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| For Academic Affairs and Research Use Only |
| CIP Code:  |  |
| Degree Code: |  |

**Letter of Notifications**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Joanna Grymes | 9/15/2017 |

**Department Curriculum Committee Chair** |

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| Rob Williams | 9/22/2017 |

**COPE Chair (if applicable)** |
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| Ron Towery | 9/15/2017 |

**Department Chair:**  |

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| Mary Jane Bradley | 9/22/2017 |

**Head of Unit (If applicable)**   |
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| Wayne Wilkinson | 9/18/2017 |

**College Curriculum Committee Chair** |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**Undergraduate Curriculum Council Chair** |
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| Mary Jane Bradley | 9/18/2017 |

**College Dean** |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**Graduate Curriculum Committee Chair** |
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**General Education Committee Chair (If applicable)**   |

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**Vice Chancellor for Academic Affairs** |

**If you require to fill out a Letter of Notification, please email** **curriculum@astate.edu** **or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.**

**1.Contact Person** (Name, Email Address, Phone Number)

Dr. LaToshia Woods, ltwoods@astate.edu, 870-972-3059

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.**Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

 **Program of Study for the Specialist in Education Degree in Reading**

**PURPOSE OF THE DEGREE**

The Specialist in Education (Ed.S.) degree with a major in Reading offers educators an opportu- nity to expand their knowledge of reading instruction and literacy leadership beyond the Master’s level. Candidates for the Ed.S. degree with a major in Reading degree will work with a faculty advisor who teaches graduate level reading courses in the Department of Teacher Education to develop a plan of study which incorporates 30~~-33~~ hours beyond the Master’s level ~~and includes a thesis~~.

**ADMISSION REQUIREMENTS**

**Unconditional Admission:** Students seeking admission into the Specialist in Education (Ed.S.) degree with a major in Reading program must meet the admission requirements of Graduate Admissions. In addition, applicants must meet the following criteria for unconditional admission:

* Have a valid teaching license (Arkansas or other state)
* Have a Master’s Degree in Reading or other field in education
* Have a minimum of a 3.25 graduate GPA
* ~~Have documentation of a minimum raw score of at least 380 on the Miller Analogies Test (MAT) or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE~~
* Provide official transcripts for all previous undergraduate and graduate course work
* ~~Provide a writing sample (minimum 10 pages, research-driven paper with citations and references)~~
* ~~Participate in an interview with graduate reading faculty members upon receipt of all documents~~

**Conditional Admission:** Students seeking admission into the Specialist in Education (Ed.S.) degree with a major in Reading program must meet the admission requirements of Graduate Admissions. In addition, applicants must meet the following criteria for conditional admission:

* Have a valid teaching license (Arkansas or other state)
* Have a Master’s Degree in Reading or other field in education
* Have a minimum of a 3.00 graduate GPA
* ~~Have documentation of a minimum raw score of at least 368 on the Miller Analogies Test (MAT) or a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE~~
* Provide official transcripts for all previous undergraduate and graduate course work
* ~~Provide a writing sample (minimum 10 pages, research-driven paper with citations and references)~~
* ~~Participate in an interview with graduate reading faculty members upon receipt of all documents~~

Conditional admission requires the student to earn a minimum grade of B or better in the first two

classes of the graduate program.

**Reading**

#### Specialist in Education

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| **University Requirements:** |  |
| See Graduate Degree Policies for additional information (p. 35) |  |
| **Core Courses:**ELFN 6773, or an equivalent course, must be taken as a prerequisite for RDNG 7613; this doesnot count toward total hours needed for degree completion. | **Sem. Hrs.** |
| ~~RDNG 7613, Survey of Quantitative and Qualitative Literacy Research~~ ***RDNG 6573 Action Research in Literacy Education*** | 3  |
| ***RDNG 7423 Studies in Critical Literacy*** | ***3*** |
| ***RDNG 7493 Reading and Writing Capstone*** | ***3*** |
| ***RDNG 7613 Survey of Quantitative and Qualitative Literacy Research*** | ***3*** |
| ***RDNG 7653 Advanced Studies in Reading Comprehension*** | ***3*** |
| **Sub-total** | **~~3~~** 15 |
| **Literacy Leadership Track:** | **Sem. Hrs.** |
| **Select one of the following tracks:****Option 1 - Advanced Perspectives***This track is designed for Ed.S. candidates who already have a Master’s Degree in Reading.*~~RDNG 7273, Multicultural Influences in Reading and Literature~~ RDNG 7283, Writing Pedagogy: Advanced Processes of Writing RDNG 7393, Literacy Leaders as Community AdvocatesRDNG 7473, Theories of Language Acquisition RDNG 7543, New LiteraciesRDNG 7643, Social Foundations of Literacy~~RDNG 7653, Advanced Studies in Reading Comprehension~~**Option 2 - Professional Practice***This track is designed for Ed.S. candidates who have a Master’s Degree in another educational field.*~~RDNG 6243, Reading in the Digital Age~~~~RDNG 6313, Theory and Practice in Teaching Reading~~RDNG 6333, Reading Practicum I – Diagnosis and Intervention ~~RDNG 6353, Reading Practicum II – Leadership In Literacy~~ RDNG 6563, Principles of Literacy Cognition~~RDNG 7283, Writing Pedagogy: Advanced Processes of Writing~~ ~~RDNG 7473, Theories of Language Acquisition~~~~RDNG 7653, Advanced Studies in Reading Comprehension~~ ***RDNG 6513, Emergent Literacy (Birth – Primary)*** ***RDNG 6533, Literacy for Diverse Learners*** ***RDNG 6553, Adolescent Literacy*** | **~~21-24~~** 15 |
| **~~Thesis:~~** | **~~Sem. Hrs.~~** |
| ~~RDNG 745V, Thesis~~ | **~~6~~** |
| **Total Required Hours:** | **30~~-33~~** |

**RDNG 6493. Advanced Reading Methods and Intervention** Examines latest trends in re- search based reading instructional methodology and development, implementation, and monitor- ing of intervention for struggling readers. Prerequisite, RDNG 6313 (or equivalent); and enrollment in a Graduate Program within the College of Education and Behavioral Science.

**RDNG 6513. Emergent Literacy Birth - Primary Grades** Focuses on the development of literacy skills, birth through primary grades, including the process of exposure to words, print, and the opportunity to write as a part of the literacy process. This course maintains alignment with state and national standards.

**RDNG 6533. Literacy for Diverse Learners** Examines literacy issues in the context of multicul- tural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

**RDNG 6553. Adolescent Literacy** Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all curricular areas. Re- stricted to MSE Reading major or permission of instructor.

**RDNG 6563. Principles of Literacy Cognition** An examination of current research on literacy cognition, reading disorders, and research - based methodologies for reading instruction, with implications for instruction.

**RDNG 6573. Action Research in Literacy Education** Examination of theory and practice in action research as applied to literacy education with practical application in literacy settings. Pre- requisite: Admission to MSE-Reading program or approval by professor; ELFN 6773: Statistics and Research.

#### RDNG 680V. Independent Study

**RDNG 7273. Multicultural Influences in Reading and Literature** Survey of contemporary literary theory and criticism including an examination of the role of multiple perspectives and di- verse voices in literature as a transformative agent in schools and society. Restricted to graduate students in education programs or permission of instructor.

**RDNG 7283. Writing Pedagogy: Advanced Processes of Writing** An examination of varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings; reflection on personal and academic writing practices and re- search of writing pedagogy facilitating the study of effective application. This course is restricted to Ed.S. degree Reading candidates or other graduate students with permission of the instructor.

**RDNG 7393. Literacy Leaders as Community Advocates** Examination of the role of literacy leaders within the school, community, and family context with a focus on literacy advocacy project development, implementation, and evaluation. Restricted to MSE-Reading or Ed.S.-Read- ing candidates or approval of the instructor

***RDNG 7423. Studies in Critical Literacy Explores literacy as a critical social practice that may be used to enact social change within the classroom and beyond. Applications include the social context of literacy, multiple literacies, and the role of literacy in the production of power.***

***RDNG 7493. Reading and Writing Capstone Serves as both the review and comprehensive examination of program content with a focus on developing descriptive, analytical, and reflective writings that demonstrate effective applications of practices for literacy instruction. Must be taken in final semester of coursework.***

**RDNG 745V. Thesis** Thesis is specific as the capstone for the Specialist in Education Reading (Ed.S. Reading) Program and enrollment is restricted to those students.

**RDNG 7473. Theories of Language Acquisition** Overview of theoretical and practical orientations regarding language acquisition with a focus on English Language Learners including an examination of language acquisition models and their application in schools and classrooms. Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

**RDNG 7543. New Literacies** An overview of theoretical and pedagogical frameworks of the New Literacies with an emphasis on the intersection of student lives, culture, and technology. Restricted to Ed.S.-Reading Candidates or graduate students with permission of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

**RDNG 7613. Survey of Quantitative and Qualitative Literacy Research** An overview of research design, framework, and methodological approaches that spans qualitative and quantita- tive paradigms, including a mixed methods approach, within the context of literacy. Restricted to Ed.S Candidates or graduate students with permission of the instructor Prerequisite: ELFN 6773, Statistics and Research (or equivalent).

**LETTER OF NOTIFICATION – 11C**

**CURRICULUM REVISION OF EXISTING CERTIFICATE OR DEGREE PROGRAM**

1. Institution submitting request: *Arkansas State University*
2. Contact person/title: *Dr. LaToshia Woods, Assistant Professor of Reading*
3. Title of certificate/degree program: Specialist in Education in Reading
4. CIP Code: *13.1315*
5. Degree Code: *6915*
6. Effective Date: Spring 2018
7. Reason for proposed change:

*Although the current Ed.S.in Reading degree program at Arkansas State University allows students opportunities to gain theory and skills to advance in their career and life goals in reading and literacy, its format necessitates revisions in order to remain up-to-date and to maintain its comprehensive scope. Currently, students take comprehensive exams outside of their coursework and complete thesis hours as part of their coursework. Within the proposed revision to the current program, students will be offered a capstone course in place of the comprehensive exam and additional course that addresses updated content based on advances in research in reading and literacy. By revising the curriculum to support advances in reading and literacy and for the online offering, the content of the program will be updated and access to the degree will be expanded.*

1. Provide **current** and **revised** curriculum outline. (Indicate total credit hours for current certificate/degree and total credit hours for revised certificate/degree.)

**CURRENT CURRICULUM OUTLINE**

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| **Core Courses** |
| **Course Number** | **Course Title** | **Credit Hours** |
| **Core Courses for all Ed.S.** |
| RDNG 7613 | Survey of Quantitative and Qualitative Literacy | 3 |
| RDNG 7473 | Theories of Language Acquisition | 3 |
| RDNG 7653 | Advanced Studies in Reading Comprehension | 3 |
| RDNG 7283 | Writing Pedagogy: Advanced Processes in Writing | 3 |
|  **12 HOURS** |
| **Track 1: Advanced Perspectives (students who hold a MSE in Reading)** |
| RDNG 7273 | Multicultural Influences in Reading and Literature | 3 |
| RDNG 7543 | New Literacies | 3 |
| RDNG 7643 | Social Foundations of Literacy | 3 |
| RDNG 7393 | Literacy Leaders as Community Advocates | 3 |
|  **12 HOURS** |
| **Track 2: Professional Practice (students who hold a master’s degree in another field)** |
| RDNG 6333 | Reading Practicum I: Diagnosis & Intervention | 3 |
| RDNG 6243 | Reading in the Digital Age | 3 |
| RDNG 6353 | Reading Practicum II: Leadership in Literacy | 3 |
| RDNG 6313 | Theory and Practice in Teaching Reading  | 3 |
| RDNG 6563 | Principles of Literacy Cognition | 3 |
| **15 HOURS** |
| All candidates must complete a thesis under the supervision of the Department of Teacher Education graduate reading faculty and enroll in 6 hours of RDNG 7451-6.Thesis: **6 HOURS** |

**TOTAL PROGRAM HOURS: 30-33**

**REVISED CURRICULUM OUTLINE**

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| **Core Courses for all Ed.S. students** |
| **Course Number** | **Course Title** | **Credit Hours** |
| RDNG 6573 | Action Research in Literacy Education | 3 |
| RDNG 7423 | Studies in Critical Literacy | 3 |
| RDNG 7493 | Reading and Writing Capstone | 3 |
| RDNG 7613 | Survey of Quantitative and Qualitative Literacy Research | 3 |
| RDNG 7653 | Advanced Studies in Reading Comprehension | 3 |
| **15 HOURS** |
| **Track 1: Advanced Perspective (students who hold a MSE in Reading)** |
| RDNG 7473 | Theories of Language Acquisition | 3 |
| RDNG 7283 | Writing Pedagogy: Advanced Process in Writing | 3 |
| RDNG 7643 | Social Foundations of Literacy | 3 |
| RDNG 7543 | New Literacies | 3 |
| RDNG 7393 | Literacy Leaders as Community Advocates | 3 |
|  |  | **15 HOURS** |
| **Track 2: Professional Practice (students who hold a master’s degree in another field)** |
| RDNG 6333 | Reading Practicum I: Diagnosis & Intervention | 3 |
| RDNG 6513 | Emergent Literacy (Birth – Primary) | 3 |
| RDNG 6533 | Literacy for Diverse Learners | 3 |
| RDNG 6553 | Adolescent Literacy | 3 |
| RDNG 6563 | Principles of Literacy Cognition | 3 |
|  |  | **15 HOURS** |

**TOTAL PROGRAM HOURS: 30 HOURS**

1. Institutional curriculum committee review/approval date for revised degree:
2. Provide additional program information requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date: