



The University of Georgia

University Council
Athens, Georgia 30602

April 14, 2015

UNIVERSITY CURRICULUM COMMITTEE – 2014-2015

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Dear Colleagues:

The attached proposal for the following new areas of emphasis under the major in Language and Literacy Education (Ph.D.) will be an agenda item for the April 17, 2015, Full University Curriculum Committee meeting:

Area of Emphasis in Reading Education, Children's Literature and Language Arts (P-5 Emphasis)

Area of Emphasis in Reading Education, Literature and Language Arts (6-12 Emphasis)

Area of Emphasis in Teaching English to Speakers of Other Languages (P-12 Emphasis)

Area of Emphasis in World Language Education (P-12 Emphasis)

Sincerely,

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav



The University of Georgia

English Education
TESOL & World Language
Education
Reading, Writing, Children's
Literature & Digital Literacies

College of Education
Department of Language & Literacy Education
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December 6, 2014

Dear Chairs and Members of UGA Curriculum Committees:

The attached tables outline the creation of emphases for the Ph D degree in the department of Language and Literacy Education. The degree is currently and will remain a Language and Literacy Education degree. However, the Georgia Professional Standards Commission (PSC), which oversees teacher credentialing in the state of Georgia, has created new policy that affects a sizable number of our Ph D. students: those who continue to teach fulltime while pursuing their degree. These students frequently rely on what are known as T6 and T7 promotions and attendant salary raises to help finance their degrees. The PSC has ruled, however, that teachers can only qualify for those promotions if their degree work is in the area of their initial certification (e.g., elementary education, secondary education). Because no one gets certified in Language and Literacy Education, we've needed to create these emphases in order to satisfy the requirements of the PSC.

New Ph D students entering our program will be given the option of following our current program of study, which provides greater opportunity for individualized planning, or taking one of the four emphases described in the attached tables. No new courses are being created and all students will be held to the same standards. The sole difference is that, rather than having a greater range of electives, students who elect these emphases will have three more required courses beyond those already required by the existing program of study.

If given a choice, we would not be making this addition of emphases, however it is our wish to provide optimal support for all our students.

Respectfully,

Bob Fecho
Professor and Department Head

Proposal for Dual Track Ph.D. with Two Areas of Emphasis

LLED Required Courses for all Ph.D. students [6 credit hours]		
<p>LLED 8000 Doctoral Seminar in Language and Literacy Education [Introduces doctoral students to what it means to be a scholar/researcher in academic contexts, to demystify the process involved in acquiring a doctoral degree, and to provide an introduction to the theory and practice of research in the field of language and literacy education.]</p> <p>LLED 9000 Doctoral Research [Research Apprenticeship completed before the dissertation under the direction of a faculty advisor]</p> <p>Research Courses [12 credit hours]: Students, in consultation with their advisors, will create a research track that is aligned with their proposed research and scholarly goals.</p>		
Areas of Emphasis		
Core Courses (6 credit hours)	Reading Education, Children’s Literature and Language Arts (P-5)	Reading Education, Literature and Language Arts (6-12)
3 credit hours	LLED 8015 Theoretical Stances on Literacy [P-5 assignments will be given]	LLED 8015 Theoretical Stances on Literacy [6-12 assignments will be given]
3 credit hours <i>(Choose one of the two course options)</i>	LLED 8340 The History of Teaching Methods for Literacy Learning in the United States OR LLED 8310 Race, Class, and Gender in Literature for Young People	LLED 8300 Culture, Literacy, and the Classroom OR LLED 8045 Special Topics [When topic is focused on grades 6-12]
Elective Courses (9 credit hours)	Reading Education, Children’s Literature and Language Arts (P-5)	Reading Education, Literature and Language Arts (6-12)
<i>Choose three courses that align with your emphasis</i>	<ul style="list-style-type: none"> • LLED 7016 Folk Literature, Grades P-8 • LLED 7110 Integrating Digital Resources in Literacy Education • LLED 7310 Children’s Literature in the Curriculum, Grades P-8 • LLED 5312/7312 Poetry, Grades P-5 • LLED 5314/7314 Informational Literature, Grades P-8 • LLED 5318/7318 Culturally Diverse Children’s Literature, Grades P-8 • LLED 7320 Writing Pedagogy, Grades P-8 • LLED 7335 Reading Picture Books • LLED 7345 Reading Immigrant Children’s Literature • LLED 7910E New Literacies • LLED 7920E Assessing Literacy Materials and Programs • LLED 7940E Electronic 	<ul style="list-style-type: none"> • LLED 7110 Integrating Digital Resources in Literacy Education • LLED 7410 Teaching Literature in the Secondary School • LLED 7910E New Literacies • LLED 7920E Assessing Literacy Materials and Programs • LLED 7940E Electronic Assessment in Literacy Classrooms • LLED 8010 Theory and Research in Response to Literature, Grades P-12 • LLED 8100 Inquiry-Based Literacy • LLED 8200 Critical Pedagogies • LLED 8300 Culture, Literacy, and the Classroom • LLED 8330 Popular Culture in Literacy Classrooms • LLED 8400 Assessment and Evaluation in Language and

	<p>Assessment in Literacy Classrooms</p> <ul style="list-style-type: none"> • LLED 8010 Theory and Research in Response to Literature, Grades P-12 • LLED8045 Special Topics in Language and Literacy Education • LLED 8200 Critical Pedagogies • LLED 8320 Issues in Teaching Literature for Young People • LLED 8330 Popular Culture in Literacy Classrooms • Another course that fits with your emphasis and is approved by your faculty advisor 	<p>Literacy Education</p> <ul style="list-style-type: none"> • LLED 8410 Seminar in Literature Curriculum, Grades 7-12 • Another course that fits with your emphasis and is approved by your faculty advisor
<p>Note: When the same course appears in both elective options, the assignments will be differentiated as either P-5 or 6-12 emphasis.</p>		

Admissions Process and Requirements

All application processes, admissions processes, and requirements remain the same as those of the existing Language and Literacy Education Ph.D. with one addition (see **(c) in bold**).

To be considered for admission to the program, applicants should have (a) a bachelor’s degree from an accredited institution and a minimum 3.0 undergraduate grade point average; (b) a total (verbal and quantitative) GRE score of 1000 if taken prior to August 2011 or a total (verbal and quantitative) GRE score of 297 if taken after August 2011; and **(c) teaching experience**. In addition to submitting their transcripts, GRE scores, CV, a statement of purpose, and an academic writing sample, applicants also take part in an interview with Reading, Writing, Children’s Literature, and Digital Literacies faculty.

Residency

We will follow the University of Georgia’s policies regarding residency.

Proposal for Dual Track Ph.D. with Two Areas of Emphasis

LLED Required Courses for all Ph.D. students [6 credit hours]		
<p>LLED 8000 Doctoral Seminar in Language and Literacy Education [Introduces doctoral students to what it means to be a scholar/researcher in academic contexts, to demystify the process involved in acquiring a doctoral degree, and to provide an introduction to the theory and practice of research in the field of language and literacy education.]</p> <p>LLED 9000 Doctoral Research [Research Apprenticeship completed before the dissertation under the direction of a faculty advisor]</p> <p>Research Courses [12 credit hours]: Students, in consultation with their advisors, will create a research track that is aligned with their proposed research and scholarly goals.</p>		
Areas of Emphasis		
Core Courses (9 credit hours)	TESOL (P-12)	World Language Education (P-12)
Required Course	LLED (QUAL) 8030 Critical Discourse Analysis and Linguistic Ethnography (tailored TESOL activities)	LLED 7500 Curriculum Planning in Foreign Language Education, Grades P-12
6 credit hours (Choose two out of these three courses)	LLED 8313 Bilingualism and Cognition LLED (QUAL) 8590 Arts-Based Inquiry in Diverse Learning Communities LLED 8600 Research on Second Language Acquisition	LLED 8045 Special Topics in Language and Literacy Education LLED 8313 Bilingualism and Cognition LLED 8600 Research on Second Language Acquisition
*The emphasis in TESOL vs. World Language Education is determined and addressed by the course instructor and each student via focused individual assignments. The course will be designated on the program of study as either TESOL or World Language Education emphasis by the advisor.		
Elective Courses (9 credit hours)**	TESOL (P-12)	World Language Education (P-12)
Choose three courses that align with your area of emphasis	LLED 6631 Bilingualism and Bilingual Education LLED 5040/7040E Language and Culture in the Classroom LLED 7045 Special Topics in Language and Literacy Education LLED 7501 Educational Linguistics LLED 7502 Assessment Practices in the ESOL Classroom LLED 7503 Content-Based Instruction in ESOL LLED 7504 Reflective Practices in the TESOL Classroom LLED 7505 Immigration Theory in Education LLED 7601 Non-Native Language Literacy: Elementary to Middle School Years LLED 5630E/7630E ESOL, Grades P-12 LLED 5710/7710 Writing Cultures: A Poetry Workshop for Creative Educators LLED 5730E/7730E First and Second	LLED 7041, Spanish for pre and in-service Teachers, Grades P-12 (will be entered as a new course in CAPA) LLED 7045 Special Topics in Language and Literacy Education LLED 7504 Reflective Practices in the TESOL Classroom LLED 7506 Teaching Literature in Spanish for the K-12 Foreign Language Classroom LLED 7507 Heritage Language Education LLED 7602 Non-native Language Literacy: Secondary to Adult LLED 8045 Special Topics in Language and Literacy Education LLED (QUAL) 8590 Arts-Based Inquiry in Diverse Learning Communities LLED 8600 Research on Second Language Acquisition LLED 8650 Translingual Memoir

	Language Acquisition and Development LLED 7732 Classroom Discourse LLED 8045 Special Topics in Language and Literacy Education LLED 8313 Bilingualism and Cognition LLED 8600 Research on Second Language Acquisition Another course that meets your interest and is approved by advisor	*Graduate Courses in Romance Languages, Linguistics or Comparative Literature (*need approval of advisor)
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Note: *When the same course appears in both elective options, the assignments will be differentiated as either TESOL or WLE emphasis.*

** A doctoral program of study should consist of 16 or more hours of 8000- and 9000-level courses, exclusive of 9000 (research) or 9300 (dissertation writing).

Residency Requirement: Complete the residency requirement: at least 30 consecutive credit hours (summers may be excluded).

Grade Expectations: An average of 3.0 (B) has been maintained for all graduate courses taken and for all completed courses on the program of study (no course with a grade below C may be placed on the final program of study).