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# The University of Georgia

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Graduate School

August 16, 2012

TO: Ms. Fiona Liken  
Curriculum Systems

FROM: Julie A. Coffield   
Associate Dean

RE: Areas of Emphasis

The Graduate School has approved the following areas of emphasis for the **EdS in Language and Literacy Education**:

- Reading Education, Literature and Language Arts 6-12
- English Education
- Teaching English to Speakers of Other Languages (TESOL)
- World Language Education (WLE)
- Reading Education, Children's Literature and Language Arts P-5

If you have any questions, please contact Ms. Cheri Bliss ([gradoff@uga.edu](mailto:gradoff@uga.edu)). Thank you.

JAC:lcj

C: Dr. Mark Faust  
Dr. Victoria Hasko  
Dr. Jim Marshall

ATTACHMENT A

PROPOSAL FOR AREA OF EMPHASIS

School/College: Education

Department/Division: Language and Literacy Education

Major: Educational Specialist in Language and Literacy Education

Major Code: 822

Major Requirements: See Attachment

Area of Emphasis Title: Reading Education, Literature and Language Arts 6-12

Proposed Starting Date: Fall 2012

Area of Emphasis Description:

Students focused on 6-12 Secondary Teaching can take any three of the following courses:

LLED 6010/6010e, Survey of Reading Instruction Pre-K through Grade 12, 3 cr.

LLED 6020/6020e, Practicum in Reading Instruction and Assessment (Clinic), 3 cr.

LLED 6030, Teaching Reading in the Secondary School, 3 cr.

LLED 6060/6060e, Content Area Literacies, 3 cr.

LLED 6070/6070e, Middle School Reading, 3 cr.

LLED 6410e, Adolescent Literature, 3 cr.

LLED 7045, Special Topics in Language and Literacy Education, repeatable up to 9 credits

LLED 8410 Seminar in Literature Curriculum, Grades 7-12

LLED 7410 Teaching Literature in the Secondary School

LLED 7420 Teaching Writing in Secondary English Education

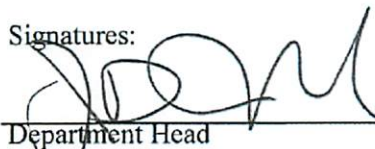
LLED 7910e New and Digital Literacies

LLED 8330 Popular Culture in Literacy Classrooms


In courses not specifically designated 6-12, those students seeking a degree with a 6-12 Secondary Teaching Emphasis will complete assignments and readings commensurate with that emphasis.

In consultation with and with the permission of their advisor, students can substitute other LLED courses under the proviso that there is substantive evidence that the student will be able to complete course assignments with a 6-12 focus.

Signatures:

 for MARU FAVOR 8/1/12  
Department Head Date

 Wanda Att-Garces 8/2/12  
School/College Curriculum Committee Chair School/College Date

 Dean of Graduate School 8/6/12  
Dean of Graduate School Date

\_\_\_\_\_  
University Curriculum Committee Chair Date

**PROPOSAL FOR AREA OF EMPHASIS**

School/College: College of Education

Department/Division: Language and Literacy Education

Major: Educational Specialist in Language and Literacy Education

Major Requirements: (see attachment)

Area of Emphasis Title: English Education

Proposed starting date: Fall Semester 2012

Area of Emphasis Description: To qualify for the English Education Area of Emphasis under the Educational Specialist in Language and Literacy Education, students must take at least 9 hours of coursework selected from the following courses:

- LLED 7420 (Teaching Writing in Secondary English Education)
- LLED 7410 (Teaching Literature in the Secondary School)
- LLED 7430 (Language and Literacies in Secondary English Education)
- LLED 6030 (Teaching Reading in the Secondary School)
- LLED 6410 (Adolescent Literature, Grades 6-12)

Signatures:

Maureen LaFollette 7/23/12  
Department Head Date

Wanda Pitt Gibbs 7/31/12  
School/College Curriculum Committee Chair School/College Date

Thomas J. ... / CB 8/6/12  
Dean of Graduate School Date

\_\_\_\_\_  
University Curriculum Committee Chair Date



**PROPOSAL FOR AREA OF EMPHASIS**

School/College: College of Education

Department/Division: Language and Literacy Education

Major: Educational Specialist in Language and Literacy Education

Major Requirements: (see attachment)

Area of Emphasis Title: Teaching English to Speakers of Other Languages (TESOL)

Proposed starting date: Fall Semester 2012

Area of Emphasis Description: To qualify for the TESOL Area of Emphasis under the Educational Specialist in Language and Literacy Education, students must take at least 9 hours of coursework selected from the following courses:

- LLED 7730/7730E (1<sup>st</sup> and 2<sup>nd</sup> Language Acquisition)
- LLED 7040/7040E (Language and Culture in the Classroom)
- LLED 7630/7630E Methods and Materials for K-12 ESOL
- LLED 7601/7602 Non –Native Language Literacy
- LLED 7504 Theatre for Reflective TESOL Practice
- LLED 7503 Content-Based ESOL
- LLED 6631 Bilingualism and Bilingual Education
- LLED 6730 Methods and Materials Adult TESOL
- LLED 7502 Assessment TESOL
- LLED 7505 Immigration Theory
- LLED 7507 Heritage Language
- LLED 7732 Classroom Discourse
- LLED 7655 Research Foundations
- LLED 8600 Research on SLA
- LLED 8650 Translingual Memoir

Signatures:

*Maureen A. Feller* 7/23/12  
 Department Head Date

*Wanda Pitt-Schuler* 7/30/12  
 \_\_\_\_\_

School/College Curriculum Committee Chair School/College Date  
*Maureen Feller* 8/6/12  
 Dean of Graduate School Date

\_\_\_\_\_  
 University Curriculum Committee Chair Date

**PROPOSAL FOR AREA OF EMPHASIS**

School/College: College of Education

Department/Division: Language and Literacy Education

Major: Educational Specialist in Language and Literacy Education

Major Requirements: (see attachment)

Area of Emphasis Title: World Language Education (WLE)

Proposed starting date: Fall Semester 2012

Area of Emphasis Description: To qualify for the WLE Area of Emphasis under the Educational Specialist in Language and Literacy Education, students must take at least 9 hours of coursework selected from the following courses:

- LLED 7506 Teaching Literature in Spanish for the K-12 Foreign Language Classroom
- LLED 7041 Spanish for Spanish Teachers
- LLED 7500 Curriculum Planning in World Languages
- LLED 7730/7730E (1<sup>st</sup> and 2<sup>nd</sup> Language Acquisition)
- LLED 7040/7040E (Language and Culture in the Classroom)
- LLED 7630/7630E Methods and Materials for K-12 ESOL
- LLED 7601/7602 Non -Native Language Literacy
- LLED 7504 Theatre for Reflective TESOL Practice
- LLED 7503 Content-Based ESOL
- LLED 6631 Bilingualism and Bilingual Education
- LLED 6730 Methods and Materials Adult TESOL
- LLED 7502 Assessment TESOL
- LLED 7505 Immigration Theory
- LLED 7507 Heritage Language
- LLED 7732 Classroom Discourse
- LLED 7655 Research Foundations
- LLED 8600 Research on SLA
- LLED 8650 Translingual Memoir

Signatures:

*M. L. F. Collins* 7/23/12  
 Department Head Date

*Wanda Pitt-Fichard* 7/31/12  
 \_\_\_\_\_ Date

School/College Curriculum Committee Chair School/College Date  
*Francisco CB* 8-6-12  
 Dean of Graduate School Date

\_\_\_\_\_  
 University Curriculum Committee Chair Date

## ATTACHMENT A

### PROPOSAL FOR AREA OF EMPHASIS

School/College: Education

Department/Division: Language and Literacy Education

Major Educational Specialist in Language and Literacy Education

Major Code: 822

Major Requirements: See Attachment

Area of Emphasis Title: Reading Education, Children's Literature and Language Arts P-5

Proposed Starting Date: Fall 2012

Area of Emphasis Description:

Students focused on P-5 Elementary Teaching can take any three of the following courses:

LLED 6010/6010e, Survey of Reading Instruction Pre-K through Grade 12, 3 cr

LLED 6020/6020e, Practicum in Reading Instruction and Assessment (Clinic), 3 cr

LLED 6310, Survey of Children's Literature, Grades P-8, 3 cr

LLED 6420, Literacy Development and Instruction in Early Childhood, 3 cr

LLED 7010, Improving Student Learning in Pre-K through 12 Language and Literacy Classrooms, 3cr

- LLED 7016 Folk Literature Grades P-12
- LLED7040 Language and Culture in the Classroom, 3 cr
- LLED 7045/7045e: Special Topic Seminar (must be focused on Children's Literature and/or Language Arts), 3 cr. May be repeated up to 9 cr. hours as long as the topics are distinctly different.
- LLED 7050 Literacy Pedagogies (Red Clay Writing Project), 3cr
- LLED 7310 Children's Literature in the Curriculum Grades P-8, 3cr
- LLED 7312 Poetry Grades P-8, 3cr
- LLED 7314 Informational Literature Grades P-8 3 cr
- LLED 7318 Culturally Diverse Children's Literature Grades P-8, 3cr
- LLED 7320 Writing Pedagogy Grades P-8, 3 cr
- LLED 7335 Reading Picturebooks, 3 cr
- LLED 7345 Reading Immigrant Children's Literature, 3 cr
- LLED 7950 Advanced Seminar in Literacy Pedagogy, 3 cr
- LLED 8310 Race, Class, and Gender in Literature for Young People

LLED 8330 Popular Culture in Literacy Classrooms


In courses not specifically designated p-5, those students seeking a degree with a P-5 Elementary Teaching Emphasis will complete assignments and readings commensurate with that emphasis.

In consultation with and with the permission of their advisor, students can substitute other LLED courses under the proviso that there is substantive evidence that the student will be able to complete course assignments with a P-5 focus.

Signatures:

 8/1/12  
Department Head Date

Wanda Artt Gohdes 8/2/12  
School/College Curriculum Committee Chair School/College Date

 /CB 8/6/12  
Dean of Graduate School Date

University Curriculum Committee Chair Date

## **Specialist in Education (EdS) in Language & Literacy Education**

### **Focused on Improving Student Learning**

*Effective Fall Semester 2011*

The specialist in education in Language and Literacy Education program emphasizes Improving Student Learning (ISL) through the professional growth and development of teachers. The EdS equips educators with philosophical, instructional, and assessment knowledge to improve student learning, broadly defined, in K-12 classrooms and other educational settings.

The EdS program is a self-contained degree program between the master's and doctoral degrees. It provides an opportunity for advanced study for those preparing for positions that call for a higher level of competence and specialization than that of the master's degree but without the heavy emphasis on research of the PhD degree. Although the EdS degree may become the final degree for many individuals, obtaining this degree does not preclude the EdS graduate from later becoming a candidate for the PhD degree. Coursework and resident credit used to satisfy the EdS degree, however, cannot be used to satisfy the requirements for the PhD degree.

The program consists of 10 courses (30 hours) beyond the master's program and currently leads to T-6 Georgia teacher certification. The student and advisor jointly plan the program of study for the EdS degree based on prior study and future goals and within the ISL framework of this program of study. Courses that lead to endorsement in ESOL and Reading, as well as up to three courses of an endorsement area outside the department such as Gifted, may be included in the program of study.

Students are responsible for information on the Graduate School website, especially the Graduate School Bulletin. Students are responsible for filing paperwork required by the Graduate School and the department on time. Various forms and deadlines are available on the Graduate School website and from the department's Degree Program Specialist, Becky Hendren, [bhendren@uga.edu](mailto:bhendren@uga.edu).

### **Admission Requirements and Materials**

Applicants for the EdS must meet the following criteria:

1. 3.0 or higher GPA in a master's degree from an accredited institution in an area of language and/or literacy education or a related field
2. minimum of two years teaching experience
3. minimum 900 GRE or 408 on the Millers Analogy Test

Applicants must also submit the following:

1. 3 letters of recommendation from people who know the applicant professionally as a scholar and/or teacher. At least one letter should specifically discuss the applicant's scholarship.



2. Statement of Purpose indicating interests that relate to one or more areas within the Language and Literacy Education department.
3. Vita

Department faculty will review applications that are submitted by the following deadlines: November 15, January 1, and April 1. An applicant may be admitted as a prospective candidate for the Specialist in Education degree upon recommendation of the Department of Language and Literacy Education and approval of the dean of the Graduate School.

### **Time Limit**

All requirements for the Specialist in Education degree must be completed within six years beginning with the first registration for courses on the student's program of study. An extension may be granted only on conditions beyond the control of the student.

### **Probation and Dismissal**

Students may be dismissed at the end of any semester if they have not made sufficient academic progress to warrant continuing study. See further information at Academic Regulations and Procedures on the Graduate School website.

### **Advisor**

At least one graduate faculty member of the department must agree to serve as the student's advisor in order for an applicant to be admitted to the program. The student may request an advisor during the admissions process, and that request will be given due consideration.

### **Program of Study**

The student and the major professor will design a program of study. The program for the degree shall consist of a minimum of 30 semester hours of study at the graduate level beyond the master's degree. The program shall be planned as a logically organized whole in light of the student's academic and professional experiences and needs. Students will take a minimum of 21 hours, or 7 courses, selected from the list of courses identified as ISL (see course listings). The program of study, approved by the major professor and the graduate coordinator, is submitted to the Graduate School by Friday of the second full week of classes of the semester in which degree requirements are completed. If degree requirements are completed during summer term, the program of study is due by Friday of the first full week of classes.

### **Accepting Credit by Transfer**

A student fully accepted into a Specialist in Education degree program at an accredited institution may transfer six semester hours of graduate course work provided that the courses to be transferred constitute a logical part of the student's program of study and are approved by the student's major professor, the graduate coordinator, and the dean of the Graduate School. Such transfer of credit cannot exceed six semester hours, cannot reduce the residence requirement to fewer than 15 hours, and must fall within the time limit of the degree. The courses to be

transferred may not have been used as part of the requirements for another degree. No grade below B (3.0) may be transferred. Transfer grades are not used in calculating semester and cumulative averages. All requests for transfer credit, with accompanying official transcripts, must be in the Graduate School at least 30 days prior to the time the student plans to graduate.

### **Grade Average**

To be eligible for graduation, a student must maintain a 3.0 (B) average on the graduate transcript and a 3.0 (B) average on the program of study.

### **Final Examination**

The candidate must pass a comprehensive examination administered by the department. This exam consists of a portfolio (described below) documenting professional growth and actions taken to improve student learning that the student presents and orally defends to appropriate program faculty. The results of the portfolio examination must be reported to the Graduate School.

### **Registration Requirement**

A student must be registered at the University of Georgia for a minimum of three hours of credit the semester in which s/he completes all degree requirements.

### **Final Clearance**

All requirements for the degree must be completed and reported to the Graduate School no later than one week prior to graduation.

### **Program of Study**

A minimum of 10 courses (30 semester hours) beyond the master's degree, consisting of the following:

1. At least 7 of the 10 courses must be identified by the instructors as Improving Student Learning (ISL) courses. This designation may be on a list of ISL courses and/or on the instructor's syllabus. Students may also include courses outside the department that have an ISL focus with advisor approval. Required ISL courses include LLED 7070 and LLED 7655, the 2-course research sequence during which the student will complete an applied project.
2. At least 5 courses in LLED
3. Students *may* take up to 3 relevant courses outside the department.
4. Final portfolio documenting professional growth and actions taken to improve student learning.

The portfolio should include exhibits and in-depth reflection demonstrating how the EdS candidate has grown in the understanding and application of philosophical, instructional, and

assessment approaches. Candidates will document and reflect on how their learning led to changes in instruction and how that instruction influenced student learning, broadly defined.

Candidates may document student learning through multiple assessment strategies including, but not limited to, teacher-made assessments, portfolios, oral performance, written products, and other evidence of learning.

#### **Final Specialist Exhibition:**

1. Title page with name and date.
2. Candidate's resume/vita formatted according to guidelines of the university's Career Planning and Placement Office.
3. Program of study (numbers and names of all courses taken, semester taken, instructor, and final grade if available).
4. A minimum of 5 and maximum of 10 exhibits, approved by the major professor, with accompanying written reflections for each, or a 10-page synthesis paper across all exhibits, emphasizing the learning of the candidate's students. If the candidate is not currently teaching, s/he will develop an alternative portfolio with the advisor's guidance.
5. Exhibits must include the applied project completed in LLED 7655. Other exhibits may be course papers, conference presentations, and action research or other documentation of student learning related to changes in teaching.

#### **Rubric for Electronic Portfolio (Written Exam)**

*Satisfactory/Pass* will be awarded to portfolios that

- are turned in on time;
- include all required components in an electronic form such as Google Sites;
- meet expectations for high-quality, professional exhibits and in-depth reflection; and
- demonstrate growth in the candidate's understanding and application of philosophical, instructional, and assessment tools to improve student learning in his/her K-12 classroom or other educational setting.

#### **Rubric for Presentation (Oral Exam)**

*Satisfactory/Pass* will be awarded to oral presentations that

- are well-organized to highlight the candidate's understanding and application of philosophical, instructional, and assessment knowledge to improve student learning in her/his K-12 classroom or other educational setting;
- provide evidence of rigorous and thoughtful applied inquiry appropriate for the Specialist in Education level;
- are presented in a cohesive and engaging way;

- **employ technology to maximize audience understanding.**



### **Educational Specialist in Reading Education (Ed.S)**

The specialist in education in Language and Literacy Education program emphasizes Improving Student Learning (ISL) through the professional growth and development of teachers. The EdS equips educators with philosophical, instructional, and assessment knowledge to improve student learning, broadly defined, in K-12 classrooms and other educational settings.

The EdS program is a self-contained degree program between the master's and doctoral degrees. It provides an opportunity for advanced study for those preparing for positions that call for a higher level of competence and specialization than that of the master's degree but without the heavy emphasis on research of the PhD degree. Although the EdS degree may become the final degree for many individuals, obtaining this degree does not preclude the EdS graduate from later becoming a candidate for the PhD degree. Coursework and resident credit used to satisfy the EdS degree, however, cannot be used to satisfy the requirements for the PhD degree.

The program consists of 10 courses (30 hours) beyond the master's program and currently leads to T-6 Georgia teacher certification. The student and advisor jointly plan the program of study for the EdS degree based on prior study and future goals and within the ISL framework of this program of study. Courses that lead to endorsement in ESOL and Reading, as well as up to three courses of an endorsement area outside the department such as Gifted, may be included in the program of study.

#### **Program of Study for the Educational Specialist in Reading Education (Ed.S) Degree**

A minimum of 10 courses (30 semester hours) beyond the master's degree, consisting of the following:

1. At least 7 of the 10 courses must be identified by the instructors as Improving Student Learning (ISL) courses. This designation may be on a list of ISL courses and/or on the instructor's syllabus. Students may also include courses outside the department that have an ISL focus with advisor approval. Required ISL courses include
  1. LLED 700X to be taken during the first or second semester
  2. LLED 7070 and LLED 7655, the 2-course research sequence during which the student will complete an applied project.
2. At least 5 courses in LLED
3. Students *may* take up to 3 relevant courses outside the department.
4. Final portfolio documenting professional growth and actions taken to improve student learning.

The portfolio should include exhibits and in-depth reflection demonstrating how the EdS candidate has grown in the understanding and application of philosophical, instructional, and assessment approaches. Candidates will document and reflect on how their learning led to changes in instruction and how that instruction influenced student learning, broadly defined. Candidates may document student learning through multiple assessment strategies including, but not limited to, teacher-made assessments, portfolios, oral performance, written products, and other evidence of learning.