of literacy, extend the specialized professional knowledge presented in the reading endorsement courses, qualify students for additional education upgrades and certification (i.e., Reading Specialist), and provide students with the opportunity to pursue an advanced graduate degree. The curriculum of the new program will be designed to satisfy the Georgia Professional Standards Commission Standards for Reading Specialist certification.

Currently, our Reading Endorsement focuses on providing quality literacy instruction by implementing effective, evidence-based practices and assessments in classroom settings. The International Reading Association (2003) Position Statement on Reading Specialists states that reading specialists, "have proficiency in three broad categories: knowledge and beliefs about reading, instruction and assessment, and organizing and enhancing a reading program" (IRA Board of Directors, 2000, p. 4). The reading specialist must be able to communicate and collaborate with others to demonstrate a leadership role and have clinical expertise in assessment and interventions for students with reading difficulties. Beyond our reading endorsement, this new M.Ed. in Literacy & Language would prepare graduates in the professional knowledge of literacy, assessment and intervention, and leadership. This further professional development would meet the Georgia Professional Standards for Reading Specialist summarized in the comparison of the standards for reading endorsement and reading specialist in Appendix A. A proposed program of study for the new M.Ed. in Literacy & Language appears in Appendix B. The proposed program of study reflects the literacy leadership, scope of K-12 curriculum, and specialized assessment, instruction, and program expertise that distinguishes the Reading Specialist from the Reading Endorsement certificate upgrade according to the Georgia Professional Standards Commission. Appendix C provides information about courses, including the course descriptions, any prerequisites, and whether courses are existing or new courses. In Appendix D, three possible course rotations are presented to provide an overview of the program of study. Descriptions of new courses are included in Appendix F, New Course Descriptions.

The new M.Ed. program is 36 hours, six of which will include the current reading endorsement in core courses. The first two reading endorsement courses (EDRD 6000: Reading Process and Pedagogy and EDRD 6001: Reading Assessment) are part of the core curriculum for the M.Ed. in Literacy & Language. The third reading endorsement course (i.e., EDRD 6002: Early Childhood Reading Instruction and EDRD 6003: Middle Grades and Secondary Reading Instruction) may be taken as an elective in this new program as an area of concentration.

The National Council for Accreditation of Teacher Education (NCATE) recognizes IRA as the designated SPA for reading education programs. NCATE directs all program coordinators of reading education to follow the IRA Standards for Reading Professionals. As requested, these new SPA standards from the 2010 IRA Standards for Reading Professionals are attached in Appendix E. The specific elements that relate to Reading Specialist/Literacy Coach Candidates have been included, since the new M.Ed. in Literacy & Language will use these standards to guide program and course development.

6. Admissions criteria. Please include required minima scores on appropriate standardized tests and grade point average requirements.

Admission criteria for the new M.Ed. in Literacy & Language would align with admissions to other M.Ed. programs in the College of Education and include: (a) admission to Georgia College & State University Graduate School; (b) active Georgia teaching certificate at the T-4 or higher certification; (c) three letters of recommendation; (d) passing score on the GCSU writing assessment; and (e) at least 2.75 GPA in undergraduate course work.

7. Availability of assistantships (if applicable).

The College of Education has M.Ed. and Ed.S. assistantship positions for students that have been admitted to a graduate degree program in the College of Education. Applicants that are accepted to the new M.Ed. in Literacy & Language would be eligible to apply to stipends for assistantships. Eligibility requirements are admission to a graduate degree program in the College of Education and a completed application for graduate assistantship. Approval is granted by chairperson or director of the hiring department, the student's graduate coordinator, and the Assistant Dean of the College of Education. Students must maintain good academic standing (3.0 GPA) to continue approved assistantships.

8. Student learning outcomes and other associated outcomes of the proposed program.

Students who complete the M.Ed. in Literacy & Language will have a specialized knowledge and professional expertise in the fields of literacy development and instruction, assessment and data-driven program development, and leadership and mentoring of teachers and other paraprofessionals in the field of literacy education. Graduates will be prepared to pursue the necessary steps for certification as a reading specialist, which is a K-12 certification. This certification will enable them to provide professional development and leadership in literacy instruction and programs in Georgia Public Schools

The opportunity to acquire specialized knowledge and expertise in literacy and further develop literacy coaching and mentoring proficiency would advantage teachers and provide valuable resources for school districts. This new Masters program would enhance efforts of GCSU graduates to improve literacy learning in elementary grades as well as further reading, writing, and language development across the curriculum for success and achievement in middle and secondary content area education.

As the chart in Appendix A demonstrates, the new M.Ed. in Literacy & Language will build on the currently popular reading endorsement option that practicing teachers and graduate students in other degree granting programs within the College of Education now find attractive and a valuable source of professional development in literacy education.

Presently, graduate students enroll in the reading endorsement courses as a value-added benefit of other graduate programs (i.e., Ed.S. in Early Childhood, M.Ed. and Ed.S. Middle Grades and Secondary Education). Statistics from the College of Education's Dean's Office show that GCSU has issued paperwork for reading endorsement certifications for twenty-three (23)

graduates in 2007, six (6) graduates in 2008, and seventeen (17) graduates in 2009. Graduate students will still have the option of seeking a reading endorsement certification if this new program is approved, but may want to continue further after completing the reading endorsement courses to seek admission in the M.Ed. in Literacy & Language for an advanced, specialized degree. The number of students enrolling in reading endorsement courses for the last five academic years appears in *Table 3* below.

Table 3　　　*Reading Endorsement Course Numbers 2005-2010*

Course	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
EDRD 6000	13	11	40	49	34
EDRD 6001	15	11	19	15	31
EDRD 6002/6003	12	10	5	33	20

Notice the shift in numbers for the first course of the endorsement in 2007-2008. These increases are fairly consistent through 2010 with a sharp spike in 6000 for 2008 due to a special education grant. We still have approximately double the students enrolling in endorsement courses when compared with five years ago.

In the proposed M.Ed. in Literacy and Language, the first two reading endorsement courses (i.e., EDRD 6000: Foundations of Literacy, EDRD 6001: Assessment in Reading) constitute two of the five core courses of this new M.Ed. in Literacy & Language. The third reading endorsement course will be an elective in the M.Ed. in Literacy and Language. This new M.Ed. program is designed to offer professional development for literacy coaches and reading specialist certification, beyond the reading endorsement. In addition to the popularity of our reading endorsement courses, our students and potential students through personal communications have indicated significant interest in an advanced degree in literacy.

In addition to expressed interest in further professional development in literacy, teachers who seek to enhance their professional educator certification would be potential applicants for this new M.Ed. in Literacy and Language. Georgia Professional Standards Commission has proposed new options for educator certificate upgrades, which specifically list reading and literacy as two approved related field programs that would qualify for a certificate upgrade (Advanced degrees, "upgrades," and salary: New rule change, 2010). This proposed change, if adopted, would go into effect in September, 2012, a time when the full implementation of the new M.Ed. in Literacy & Language is planned.

Other populations of potential M.Ed. students are our alumni and teachers in the surrounding area. While 60% of teachers in the surrounding area have completed graduate degrees; at least 40% may be interested in pursuing further specialized graduate study. Master degrees in Literacy & Language are often attractive graduate program due to great demand in the area for teachers with specialized training in reading as well as the benefit of P-12 certification, giving greater flexibility and opportunity for positions. For career teachers who may be interested in a change, this Masters program may be especially attractive due to its demand, specialized knowledge, leadership and mentoring opportunities, and greater realm of impact.

Under-served populations will be a focus of our recruitment efforts. The attraction of this program will be the focus on literacy and language development and specialized training in reading and writing, which are critical needs in high poverty and low-achieving school districts.

9. Administration of the program:

The M.Ed. in Literacy & Language will be housed in the Literacy Program within Early Childhood & Middle Grades Education in the College of Education. The program will be directly administered by the Program Coordinator for the Literacy Program and supervised by the Chair of Early Childhood & Middle Grades.

10. Waiver to Degree-Credit Hour (if applicable): Not Applicable

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

The new M.Ed. in Literacy and Language will be accredited through the Georgia Professional Standards Commission and National Council for the Accreditation of Teacher Education, the accrediting agency for the College of Education. NCATE directs Reading Education programs to address SPA standards through the International Reading Association. Appendix E outlines the new 2010 IRA Standards for Reading Specialists, highlighting the elements that specifically address reading specialists and literacy coaches, which are the professional outcomes for future graduates of the M.Ed. in Literacy & Language.

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

Based on our annual enrollment in the reading endorsement courses, our goal is to graduate twelve students in 2014 and by 2016, graduate fifteen students annually. This projection is based on the numbers of students completing the reading endorsement (statistics summarized in section above) and the annual graduates in similar M.Ed. programs in the College of Education.

This M.Ed. in Literacy & Language will be particularly valuable for students who do not want to continue in the same specialization in which they received their undergraduate degree, but, instead, seek to diversity their educational background. For example, an undergraduate student majoring in Early Childhood at GCSU might want to pursue a M.Ed. in Literacy & Language to enhance and enrich their professional development across K-12 education or within Early Childhood and Middle Grades Education. In addition, graduate students in the Ed.S. Program in Early Childhood have the option of enrolling in advanced literacy courses to specialize within their graduate program and seek extended professional development in literacy.

13. Faculty

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
Carol Bader	Professor	Ph.D.	Ph.D., Ed.S., M.A., B.A.	Literacy, English, Special Ed.	Admin., plus 1 course
Linda Golson Bradley	Associate Professor	Ph.D.	Ph.D., M.A., B.S.	Literacy, Teacher Ed.	4 - 4
Carol Christy	Associate Professor	Ph.D.	Ph.D., M.A., B. Mus.	Ed Theory Into Practice, Literacy, Language, & ESL	4-4
Nancy Mizelle	Professor	Ed.D.	Ed.D., M.Ed., B.A.	Elementary Ed/Middle Grades Literacy	Amin., & 3 courses
Sandra Webb	Asst Professor	Ph.D.	Ph.D., M.Ed., M.A.T., B.A.	Literacy, Curriculum & Instruction, Teacher Dev.. Elementary Ed	4 - 4

Explanation of how workload will be impacted by the new program: This program would require offering a total of four courses that are not currently in our scheduled rotations. Thus, the first year would involve two reading faculty teaching one new course each. The second year would introduce the other two new courses. Full implementation will involve four additional courses taught each academic year.
Expected responsibilities in the program: Teaching courses and program coordination of accepting students, advising, scheduling, and program assessment.

Total Number of Faculty: Three (3) full-time and two (2) part-time faculty members.

It will not be necessary to add new faculty to begin this new program.

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

As stated previously, the additional steady-state cost of the program will be approximately $10,000 per year. This reallocation within the College of Education will be necessary to provide course coverage for this program. At this time, there are no additional faculty positions that need to be allocated to developing and implementing this program.

We plan to utilize College of Education space both on the Macon and Milledgeville campuses as the facilities for this program. We have discussed with Dr. Doris Christopher, the Executive Director of the Macon Center, the possibility of using the existing facilities at this GCSU campus location in Macon, for courses and literacy clinic. The Macon Center is adding a fourth floor of classrooms that will be open this summer. Dr. Christopher has already agreed to install a two-way mirror in between one set of classrooms for observation and supervision purposes. Projected plans for capital projects at GCSU provide for the renovation of Beeson Hall and Kilpatrick Hall, including classroom space and a literacy clinic.

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	5	6	3	2
New to the institution	5	6	12	15
Total Majors	10	12	15	17
Course Sections Satisfying Program Requirements				
Previously existing (in GCSU Graduate Catalog)	8	10	12	12
New (in development)	2	2	0	0
Total Program Course Sections	10	12	12	12
Credit Hours Generated by Those Courses				
Existing enrollments	240	360	540	540
New enrollments	60	72	0	0
Total Credit Hours	300	432	540	540
DEGREES AWARDED	0	10	12	15
II. EXPENDITURES	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
Personnel – reassigned or existing positions				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs				

EXPENDITURES (Continued)				
Personnel – new positions				
Faculty– Assistant Professor in first full program yr.		$57,777		
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits		20,233		

Other personnel costs				
Total New Personnel Costs		$78,000		
Start-up Costs (one-time expenses)				
Library/learning resources	$2,000.00			
Equipment	0			
Other (course development – 4 new courses)	4,000.00			
(marketing new program)	1,000.00			
Physical Facilities: construction or major renovation	0			
Total One-time Costs	$7,000.00			
Operating Costs (recurring costs – base budget)				
Supplies/Expenses	$ 500.00	$ 750.00	750.00	750.00
Travel		1,000.00	1,400.00	1,400.00
Equipment		0	1,000.00	1,000.00
Library/learning resources		500.00	400.00	400.00
Other (developing & implementing program assessment)		1,000.00	1,000.00	250.00
(website maintenance and update)		250.00	250.00	250.00
Total Recurring Costs	$ 500.00	$3,500.00	$4,800.00	$4,050.00
GRAND TOTAL COSTS	$7, 500.00	$81,500.00	$4,800.00	$4,050.00

III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds				
New student workload				
New Tuition				
Federal funds				
Other grants				
Student fees				
Other				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds				
GRAND TOTAL REVENUES				

Facilities Information for New Academic Programs

Proposed Location for the Program: __Macon & Milledgeville Campuses_____

Floor area required for the program (gross and net square feet): _____

Type of spaces required:
- Number of classrooms   ____2_____
- Number of labs/literacy clinics   ____2_____
- Number of offices   ____5_____
- Other spaces   _____

Place an "X" beside the appropriate selection:

__X__   Existing facility will be used as is (area square footage):

          Classroom size as a minimum of 250 square feet
          State offices as existing sizes

_____   Existing facility will require modification (area square footage):

          Projected renovation cost:
          Estimated relocation cost:
          Total funding required:
          Source of Funding:

_____   Construction of new facilities will be required (area square footage):

          Estimated construction cost:
          Estimated total project cost:
          Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

Other comments:

Note: A system office Facilities Project Manager(through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

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Moore, D.W., Bean, T.W., Birdyshaw, D., & Rycik, J.A. (1999). *Adolescent Literacy: A position statement for the Commission on Adolescent Literacy of the International Reading Association.* Retrieved from http://www.reading.org/Libraries/Position_Statements_and_ Resolutions/ps1036_adolescent.sflb.ashx.

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Sturtevant, E. (2003). *The literacy coach: A key to improving teaching and learning in secondary schools.* Alliance for Excellent Education. Retrieved from the Alliance for Excellent Education website: http://www.all4ed.org/publication_ material/reports/literacy_coach.

Appendix A: GPS Commission (GaPSC) Requirements for Reading Endorsement and Reading Specialist*

The following table lists the major goals of the reading endorsement as outlined by the GaPSC. In addition to all the goals and objectives of the Reading Endorsement, the Reading Specialist extends further into areas of specialized knowledge, assessment expertise, and leadership. These additional standards are included in the table below under Reading Specialist.

Reading Endorsement	Reading Specialist (M.Ed.)
Knowledge of foundations of reading and writing processes and instruction (12 objectives)	Beyond Reading Endorsement: * Refer to major theories, compare and contrast theories and research in language development and learning to read * Determine if students are appropriately integrating components in fluent reading
Use a range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction (9 objectives)	Beyond Reading Endorsement: Support classroom teachers and paraprofessionals in the use of : * instructional grouping options * wide range of instructional practices, approaches, and methods * curriculum materials
Use a variety of assessment tools and practices to plan and evaluate effective reading instruction (10 objectives)	Beyond Reading Endorsement: * Support classroom teachers in the assessment of individual students and using assessments to plan for instruction. * Collect, analyze, and use school wide assessment data to implement and revise school reading programs. * Communicate assessment information to various audiences for accountability and instructional purposes.
Create a literate environment that fosters reading and writing by integrating knowledge, instructional practices, approaches and methods, curriculum materials, and assessments (11 objectives)	Beyond Reading Endorsement: * Assist classroom teachers in selecting materials appropriate for reading levels, broad interests and cultural and linguistic backgrounds * Demonstrate and model reading and writing for real purposes and assist teachers to model reading and writing as lifelong activities
View professional development as a career-long effort and responsibility	Beyond Reading Endorsement: * Articulate theories related to the connection between teacher dispositions and student achievement * Conduct professional study groups for paraprofessionals and teachers. * Advocate to advance professional research base to expand knowledge-based practices * Positively and constructively provide an evaluation of their own and other's teaching practices * Exhibit leadership in professional development: Plan, implement, and evaluate professional development efforts

Georgia Professional Standards Commission, Educator Certificate Upgrades
Reading specialist: http:www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.47.pdf
Reading endorsement: http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3.75.pdf

Appendix B: PROGRAM OF STUDY

<div align="center">

Georgia College & State University
College of Education
Masters in Education in Literacy & Language
Program of Study

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Area A – Educational Foundations (6 credit hours required courses)
  EDFS 6224   Introduction to School Improvement
  EDFS 6225   Identifying Problems – Socio-cultural Issues

Area B – Literacy & Language Core (15 credit hours required courses)
  EDRD 6000   Reading Process & Pedagogy (First course in current Reading
                        Endorsement)
  EDRD 6001   Reading Assessment (Second course in current Reading Endorsement)
  EDRD 6661   Reading Diagnosis and Remediation
  EDRD 6251   Literacy & Language Across the Curriculum, K-12 (new course)
  EDRD 6200   Literacy & Language Leadership (new course)

Area C – Specialization (minimum of 9 credit hours in electives in area of specialization)
  Possible areas of specialization: Writing Project, ESOL, Special Education, Early
  Childhood (with Reading Endorsement), Middle & Secondary (with Reading
  Endorsement). Examples of additional courses:
  EDRD 6150   Literature, Reading, & Writing Across the Curriculum
  EDRD 6151   Literature in the Schools
  EDRD 6002   Early Childhood Reading Instruction (Third course in current Reading
                        Endorsement for Early Childhood and Elementary Education)
  EDRD 6003   Middle Grades & Secondary Reading Instruction (Third course in current
                        Reading Endorsement for Middle Grades & Secondary Education)

Area D – Research (minimum of 6 credit hours)
  EDRD 6500   Designing Research in Literacy & Language (new course)
  EDRD 6690   Literacy & Language Research & Capstone (new course)

Minimum 36 Credit Hours

Outline of when students will take courses

Appendix C: Course Descriptions and Details

Course Number	Course Title	New or Existing	Graduate Catalog Description	Prereqs.	GCSU Approval
EDFS 6224	Introduction to School Improvement	Existing	This course will be required by all of the M.Ed. programs in the College of Education. It will focus on the interdependence of factors that affect student learning, both inside and outside the classroom, and will address the following questions: What is school improvement? What are its history, philosophy, and political ramification? What are school improvement plans, and how can they be improved? What are the roles of faculty in school improvement? What are the common factors in schools that have effected significant change?	Admission to M.Ed.	Yes
EDFS 6225	Identifying Problems – Socio-cultural Issues	Existing	This course is designed to prepare teachers to identify their schools' demographics; analyze their schools' improvement process and its impact on subsets of the student population; identify current school problems relating to diversity; and select one area of interest for which to create an individual research plan.	EDFS 6224	Yes
EDRD 6000	Reading Process & Pedagogy (First course in Reading Endorsement)	Existing	Foundations of literacy instruction in grades K-12. Topics include reading theory, reading process, language development and pedagogy and a comparison of current trends and approaches in reading instruction.	None	Yes
EDRD 6001	Reading Assessment (Second course in Reading Endorsement)	Existing	Alignment of state and local goals with assessment strategies. Classroom focused approaches to reading diagnosis and assessment. Includes study of informal and formal measures, K-12.	EDRD 6000 or permission of instructor	Yes
EDRD 6661	Reading Diagnosis and Remediation	Existing	Focused on increasing diagnostic and remediation skills in administering and interpreting multiple assessment/evaluation instruments and apply results to develop programs for students with severe reading handicaps to improve reading achievement.	EDRD 6001 or permission of instructor	Yes
EDRD 6200	Literacy & Language Across the Curriculum, K-12	New	This course is a core requirement of the M.Ed. in Literacy. It covers language acquisition and learning, language and literacy development, and developmental expectations for literacy learners across content areas and grade levels. It will also provide considerations for grouping, interventions, and differentiated instruction.	EDRD 6000, or permission of the instructor	In Governance Process
EDRD 6251	Literacy & Language Leadership	New	This course examines the range of roles of the reading professional in school language and literacy leadership, such as leading and mentoring teachers in effective literacy practices, designing effective school-wide professional development, advocating for literacy both in school and community settings, and participating in	EDRD 6000, 6001, & 6200 or permission of instructor	In Governance Process

			professional literacy organizations, conferences, and workshops		
EDRD 6500	Designing Research in Literacy & Language	New	This course surveys the methods most widely used in literacy and language research with an emphasis on classroom applications. Students will design and prepare a research project for implementation with the final research project to comprise a portion of the capstone presentation.	EDFS 6225, or permission of instructor	In Governance Process
EDRD 6690	Literacy & Language Research & Capstone	New	This course is a required, core course in the proposed Masters of Education in Literacy & Language and is the capstone course in which candidates will demonstrate their ability to satisfy standards required of literacy professionals as outlined by GPSC and IRA/NCATE	EDRD 6251, & 6500	In Governance Process

The above courses are required. The following are examples of courses that constitute electives in area of specialization.
(9 credit hours of the 36 credit hour minimum)

Course Number	Course Title	New or Existing	Graduate Catalog Description	Prereqs.	GCSU Approval
EDRD 6002	Early Childhood Reading Instruction (Third course in Reading Endorsement for elementary teachers)	Existing	Study of literacy development as active process addressing oral language, and emerging reading and writing in total school curriculum. Topics include print processing, metacognitive strategies, vocabulary development, assessment and overview of literacy strategies K-12.	EDRD 6000 or permission of instructor	Yes
EDRD 6003	Middle Grades & Secondary Reading Instruction (Third course in Reading Endorsement for middle and secondary teachers)	Existing	Focuses on both narrative and expository literacy development in content areas and strategic framework for increasing comprehension. Topics include comprehension, metacognitive strategies, vocabulary, study skills, and overview of emergent literacy learning.	EDRD 6000 or permission of instructor	Yes
EDRD 6150	Literature, Reading & Writing Across the Curriculum	Existing	A study of the reading and writing processes as they are related to instruction in the content fields. An analysis of current research will be related to strategies for integrating reading in the content areas.	None	Yes
EDRD 6151	Literature in the Schools	Existing	Study of the common genre in school literature program. Focus on structure of genre in relation to comprehension and response. Study of culture and ethnicity in children's and young adult literature, evaluation of non-print materials in use in public schools and application of literary response. (Designed to broaden an understanding of the various genre of literature for students with emphasis on the use of literature and non-print materials as an integral part of the total curriculum.)	None	Yes

Appendix D. M.Ed. Literacy & Language
Possible Course Rotation

Year 1 Fall	Year 1 Spring	Year 1 Summer
EDFS 6224 EDRD 6000	EDFS 6225 Lit & Language Across the Curriculum	EDRD 6001 & Area C 1-2 courses
Year 2 Fall EDRD 6661 Designing Research	Year 2 Spring Lit & Language Leadership & Area C 1 course	Year 2 Summer Capstone Area C Any final course

Year 1 Fall	Year 1 Spring	Year 1 Summer
EDFS 6224 EDRD 6000	EDFS 6225 Lit & Language Across the Curriculum	Area C 2 courses
Year 2 Fall EDRD 6001 Designing Research	Year 2 Spring EDRD 6661 Area C (1 course)	Year 2 Summer Capstone Literacy and Language Leadership

Year 1 Fall	Year 1 Spring	Year 1 Summer
EDRD 6000 Lit & Language Across Curriculum	EDRD 6001 EDFS 6224 Maybe EDRD 6002/6003	EDFS 6225 Area C 1-2 courses
Year 2 Fall EDRD 6661 Designing Research	Year 2 Spring Literacy & Language Leadership Maybe 6002/6003	Year 2 Summer Capstone Area C 1-2 courses

Appendix E: 2010 IRA Standards for Reading Professionals

Standard 1: Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Foundational knowledge is at the core of preparing individuals for roles in the reading profession and encompasses the major theories, research, and best practices that share a consensus of acceptance in the reading field. Individuals who enter the reading profession should understand the historically shared knowledge of the profession and develop the capacity to act on that knowledge responsibly. Elements of the Foundational Knowledge Standard set expectations in the domains of theoretical and practical knowledge, and in developing dispositions for the active, ethical use of professional knowledge. Expectations are founded on the concept of a profession as both a technical and moral enterprise, that is, competent performance for the betterment of society.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- Based on several decades of cognitive science research on human learning, knowledge is domain specific and contextualized. Social experience and context play a role in the construction and development of knowledge.
- Knowledge in the reading field includes archival research-based knowledge and practical knowledge that reflects the wisdom of practice.
- Members of a professional community develop the capacity to learn from experience and contemplate their own practices in systematic ways.
- Knowledge represents the currently shared content of the reading field, subject to change over time as new knowledge and understandings are acquired.

Element 1.1

Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates

- Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

- Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
- Demonstrate a critical stance toward the scholarship of the profession.
- Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
- Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.

Element 1.2

Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

Reading Specialist/Literacy Coach Candidates

- Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.
- Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.

Element 1.3

Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

Reading Specialist/Literacy Coach Candidates

- Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
- Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

Foundational knowledge about literacy is essential in establishing a vision, and developing and enacting an integrated, comprehensive, and balanced curriculum that is responsive to the needs of diverse learners.

- A conceptual framework for literacy development should inform teaching practices and selection of materials.
- Evidence-based instructional strategies and practices should be used in developing and implementing instruction and a balanced and motivating reading and writing program.
- Comprehensive reading programs provide a wide variety of traditional print, digital, and online resources to meet the needs of diverse students.
- Traditional print, digital, and online reading and writing experiences that incorporate multiple genres, multiple perspectives, and media and communication technologies are necessary to prepare learners for literacy tasks of the 21st century.

Element 2.1

Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates

- Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.
- Develop and implement the curriculum to meet the specific needs of students who struggle with reading.
- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.
- Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.

Element 2.2

Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Reading Specialist/Literacy Coach Candidates

- Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
- Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
- Support classroom teachers and education support personnel to implement instructional approaches for all students.
- As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

Element 2.3

Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Reading Specialist/Literacy Coach Candidates

- Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.
- Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

The Assessment and Evaluation Standard recognizes the need to prepare teachers for using a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. The elements featured in this standard relate to the systematic monitoring of student performance at individual, classroom, school, and system wide levels. Teacher educators who specialize in literacy play a critical role in preparing teachers for multifaceted assessment responsibilities.

The following are the major assumptions of the Standards 2010 Committee for developing this standard and its elements:

- The most fundamental goal of assessment and evaluation is to optimize student learning.
- Effective assessment practices inform instruction.
- Competent reading professionals appreciate the importance of assessment.
- Effective reading professionals demonstrate a skilled use of assessment processes and results.
- Competent reading professionals are knowledgeable of standardized tests and their uses and limitations in the assessment process.

- Effective reading professionals are able to analyze data and communicate findings and implications to appropriate audiences.

Element 3.1

Candidates understand types of assessments and their purposes, strengths, and limitations.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates

- Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
- Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
- Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

Element 3.2

Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

Reading Specialist/Literacy Coach Candidates

- Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
- Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.
- Lead school wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.

Element 3.3

Candidates use assessment information to plan and evaluate instruction.

Reading Specialist/Literacy Coach Candidates

- Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

- Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
- Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.
- Plan and evaluate professional development initiatives using assessment data.

Element 3.4

Candidates communicate assessment results and implications to a variety of audiences.

<u>Reading Specialist/Literacy Coach Candidates</u>

- Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.
- Demonstrate the ability to communicate results of assessments to various audiences.

Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

The Diversity Standard focuses on the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured in elements such as race, ethnicity, class, gender, religion, and language. This standard is grounded in a set of principles and understandings that reflect a vision for a democratic and just society and inform the effective preparation of reading professionals.

The following are the major assumptions of the <u>Standards 2010 Committee</u> for developing this standard and its elements:

- Diversity will be as much a reality in the future as it is in our lives today and has been in the lives of our predecessors.
- There is a tradition of "deficit" thinking and discourse in the context of diversity and schooling. As a society, we are not far removed from a time when cultural deprivation was an accepted term.
- Diversity is a potential source of strength of a society to be encouraged not discouraged. Diversity is the basis for adaptability to change, and change is the only certainty in the future.
- Creating a <u>curriculum</u> that values diversity requires that teacher educators and teachers step outside their personal experiences within a particular linguistic, ethnic, or cultural group to experience the offerings of other groups.
- The elements of diversity in a society cannot be isolated within that society and certainly not within an individual. The elements of diversity interact in the form of multiple identities that may move from the background into the foreground as a function of the context and the moment.

- There is a danger in over generalizing (i.e., stereotyping) characteristics to all members of a group.
- Language-minority students need appropriate and different language and literacy instruction if they are to be successful academically while they learn English.
- It is the responsibility of teachers and schools not only to prepare learners in ways that value their diversity but also to prepare those learners to engage in active citizenship to redress areas of inequity and privilege.

Element 4.1

Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates

- Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.
- Assist teachers in developing reading and writing instruction that is responsive to diversity.
- Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.
- Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.

Element 4.2

Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

Reading Specialist/Literacy Coach Candidates

- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
- Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.
- Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.
- Collaborate with others to build strong home-to-school and school-to-home literacy connections.
- Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

Element 4.3

Candidates develop and implement strategies to advocate for equity.

<u>Reading Specialist/Literacy Coach Candidates</u>

- Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
- Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.
- Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.
- Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

The Literate Environment Standard focuses on the need for candidates to synthesize their <u>foundational knowledge</u> about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students' traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

The following are the major assumptions of the <u>Standards 2010 Committee</u> for developing this standard and its elements:

- An effective literate environment offers both visible and "invisible" support (i.e., psychological, social, emotional) to learners as they expand their literacies.
- The goal of the literate environment is to create a flexible border between the world outside the classroom and school to the world within (i.e., making the <u>curriculum</u> permeable to the social context). Learning should extend beyond the walls of the educational context to explore the potential for acts of literacy that affect the world outside.
- Learners require a literate environment that affords them the opportunity to engage in meaningful ways by providing time, accessibility, tools, choice, and support.
- Student learning is positively impacted by positive teacher dispositions, such as high expectations, a carefully crafted physical environment, and a safe, low-risk social environment.

- To meet the needs of learners, a co constructed literate environment must continually change as interests and focal points for learning shift over time.

Element 5.1

Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

Evidence that demonstrates competence may include, but is not limited to, the following for each professional role.

Reading Specialist/Literacy Coach Candidates

- Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
- Modify the arrangements to accommodate students' changing needs.

Element 5.2

Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

Reading Specialist/Literacy Coach Candidates

- Create supportive social environments for all students, especially those who struggle with reading and writing.
- Model for and support teachers and other professionals in doing the same for all students.
- Create supportive environments where English learners
- *and scaffolded support to optimize students' opportunities for learning to read and write.*

Element 5.3

Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

Reading Specialist/Literacy Coach Candidates

- Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
- Create effective routines for all students, especially those who struggle with reading and writing.
- Support teachers in doing the same for all readers.

Element 5.4

Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

<u>Reading Specialist/Literacy Coach Candidates</u>

- Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.
- Support teachers in doing the same for all students.

Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

The Professional Learning and Leadership Standard is based on a commitment by all reading professionals to lifelong learning. Professionals learn in many different ways, for example, individual learning through activities such as reading, pursuing advanced degrees, and attending professional meetings. The elements featured in this standard include an emphasis on positive dispositions, individual and collaborative learning, the ability to design and evaluate professional learning experiences, the importance of advocacy, and a need for knowledge about adult learning and school leadership. Also, learning is often collaborative and occurs in the workplace through grade-level meetings, academic team meetings, workshops, study groups, and so forth.

The following are the major assumptions of the <u>Standards 2010 Committee</u> for developing this standard and its elements:

- Effective professional learning is evidence based in ways that reflect both competent and critical use of relevant research and is thoughtfully planned, ongoing, differentiated, and embedded in the work of all faculty members.
- Effective professional learning is inclusive and collaborative across parents or guardians, the community, and all school staff, including education support personnel, classroom teachers, specialized personnel, supervisors, and administrators.
- Effective professional learning is focused on content determined by careful consideration and assessment of the needs of students, teachers, parents or guardians, and the larger community of stakeholders.
- Effective professional learning is supportive of the need for instruction that is responsive to the range of <u>diversity</u>.
- Effective professional learning is grounded in research related to adult learning and organizational change as well as research on reading acquisition, development, assessment, and instruction.
- Effective professional learning in schools requires collaboration, is job embedded, builds trust, and empowers teachers, and those who lead such efforts must have effective interpersonal, leadership, and communication skills.

Element 6.1

Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

<u>Reading Specialist/Literacy Coach Candidates</u>

- Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
- Use knowledge of students and teachers to build effective professional development programs.
- Use the research base to assist in building an effective, school wide professional development program.\

Element 6.2

Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

<u>Reading Specialist/Literacy Coach Candidates</u>

- Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.
- Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
- Join and participate in professional literacy organizations, symposia, conferences, and workshops.
- Demonstrate effective interpersonal, communication, and leadership skills.
- Demonstrate effective use of technology for improving student learning.

Element 6.3

Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

<u>Reading Specialist/Literacy Coach Candidates</u>

- Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).

- Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.
- Support teachers in their efforts to use technology in literacy assessment and instruction.

Element 6.4

Candidates understand and influence local, state, or national policy decisions.

Reading Specialist/Literacy Coach Candidates

- Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
- Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.
- Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.
- Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

Appendix F: New Course Descriptions

In this appendix, new course proposal forms and descriptions are included for the following four new courses:

EDRD 6200 Literacy and Language Across the Curriculum, K-12
EDRD 6251 Literacy and Language Leadership
EDRD 6500 Designing Research in Literacy and Language
EDRD 6690 Literacy and Language Research & Capstone

The above-mentioned new courses constitute core courses in the new Masters of Education in Literacy & Language. These courses represent the specialized discipline knowledge, depth of assessment principles and practices, and school-wide and community leadership required of reading specialists as outlined by the International Reading Association (2010 Standards for Reading Professionals) and the Georgia Professional Standards Commission.

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department Early Childhood & Middle Grades Education   Discipline_Literacy_
2. Number of credit hours and formula for courses requiring lab or field experience:_3

3. Hours (L-L-C) 3-1-3 4. Repeatable or Nonrepeatable Non -repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory_Normal

5. Prerequisite or Co-requisite EDRD 6000

6. Required or elective in what program M.Ed. in Literacy
7. Provide rationale for this course: This course will fulfill core content requirements in the proposed M.Ed. in Literacy.

8. How often is the course to be offered? Annually_

9. Who will teach this course? Linda Bradley, Carol Christy, Sandra Webb
   Will additional faculty members be needed?_not at this time

10. Are there alternative faculty available to teach this course to ensure stability of the course over time?_Additional Literacy faculty who join GCSU will be alternatives.

11. How does this course contribute to the existing or proposed program?_It fulfills core content requirements by providing cross-age-level views of literacy acquisition and learning and appropriate method and materials for all ages. Teachers can then look at questions of age and ability grouping more effectively.

12. How will an existing program of study change as a result of this course? No change

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    No

14. How will the demand be met for additional library and technology resources, if any?
    No additional resources needed

15. Will any **additional** library or other resources be required by the student?_No

16. Attach course syllabus and proposed catalogue description to this form.

1. EDRD 6200 Literacy and Language Across the Curriculum, K-12

2. Catalog Description This course is a core requirement of the M.Ed. in Literacy. It covers language acquisition and learning, language and literacy development, and developmental expectations for literacy learners across content areas and grade levels. It will also provide considerations for grouping, interventions, and differentiated instruction.

3. Course Function: M.Ed. in Literacy
   This course counts towards the Master of Education in Literacy

4. Course Topics:
   a. Oral Language acquisition across grade levels
   b. Connecting oral language to written language
   c. Emergent literacy, production and reception
   d. Norms for language development during school years
   e. Early Grades considerations for both reading and writing
   f. Middle Grades considerations for reading and writing
   g. Secondary considerations for reading and writing
   h. Tiered instruction in literacy for teachers at all levels

5. Expected Student Learning Outcomes:
   Students will describe the processes of language acquisition and learning
   Students will identify the connecting elements between oral and written language
   Students will demonstrate appropriate tasks for children to strengthen receptive and
       productive language
   Students will identify age appropriate norms for language development
   Students will identify age specific considerations for language instruction
   Students will identify appropriate tiered instruction for literacy interventions

The above specific outcomes for this course address, in part the expected outcomes for the M. Ed. In Literacy.

6. Grading Criteria: Students will be assessed with quizzes, projects (including class presentations) and research papers on the topics of the course. Course work will be scored with scoring guides or rubrics at the instructor's discretion.

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study. Students will complete at least one research paper and a group project in the course that will foster independent learning and responsibility.

8. Prerequisites EDRD 6000

9. Advanced Graduate Content -Research papers

Date_____   Signature_____
                                              Department Chairperson

Date_____   Signature_____
                                              Dean of School

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department_Early Childhood and Middle Grades   Discipline_Literacy
2. Number of credit hours and formula for courses requiring lab or field experience:
    3_____

3. Hours (L-L-C) _3-1-3   4. Repeatable or Nonrepeatable Nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory_Normal_

5. Prerequisite or Co-requisite _Prerequisite EDRD 6000, 6001, 6200

6. Required or elective in what program: Required in M. Ed. In Literacy & Language

7. Provide rationale for this course: This course is a core requirement for the M.Ed. in Literacy & Language. It provides an overview of the professional expectations and requirements of reading specialists and literacy coaches and the essential functions provided by these professionals in supporting school-wide and community language and literacy development improvement, and achievement.

8. How often is the course to be offered?   Annually

9. Who will teach this course?_Members of the literacy and graduate faculty
        Carol Bader
        Nancy Mizelle
        Linda Bradley
        Carol Christy
        Sandra Webb
        Additional qualified literacy faculty that may be hired

    Will additional faculty members be needed?   Not at this point

10. Are there alternative faculty available to teach this course to ensure stability of the course over time?   New Faculty as hired.

11. How does this course contribute to the existing or proposed program? It fulfills one of the core requirements for graduate program and allows the M.Ed. in Literacy & Language students to examine the roles and functions of reading specialists and literacy coaches in supporting school wide language development, literacy achievement, and teacher professional development.

12. How will an existing program of study change as a result of this course? No Change

13. Does the proposed course duplicate other courses on this campus? No

14. How will the demand be met for additional library and technology resources, if any?
    Additional library resources **may** be needed and are outlined in the M.Ed. Literacy proposal.

15. Will any additional library or other resources be required by the student?
    The course can be taught with the library and online sources we have at this point, although the additional resources would be useful.

16. Attach course syllabus and proposed catalogue description to this form.

1. Course Title and Proposed Number
   EDRD 6251: Literacy & Language Leadership

2. Catalog Description: This course examines the range of roles of the reading professional in school language and literacy leadership, such as leading and mentoring teachers in effective literacy practices, designing effective school-wide professional development, advocating for literacy both in school and community settings, and participating in professional literacy organizations, conferences, and workshops.

3. Course Function:
   This course is a required, core course in the proposed Masters of Education in Literacy & Language.

4. Course Topics: a.
   a. What is literacy leadership?
   b. Characteristics and qualifications of literacy leaders
   c. The roles of reading specialists in schools, classrooms, and communities
   d. Instructional role of reading specialists
   e. Reading specialists as leaders
   f. Effective professional development
   g. Coaching to improve instruction
   h. Designing, implementing, and assessing a school literacy programs
   i. School, family, and community partnerships
   j. Writing proposals and grants

5. Expected Student Learning Outcomes:
   Students will identify the functions and expectations of reading specialists and coaches
   Students will identify the essential instructional roles of reading specialists in supporting student literacy achievement.
   Students will articulate effective, research-based professional development programs
   Students will identify essential principles for effective coaching and mentoring
   Students will apply effective, research-based literacy principles in designing school-wide literacy programs.
   Students will create a plan for implementing and assessing school literacy programs
   Student will articulate critical, research-based qualities of school and family partnerships

6. Grading Criteria:
   Students will be assessed with course readings and assignments, in class and online discussions, and leadership projects on topics relating to this course. Course work will be scored with scoring guides or rubrics at the instructor's discretion.

7. Course work that fosters independent learning, enabling the graduate to contribute to a profession or field of study within the context of a school field placement or current teaching position.

8. Prerequisites: EDRD 6000, 6001, 6251, or permission of the instructor

9. Advanced Graduate Content: Individual leadership project, IRB, proposal submission.

Date_____   Signature_____
                                        Department Chairperson
Date_____   Signature_____
                                        Dean of the School

Georgia College & State University
Form for Proposal of New Graduate Courses

1.   Department_Early Childhood and Middle Grades   Discipline_Literacy
2.   Number of credit hours and formula for courses requiring lab or field experience:
3_____

3.   Hours (L-L-C) _3-1-3   4. Repeatable or Nonrepeatable Nonrepeatable

4.   Grade Type: Normal or Satisfactory/Unsatisfactory_Normal_

5.   Prerequisite or Co-requisite _Prerequisite EDFS 6225

6.   Required or elective in what program_Required in Med. In Literacy

7.   Provide rationale for this course:_This course provides a portion of the required research content
      for graduate programs at GCSU. It will be a required component of the M.Ed. In Literacy &
      Language. The use of a literacy area specific approach means that students will have a more
      complete understanding of both existing research in the area but also in the methods most likely
      to be applied in their own research. This will lead to a student research project.

8.   How often is the course to be offered?   Annually

9.   Who will teach this course?_Members of the literacy and graduate faculty
          Carol Bader
          Nancy Mizelle
          Linda Bradley
          Carol Christy
          Sandra Webb
          Additional qualified literacy faculty that may be hired

      Will additional faculty members be needed? Not at this point

10.   Are there alternative faculty available to teach this course to ensure stability of the
      course over time?   New Faculty as hired

11.   How does this course contribute to the existing or proposed program? It fulfills one of the
      research requirements for graduate programs and allows the MEd. Literacy students to focus on
      the most effective techniques for literacy research and inquiry.

12.   How will an existing program of study change as a result of this course? No Change

13.   Does the proposed course duplicate other courses on this campus? No

14.   How will the demand be met for additional library and technology resources, if any?
      Additional library resources **may** be needed and are outlined in the MEd. Literacy proposal.

15.   Will any additional library or other resources be required by the student? The course can be
      taught   with the library and online sources we have at this point, although the additional
      resources would be useful.

16.   Attach course syllabus and proposed catalogue description to this form.

1. EDRD 6500 Designing Research in Literacy and Language

2. Catalog Description: This course surveys the methods most widely used in literacy and language research with an emphasis on classroom applications. Students will design and prepare a research project for implementation with the final research project to comprise a portion of the capstone presentation.

3. Course Function: This course counts as a core requirement toward the M.Ed. In Literacy & Language

4. Course Topics:
    a. What are the major categories of literacy research?
    b. What are the major methods of research used in literacy?
    c. What are important questions to research in literacy?
    d. How to select a research question
    e. What steps need to be followed to conduct classroom research?
    f. What types of data might I collect and how can they be analyzed?
    g. What to do with findings and conclusions

5. Expected Student Learning Outcomes:
    a. Students will identify the major categories of literacy research.
    b. Students will identify which major research methods are appropriate for differing situations.
    c. Students will identify a research question(s) to lead to classroom research.
    d. Students will identify the steps they need to take to conduct research in their district.
    e. Students will apply various data analysis methods.
       The above specific outcomes for this course address, in part the expected outcomes for the MEd. In Literacy)

6. Grading Criteria: Learning will be assessed through quizzes, classroom application projects and a final research proposal for the literacy project. Rubrics and scoring guides will be used for classroom projects and the research proposal.

7. Reading course materials, library searches, and formulation of a research rproposal all require independent graduate work.

8. Prerequisites EDFS 6225

9. Advanced Graduate Content: Individual research, completing IRB process, Proposal Presentation

Date_____   Signature_____
                                                          Department Chairperson
Date_____   Signature_____
                                                          Dean of School

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department_Early Childhood and Middle Grades   Discipline:_Literacy
2. Number of credit hours and formula for courses requiring lab or field experience:
3_____

3. Hours (L-L-C) _3-1-3   4. Repeatable or Nonrepeatable Nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory_Normal_

5. Prerequisite or Co-requisite _Prerequisites: This course should be taken in the last nine (9) hours of the Master's Degree program of study and requires completion of core courses in the M.Ed. in Literacy & Language. Prerequisites including: EDRD 6500.

6. Required or elective in what program: Required in M. Ed. In Literacy & Language

7. Provide rationale for this course: This course will serve as a culmination of coursework in the candidate's program of study in the M.Ed. in Literacy and Language. In this capstone course, the candidate will implement a final research project that represents effective literacy research and inquiry in examining critical issues relating to literacy and language instruction and development, assessment, and/or leadership. This research will constitute a component of the capstone presentation. Candidates also will present a portfolio of their work to provide evidence of their ability to satisfy IRA/NCATE Standards for Reading Specialists/Literacy Coaches and the Georgia Professional Standards for Reading Specialist.

8. How often is the course to be offered?   Annually

9. Who will teach this course?_Members of the literacy and graduate faculty
    Linda Bradley
    Carol Christy
    Sandra Webb
    Additional qualified literacy faculty that may be hired

    Will additional faculty members be needed?   Not at this point

10. Are there alternative faculty available to teach this course to ensure stability of the course over time?   New Faculty as hired.

11. How does this course contribute to the existing or proposed program? This course represents the capstone course in this Master's of Education degree program.

12. How will an existing program of study change as a result of this course? No Change   .

13. Does the proposed course duplicate other courses on this campus? No

14. How will the demand be met for additional library and technology resources, if any? Additional library resources **may** be needed and are outlined in the M.Ed. Literacy proposal.

15. Will any additional library or other resources be required by the student? The course can be taught with the library and online sources we have at this point, although the additional resources would be useful.

16. Attach course syllabus and proposed catalogue description to this form.

1. Course Title and Proposed Number
   EDRD 6690: Literacy & Language Research & Capstone

2. Catalog Description: This capstone course will serve as a culmination of coursework in the candidate's major program of study in the Master's of Education in Literacy & Language. Candidates will implement and present a research/inquiry project proposed in EDRD 6500 one component of a portfolio that demonstrates evidence of the candidate's ability to satisfy IRA/NCATE Standards for Reading Specialists/Literacy Coaches and the Georgia Professional Standards for Reading Specialist.

3. Course Function:
   This course is a required, core course in the proposed Masters of Education in Literacy & Language and is the capstone course in which candidates will demonstrate their ability to satisfy standards required of literacy professionals as outlined by GPSC and IRA/NCATE.

4. Course Topics:
   a. Review of IRA/NCATE and GPSC Standards for literacy professionals.
   b. Writing research focusing on effective principles of literacy research and inquiry
   c. Writing for publication addressing local and national audiences
   d. Writing presentation proposals for local and national professional literacy organizations (i.e., International Reading Association, National Council of Teachers of English, National Reading Council, Georgia Reading Association)
   e. Designing and implementing effective presentations
   f. Developing a standards-based portfolio

5. Expected Student Learning Outcomes:
   Students will identify the standards, functions, and expectations of reading specialists and coaches as outlined by IRA/NCATE and GPSC.
   Students will write a report from the implementation of the research project proposed in EDRD 6500.
   Students will examine the requirements for publication of literacy journals and proposal requirements of local and national professional organizations.
   Students will write a proposal for presentation at a local or national professional conference.
   Students will design and present an effective presentation for a local or national audience of educators, administrators, and/or policy makers.
   Students will develop and present a standards-based portfolio.

6. Grading Criteria:
   Students will be assessed by: (a) class and online discussions based on course readings; (b) literacy and language research project; (c) proposal for local or national audience of educators, administrators, and/or policy makers; (d) attendance and participation at professional conference; (e) preparation of paper for publication; and (f) development and preparation of standards-based portfolio. Course work will be scored with scoring guides or rubrics at the instructor's discretion.

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

8. Prerequisites: EDRD 6500, or permission of the instructor

9. Advanced Graduate Content: IRB, proposal submission, manuscript development.

Date_____   Signature_____
                                          Department Chairperson

Date_____   Signature_____
                                          Dean of the School