



The University of Georgia

University Council
Athens, Georgia 30602

August 18, 2010

UNIVERSITY CURRICULUM COMMITTEE – 2010-2011

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Veterinary Medicine - Dr. K. Paige Carmichael

Graduate School - Dr. Malcolm R. Adams

Undergraduate Student Representative – No representative

Graduate Student Representative – No representative

Dear Colleagues:

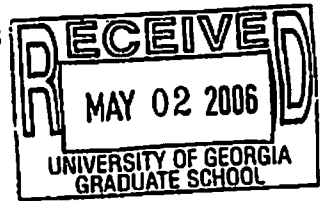
The attached proposal for an Area of Emphasis in Literacy Coach under the major in English Education (M.Ed.) will be an agenda item for the August 25, 2010, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Professor Jere W. Morehead
Dr. Laura D. Jolly

PROPOSAL FOR A GRADUATE AREA OF EMPHASIS



School/College: Education

Department/Division: Language and Literacy Education

Major: *English Education*

If major has more than one area of emphasis, submit all areas of emphasis under one major together. A course may appear in more than one area of emphasis, but each area of emphasis should have a distinct focus.

Major Requirements: Attach a list of requirements for the major. Undergraduate programs may attach a copy of the major requirements from the online bulletin. Graduate programs may provide a list of general requirements for the major.

Area of Emphasis Title (as it will appear in the *Bulletin*): Literacy Coach

Proposed starting date: Fall 2006

Area of Emphasis Description:

Include prefixes, numbers and titles of required courses, number of credit hours required; residency requirements (if any); and grade requirements (if any). Graduate Areas of Emphasis may refer to groups of courses if necessary.

Introduction

The proposed Literacy Coach emphasis is for P-12 elementary and secondary educators who are interested in assuming the evolving leadership role that is described by school agencies and professional organizations as *reading coach* or *literacy coach*. As noted recently in *The Role and Qualification of The Reading Coach in the United States: A Position Statement of the International Reading Association*, (2004, http://www.reading.org/resources/issues/positions_coach.html), our field's most prominent reading education organization, "there is considerable variability in the job descriptions for these coaches." The IRA goes on to state in this document that "there is little consistency in the training, backgrounds, and skills required for such positions, and there is little consistency in the general competence of coaches." Drawing from these standards, the Alliance for Excellent Education (2000), a policy, advocacy, and research organization, asserts that there is a need for "high-quality coursework that meets the standards of national organizations for the preparation of literacy professionals" (p. 22). The Alliance argues further that "preparation should provide a strong background in theory and evidence-based practices as well as a deep understanding of the needs of local schools and learners" (22).

To provide leadership in the training of literacy coaches, the faculty of the Department of Language and Literacy Education has constructed an area of emphasis that provides a rigorous set of courses and experiences to prepare professional educators who are currently serving in coaching roles and those aspiring to assume such responsibilities. Drawing from standards outlined by the IRA for elementary coaches in the *Standards for Reading Professionals* (2003, http://www.reading.org/resources/issues/reports/professional_standards.html) and the recent complementary *Standards for Middle and High School Literacy Coaches* (2006, (<http://www.reading.org/resources/issues/reports/coaching.html>)), as well as research that calls for the development of literacy coach programs, we have constructed the following Literacy Coach emphasis.

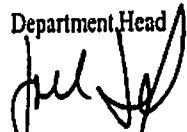
Emphasis Description

The Literacy Coach emphasis consists of nine 3-credit-hour courses (27 hours total). The emphasis includes a six-course (18 hour) Core component and a three-course (9 hour) Specialization component. The Specialization component will prepare teachers for literacy coaching specifically at either the Elementary or Secondary level. Teachers completing the program also will satisfy requirements for the Georgia Professional Standards Commission "Reading Endorsement."

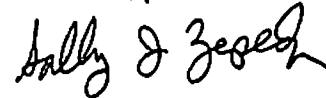
Following are the specific Core and Specialization component courses:

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|------------------------------------|---|---|
| Core Component | 1. LLED 6000: Special Problems in Literacy (Emphasis on the processes involved with peer coaching for teacher change at the classroom or building level) 2. LLED 6010: Foundations of Reading Instruction 3. LLED 6020: Children with Reading Problems 4. LLED 5630/7630: ESOL Grades P-12 5. LLED 8400: Assessment and Evaluation in Language Education (emphasis on standardized and performance assessments in reading and writing for classroom use and to evaluate aggregate achievement at the school or district level) 6. LLED 7650: Applied Project in Language Education or LLED 7460: Internship in Reading Education (a capstone practicum and seminar on literacy coaching; students would enroll in one or the other course depending upon their degree program) | |
| Specialization Component | Elementary Level | Secondary Level |
| Reading | 7. LLED 6420: Literacy Development and Instruction in Early Childhood | 7. LLED 6030: Teaching Reading in the Secondary School or LLED 6070 Middle School Reading |
| Writing | 8. LLED 7320: Writing Pedagogy, Grades P-8 | 8. LLED 7420: Writing and Literacies in English Education, Grades 7-12 |
| Literature/Content Literacy | 9. LLED 7310: Children's Literature in the Curriculum, Grades P-8 | |

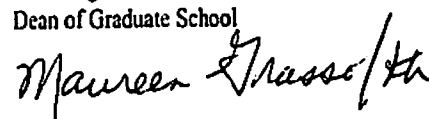
Signatures:

Department Head


School/College Curriculum Committee Chair



Dean of Graduate School



University Curriculum Committee Chair

Department
 Language & Literacy
 Education

School/College

Date
 4/6/06

Date
 4/18, 2006

Date
 07/21/08

Date