

*Cover Sheet*

**GSC CURRICULAR PROPOSAL FORM**

**CURRICULAR PROPOSAL 2011-2012**

**DEPARTMENT/SCHOOL: School of Education**

Proposal I: Remove GED693, *Research-based Intervention Models and Strategies* from the required courses for the Reading and Literacy Added Authorization (formerly the Reading Certificate), and add the relevant content to two other existing courses in the program (GED694 and GED692).

Proposal II: Remove GED698, *Special Studies in Education: Literacy Field Studies (Reading Certificate Level)* from the required courses for the Reading and Literacy Added Authorization (formerly Reading Certificate), and add relevant content to another existing course (GED689P).

Proposal III: Revise the title and course description for GED692, *Standards, Assessment and Instruction: Comprehending and Composing Written Language*, to align with the new Reading and Literacy Added Authorization Standards and to reflect the additional content added to those courses.

Proposal IV: Revise the title and course description for GED694, *Standards, Assessment and Instruction: Word Analysis, Fluency and Systematic Vocabulary Development*, to align with the new Reading and Literacy Added Authorization Standards and to reflect the additional content added to those courses.

Proposal V: Add GED 689 as a required course for the Reading and Literacy Added Authorization.

Proposal VI: Add GED 689P as a required course for the Reading and Literacy Added Authorization.

Proposal VII: Change the course title, description and units for GED 689 to better represent the course requirements and rigor as it relates to each included degree.

Proposal VIII: Change the course title, description and units for GED 689P to better represent the course requirements and rigor as it relates to each included degree.

Total course additions:	2
Total course deletions:	2
Total unit additions:	1
Total unit deletions:	1
Staffing increase/decrease:	0
Library resourcing impact:	none
Net Financial impact:	none

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Signature Dean of the School/ Department Chair

**DEPARTMENT/SCHOOL**  
**School of Education**

**Program: Reading and Literacy Added Authorization (currently known as Reading Certificate)**

**PROPOSAL I: Remove GED693 (3), *Research-based Intervention Models and Strategies* from the required courses for the Reading and Literacy Added Authorization.**

Rationale: The Commission on Teacher Credentialing has issued a new Reading and Literacy Added Authorization that will replace the existing Reading Certificate program. The new added authorization has new standards to which we must align our coursework. Only some of the content of our current course GED693, *Research-based Intervention Models and Strategies*, is aligned with the new standards, and it is that course content we will add to three other existing courses in our program in order to meet the new standards of the Reading and Literacy Added Authorization (GED694, GED692 and GED689).

**PROPOSAL II: Remove GED698 (1), *Special Studies in Education: Literacy Field Studies (Reading Certificate Level)* from the required courses for the Reading and Literacy Added Authorization.**

Rationale: GED698 is a 1-unit project course Reading Certificate candidates take after they have completed the other four Reading Certificate requirements. The purpose of this course is to support candidates as they complete their final research project related to the teaching of reading

and the implementation of intervention strategies with students. In the current Reading Certificate program, research design and project development are covered in each of the courses along the way, and GED698 is where they get project support. In this proposal, we aim to have all students in our graduate degrees take the same research methods course, GED689, so all candidates are learning research methods together and are held to the same high standards and criteria (rather than the Reading Certificate candidates learning research methods “along the way”). Finally, all students will register for the same 1-unit “project” course, GED689P, and that is where the focus of each candidate’s project are differentiated and supported. This will also support healthy class sizes in our research methods courses if all graduate degree candidates from MAT, MATL and Reading Certificate are participating in the same course.

**PROPOSAL III and PROPOSAL IV: Revise the titles and course descriptions for GED692, Standards, Assessment and Instruction: Comprehending and Composing Written Language and GED694, Standards, Assessment and Instruction: Word Analysis, Fluency and Systematic Vocabulary Development, to align with the new Reading and Literacy Added Authorization Standards.**

Rationale: Because we are eliminating the Research-based Intervention Models course (GED693), we need to insert into the other reading courses the intervention strategies content from this course that is still applicable to the new standards. Therefore, we propose the following titles and courses descriptions:

(changes are in boldface and red)

**GED692 (3) COMPREHENDING AND COMPOSING WRITTEN LANGUAGE: STANDARDS, ASSESSMENT, INSTRUCTION AND INTERVENTION**

**Candidates** Planning, organize, implement, manage, and evaluate explicit instruction of: comprehension strategies and study strategies, literary response and analysis skills, and all components of the writing process. **Candidates** focus on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to **strengthening skills in creating a culture of literacy by** aligning State Standards and assessment results with the selection and appropriate use of instructional programs, **intervention strategies** and **appropriate materials based on current research in literacy**. **Candidates will have a concurrent experience in a PreK-12 fieldwork setting in order to complete assignments and apply their skills.**

*Prerequisite: Admission to the Reading Certificate and Literacy Added Authorization Program.*

**GED694 (3) RESEARCH-BASED LITERACY INSTRUCTION FOR ALL STUDENTS: STANDARDS, ASSESSMENT, INSTRUCTION AND INTERVENTION**

Students explore research and **best practices related to systematic literacy development at all grade levels and the curriculum to address the specific needs of diverse groups of students.** **Candidates will learn** component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. Emphasis is given to strengthening skills in aligning State Standards, **contents of the California Preschool Learning Foundations and Frameworks (Volume1) and the California Reading/Language Arts Framework** and assessment

results with the selection and appropriate use of instructional strategies, materials and programs.  
*Prerequisite: Admission to the Reading Certificate and Literacy Added Authorization Program*

**PROPOSAL V and VI: Add GED 689 and GED 689P as a required course for the Reading and Literacy Added Authorization.**

Rationale: These two courses will capture the research methods content and culminating project support for the 4 units of coursework we are eliminating from the current Reading Certificate. With minor revisions, these two courses will better meet the new RLAA Standards, and all research candidates will take these courses for their final Research Design experience.

**Proposal VII and VIII: Change the course title, descriptions and units for GED 689 and GED 689P to better represent the course requirements and rigor as it relates to each included degree.**

Rationale: Several Master's degrees will be taking this culminating course so the current course description needs to be modified to capture the requirements of each degree program included. In addition, the language needs to indicate that this is a culminating course and should be taken at the end of the course sequence, as well as the required timeline for finishing the research project. Lastly, the distribution of units for completing GED689 and GED689P, still a total of 4 units, will more accurately reflect the workload of these courses across the time span they are taken.

Current Course titles and descriptions:

GED 689: Master's Project (3)

*Master's Project* is a course designed to explicitly support M.A. candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct basic action research that transforms their teaching and significantly impact student learning in their own classrooms on a daily basis. The Five Core Propositions of the National Board for Professional Teaching Standards serve as the foundation for developing essential Action Research topics.

GED 689P: Action Research Project Support (1)

*The Action Research Project Support* course is designed to explicitly support candidates in developing the written product and the oral presentation of an action research project developed during the GED 689 Seminar course. Individual faculty mentors are assigned to each candidate to complete a five-chapter paper representing the process, implementation and results of an original research experience in the candidate's own classroom environment.

Proposed Course titles and descriptions:

GED 689: Master's Research Design (2)

This course is designed to explicitly support MAT, MATL, MA in Special Education and Reading and Literacy Added Authorization candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The

course is intended to demonstrate the student's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research, and to demonstrate ability to form valid generalizations from the data used. The candidate's learning and research previously conducted in the required Master's coursework serve as the foundation for developing essential action research or thesis topics. Enrollment spans one semester and **should** be in candidate's last semester of coursework and can be concurrent with other coursework. Enrollment in GED689P is required the term immediately following the successful completion of GED689. Portions of the course content are offered in an online format.

GED 689P: Master's Research Design Support **(1,1)**

This course is designed to explicitly support Master's candidates in developing the written product and the oral presentation of a research project developed during the GED 689 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and results of an original research experience in a classroom environment. Enrollment in GED 689P is required the term immediately following the **successful** completion of GED 689, and continuous enrollment is required each quad until the project is completed. **Two units required. If candidate does not complete after two semesters enrollment, thesis extension enrollment is required until project is completed.** Graded Credit/No Credit.

***Proposed Reading and Literacy Added Authorization vs. current Reading Certificate:***

Course #	Course Title	Units
GED 694 (currently in this program, but revised)	<b>RESEARCH-BASED LITERACY INSTRUCTION FOR ALL STUDENTS: STANDARDS, ASSESSMENT, INSTRUCTION AND INTERVENTION</b>	3
<del>GED 693</del>	<del>RESEARCH-BASED INTERVENTION MODELS AND STRATEGIES</del>	<del>3</del>
GED 692 (currently in this program, but revised)	COMPREHENDING AND COMPOSING WRITTEN LANGUAGE: STANDARDS, ASSESSMENT, INSTRUCTION AND INTERVENTION	3
GED 628 (currently in this program)	USING TECHNOLOGY TO SUPPORT STUDENT LEARNING	2
<del>GED 698</del>	<del><i>Special Studies in Education: Literacy Field Studies (Reading Certificate Level)</i></del>	<del>1</del>
GED 689/689P (existing courses, but added to this program)	GED 689: MASTER'S RESEARCH DESIGN GED 689P: MASTER'S RESEARCH DESIGN SUPPORT	2 1, 1
Total		12

**Actual Catalog Copy after revision:**

**Reading and Literacy Added Authorization**

This added authorization is a 12-unit program for credentialed teachers who want specialized certification to teach reading in the PreK-12 setting. The program follows an explicit philosophy and purpose based on current, confirmed, replicable and reliable research in literacy as referenced in the *California Preschool Learning Foundations and Frameworks* (Volume 1) and the *California Reading/Language Arts Framework*.

Upon successful completion of all coursework, candidates may apply to the California Commission on Teacher Credentialing (CCTC) for the Reading and Literacy Added Authorization. Candidates must have completed three years of successful K-12 teaching at the time of submission to CCTC for this certificate. Please contact the credential analyst at the regional center for further information.

*Program Learning Outcomes*

***Candidates who complete the Reading and Literacy Added Authorization program will be able to:***

**Equip:** Maintain competencies in knowledge and skills by demonstration of the following:

1. Utilize research-based instructional practices, intervention models and strategies in literacy instruction to benefit all students.
2. Plan effective instructional practices by the application of the *California Preschool Learning Foundations and Frameworks* (Volume 1) and the *California Reading/Language Arts Framework* to maximize student success and to effectively teach all students – special needs, diverse cultural groups, and second language learners.

**Transform:** Promote the success of all students by demonstration of the following:

1. Collect and analyze data to apply appropriate assessment, instruction, and differentiation in the field.
2. Cultivate on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character.

**Empower:** Promote the success of all students by demonstration of the following:

1. Research and identify research-based strategies to help struggling readers.
2. Reflect on the research based strategies that were applied during intervention and how they had implications for the candidate's instructional practices and school-wide professional development.

### *Program Eligibility for the Reading and Literacy Added Authorization*

See the degree to which the certificate program is attached.

### *Graduation Requirements*

See the degree to which the certificate is attached.

*Candidates complete the following coursework:*

<b>COURSE TITLE</b>	<b>UNITS</b>
GED 628 Using Technology to Support Student Learning	2
GED 692 Comprehending and Composing Written Language: Standards, Assessment, Instruction and Intervention	3
GED 694 Research-based Literacy Instruction for All Students: Standards, Assessment, Instruction and Intervention	3
GED 689 Master's Research Design	2
GED 689P Master's Research Design Support	2

### **Course Descriptions:**

#### **GED 692 (3) COMPREHENDING AND COMPOSING WRITTEN LANGUAGE: STANDARDS, ASSESSMENT, INSTRUCTION AND INTERVENTION**

Candidates Plan, organize, implement, manage, and evaluate explicit instruction of: comprehension strategies and study strategies, literary response and analysis skills, and all components of the writing process. Candidates focus on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to creating a culture of literacy by aligning State Standards and assessment results with the selection and appropriate use of instructional programs, intervention strategies and appropriate materials based on current research in literacy. Candidates will have a concurrent experience in a PreK-12 fieldwork setting in order to complete assignments and apply their skills.

*Prerequisite: Admission to the Reading and Literacy Added Authorization Program.*

#### **GED 694 (3) RESEARCH-BASED LITERACY INSTRUCTION FOR ALL STUDENTS: STANDARDS, ASSESSMENT, INSTRUCTION AND INTERVENTION**

Students explore research and best practices related to systematic literacy development at all

grade levels and the curriculum to address the specific needs of diverse groups of students. Candidates will learn component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. Emphasis is given to strengthening skills in aligning State Standards, contents of the *California Preschool Learning Foundations and Frameworks* (Volume1) and the *California Reading/Language Arts Framework* and assessment results with the selection and appropriate use of instructional strategies, materials and programs. *Prerequisite: Admission to the Reading and Literacy Added Authorization Program*

### **GED 628 (2) USING TECHNOLOGY TO SUPPORT STUDENT LEARNING**

This course provides fifth-year candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education and to prepare their students to be life-long learners in an information-based, interactive society. Candidates make appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. The use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Candidates integrate technology-related tools into the educational experience of students, including those with special needs.

### **GED 689 (2) MASTER'S RESEARCH DESIGN**

This course is designed to explicitly support MAT, MATL, MA in Special Education and Reading and Literacy Added Authorization candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The course is intended to demonstrate the student's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research, and to demonstrate ability to form valid generalizations from the data used. The candidate's learning and research previously conducted in the required Master's coursework serve as the foundation for developing essential action research or thesis topics. Enrollment spans one semester and should be in candidate's last semester of coursework and can be concurrent with other coursework. Enrollment in GED689P is required the term immediately following the successful completion of GED689. Portions of the course content are offered in an online format.

### **GED 689P (1, 1) MASTER'S RESEARCH DESIGN SUPPORT**

This course is designed to explicitly support Master's candidates in developing the written product and the oral presentation of a research project developed during the GED 689 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and results of an original research experience in a classroom environment. Enrollment in GED 689P is required the term immediately following the **successful** completion of GED 689, and continuous enrollment is required each quad until the project is completed. Two units required. If candidate does not complete after two semesters enrollment, thesis extension enrollment is required until project is completed. Graded Credit/No Credit.