Memo

To:

- MGA Academic Affairs Committee via Chair - Dr. Andrew Reeves
- MGA Faculty Senate via Chair – Dr. Lorraine Dubuisson

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via

Assistant to the President and SACSCO
Rachel Podwolsky, Catalog, Curriculum,
Registrar

From: Dr. Christopher Tsavatewa, Dire

This memo is circulated to provide an update to MGA's appropriate shared governance bodies for review and approval.

Upon endorsement, MGA will resubmit the M.Ed. proposal to the system office for approval by the Board of Regents and to SACSCOC as a substantive change prospectus.

Representatives from Academic Affairs and the School of Education and Behavioral Sciences will be on hand at upcoming meetings to address any questions, but should any arise prior to the scheduled date, don't hesitate to reach out.

Respectfully submitted,

Dr. Christopher Tsavatewa, Director of Institutional Effectiveness and Dr. David Biek, Dean of the School of Education and Behavioral Sciences.

SLO 2.1 The candidate identifies and explains the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

SLO 3.2 The candidate plans instruction that supports every student in

environments that enable each learner to meet high standards. (Learning Differences)
SLO 2.2 The candidate connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Application of Content)
SLO 2.3 The candidate integrates digital learning opportunities within and across the core disciplines, including the knowledge base and practices of other content areas of fine and performing arts, and physical education. (Integrating Technology)
SLO 3.3 The candidate compares and contrasts a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Instructional Strategies)
SLO 4.1 The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership and Collaboration)

Student Learning Outcomes:

1. Candidates develop strong efficacy in the use of a wide range of evidence-based technology tools in literacy instruction.
2. Candidates demonstrate use of a wide range of emerging technologies in delivering instruction and developing curricula for learners across the

research-to-practice gap, and examining educational issues within their own professional contexts.

SLO 1.2 The candidate applies knowledge of individual differences and diverse cultures and communities to design inclusive learning environments that enable each learner to meet high standards. (Learning Differences)
SLO 2.1 The candidate examines the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
SLO 3.1 The candidate develops multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment)
SLO 4.1 The candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professional Learning and Ethical Practice)

practitioner lens, engaging in the "educator as consumer of research" for the purpose of bridging the research-to-practice gap, and examining

social interaction, active engagement in learning, and self-motivation. (Learning Environments) SLO 2.1 The candidate explains and differentiates the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge) SLO 4.1 The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership and Collaboration) SLO 5.1 Reading, Writing, and Oral Language: The candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	Graduate students will investigate the critical importance of third-grade reading proficiency, and the effects on future student educational achievement. The Georgia K-12 English Language Arts (ELA) Standards will be utilized. Student Learning Outcomes: 1. Candidates differentiate strategies derived from the science of reading and select evidence- based strategies for engaging learners in the process of reading and writing. 2. Candidates articulate and reflect upon the development of modern trends in language and literacy education. 3. Candidates research and develop a wide range of strategies for teaching phonics and phonemic awareness, vocabulary, comprehension, and fluency. 4. Candidates design and propose a plan for how to build communities of literacy leaders and providing successful literacy instruction to diverse learners.
EDUC 5034 Literacy Curriculum Development and Instruction for All Learners (3 credit hours) This course focuses on developing advanced knowledge in the design of literacy curricula. Graduate students learn to apply differentiation and enrichment strategies in literacy instruction for all students, including advanced students, students who are culturally and linguistically diverse, and students with a range of special needs. This course emphasizes research-based teaching practices and programmatic interventions designed to support student literacy learning ensuring educational access for all. SLO 1.1 The candidate describes and explains how learners grow and develop, recognizing that patterns of learning and development vary	**EDUC 5034 Literacy Curriculum Development and Instruction for All Learners (new) (3 credit hours**) **Course Description:** This course focuses on advanced knowledge in students' phonological awareness, concepts of print, phonics, fluency, and handwriting by using evidence-based, research-supported literacy curricula. Graduate students learn to apply differentiation and enrichment strategies in evidence- based literacy instruction for all students, including advanced students, students who are culturally and linguistically diverse, and students with a range of special needs. This course emphasizes research-based teaching practices and programmatic interventions designed to support student literacy

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Learner Development) SLO 1.2 The candidate uses understanding of individual differences and diverse cultures and communities to differentiate and design inclusive learning environments that enable each learner to meet high standards. (Learning Differences) SLO 3.2 The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Planning for Instruction) SLO 3.3 The candidate demonstrates a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Instructional Strategies)	learning ensuring educational access for all learners. The Georgia K-12 English Language Arts (ELA) Standards will be utilized. Student Learning Outcomes: 1. Candidates articulate and reflect upon a wide range of central concepts of evidence-based literacy curriculum development strategies. 2. Candidates articulate and apply differentiation and enrichment strategies in classroom settings. 3. Candidates articulate and apply a range of interventions to targeted students to ensure literacy learning success for all learners.

EDUC 5035 Improving Literacy Instruction through Assessment (3 credit hours)

This course focuses on the identification of reading difficulties in the P-12 learning environment and the methods for targeted remediation and differentiation of literacy instruction. Topics include the appraisal of reading problems, the application of a variety of assessment techniques, the importance of third-grade in reading and literacy acquisition, and making informed decisions based on literacy assessment data.

SLO 1.1 The candidate describes and explains how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Learner Development)

SLO 1.2 The candidate uses understanding of individual differences and diverse cultures and communities to differentiate and design inclusive learning environments that enable each learner to meet high standards. (Learning Differences) SLO 2.1 The candidate explains and differentiates the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge) SLO 3.1 The candidate develops multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment)	Student Learning Outcomes: 1. Candidates distinguish among and debate strategies for assessing essential components of literacy instruction such as phonemic awareness, comprehension, and fluency. 2. Candidates design and apply a variety of assessment techniques in classroom settings. 3. Candidates articulate the importance of third-grade in reading and literacy acquisition.

EDUC 5036 Organization, Interventions and Supports for the Literacy Classroom (3 credit hours)

This course is designed for graduate students to develop conceptual and applied understandings of the management of literacy instruction in which all learners feel safe, valued, cared for, respected, and empowered. The course includes a strong emphasis on supporting individual students in literacy learning, providing meaningful interventions for struggling readers, utilizing the backgrounds, experiences, and cultures of students to create valuable literacy learning experiences, and creating positive interactions in the classroom community. Graduate students learn and apply advanced, research-based practices in the management of the literacy classroom, [illegible] c-1.27 pl2toundstudents le7(nt)-2 (s)-1 (t)-nces, a -3.9 (r-13.9 (al)-26 TD[d[b)d[b)-t)-n)- (al)- (i)-ak (ces)-5 Td(-) t (v)-4 (e)T0 --b1 (r)3 (oom)-3 (h)-14 dt

literature in content areas, and assessing the effectiveness of texts in building students' reading skills and content understandings. SLO 2.1 The candidate explains and differentiates the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge) SLO 2.2 The candidate connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Application of Content) SLO 3.2 The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Planning for Instruction) SLO 5.1 Reading, Writing, and Oral Language: The candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	design, collaborating with others to accomplish reading and writing tasks, and using presentation skills to tailor communication to target audiences for specific purposes. Additional topics will include processes for selecting appropriate and inclusive literature, interactive and engaging methods for employing literature in content areas, and assessing the effectiveness of texts in building students' reading skills and content understandings. The Georgia K-12 English Language Arts (ELA) Standards will be utilized. Student Learning Outcomes: 1: The candidate summarizes and applies the central tenets of the practices of literature instruction, such as engagement and intention for comprehension and composition, situating texts, author's craft, and collaboration and presentation. 1. The candidate summarizes and applies key understandings of the strategies for literacy instruction and learning in classroom situations. 2. The candidate summarizes and applies deep knowledge of reading and writing processes, along with various methods for engaging learners in these processes.
EDUC 5038 Struggling Readers in Literacy Classrooms: Addressing Reading Disabilities and Dyslexia (3 credit hours) In this course, graduate students will examine the underlying causes and common characteristics of struggling readers, with special emphasis on students at risk for learning disabilities and dyslexia. Course content focuses on the identification of students with learning disabilities and dyslexia, the implications of such disability identification on student learning, and	**EDUC 5038 Struggling Readers in Literacy Classrooms: Addressing Reading Disabilities, Dyslexia, and Dysgraphia (new) (3 credit hours)** **Course Description:** In this course, graduate students will examine the underlying causes and common characteristics of struggling readers, with special emphasis on students at risk for learning disabilities, dyslexia, and dysgraphia. Course

methods for providing literacy instruction for students with reading disabilities including dyslexia.

content focuses on the identification of students with learning disabilities

SLO 1.1 The candidate describes and explains how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Learner Development)
SLO 1.2 The candidate uses understanding of individual differences and diverse cultures and communities to differentiate and design inclusive learning environments that enable each learner to meet high standards. (Learning Differences)
SLO 3.2 The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Planning for Instruction)
SLO 3.4 The candidate differentiates effective flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.
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Appendix B:

- Course Organization

OLD: **Course of Study:**

EDUC 5030- Theoretical Frameworks of Curriculum and Instruction (3 Credit Hours) (New)

EDUC 5031- Emerging Trends in Educational Technology for Curriculum and Instruction (3 Credit Hours) (New)

EDUC 5032- Qualitative and Quantitative Research Methods (3 Credit Hours) (New)

EDUC 5033- Trends and Issues in Language and Literacy Education (3 Credit Hours) (New)

EDUC 5034- Literacy Curriculum Development and Instruction for All Learners (3 Credit Hours) (New)

EDUC 5035- Improving Literacy Instruction through Assessment (3 Credit Hours) (New)

EDUC 5036- Organization, Interventions, and Supports for Literacy Instruction (3 Credit Hours) (New)

EDUC 5037- Interdisciplinary Frameworks in Children's Literature and Adolescent Literature (3 Credit Hours) (New)

EDUC 5038- Struggling Readers in Literacy Classrooms: Addressing Reading Disabilities and Dyslexia (3 Credit Hours) (New)

EDUC 5039- Capstone Research Project (3 Credit Hours) (New)

Total: 30 hours.

NEW: Course of Study::

EDUC 5037 - Interdisciplinary Frameworks in Children's Literature and Adolescent Literature (3 hours)

EDUC 5033 - Trends and Issues in Language and Literacy Education (3 hours)
EDUC 5034 - Literacy Curriculum Development and Instruction for All Learners (3 hours)
EDUC 5035 - Improving Literacy Instruction through Assessment (3 hours)
EDUC 5036 - Organization, Interventions, and Supports for Literacy Instruction (3 hours)
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Appendix C:

Note: Program Learning Outcomes (PLO) and Assessment Plan remain the same.

PLOs:

PLO #1- Candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Note: Aligned to GaPSC Standard 1.1

PLO #2- Candidates are able to apply their knowledge of content at the appropriate progression levels. Note: Aligned to GaPSC Standard 1.2

PLO #3- Candidates are able to apply their knowledge of assessment at the appropriate progression levels. Note: Aligned to GaPSC Standard 1.3

PLO #4- Candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Note: Aligned to GaPSC Standard 1.4

PLO #5- Candidates are able to apply their knowledge of literacy at the appropriate progression levels in the Content Area and the Arts.