

Program Approval Request

Submitted By

Blue Mountain College



Office of Teacher and Administrator Preparation
 Mississippi Department of Education
 359 N. West Street/P.O. Box 771
 Jackson, MS 39205-0771
 601.359.3631



EDUCATION PROGRAM APPROVAL REQUEST FORM

Institution: Blue Mountain College Date Submitted: January 12, 2011
 Submitted by: Janice Nicholson, Dean of Graduate Studies Commission Approval Date: _____
 _____ State Board Approval Date: _____

Proposed date of Program Implementation: Immediate

Proposal Request and Support Materials are provided for the approval to implement:

New Program Modifications to Existing Program Licensure Requirement

In addition to your current education program course list/description, you must provide: 1) a copy of the proposed new program; 2) the current program with clear indication of proposed modifications; 3) any evidence of institutions (state, regional or national) with the same or a similar course of study; 4) evidence of qualified faculty; and 5) any other documentation that further supports the proposal.

Please state your specific request:

The Department of Education at Blue Mountain College would like to request a new program for an endorsement in reading K-12 through the courses offered in the Master of Education in Literacy/Reading K-12

State rationale:

This advanced degree in Literacy/Reading Education will provide teachers with an in-depth knowledge about the literacy/reading process and equip them to use best practices, materials, and strategies in reading/literacy assessment and instruction. The program will incorporate standards from the International Reading Association, National Board for Professional Teaching, and Mississippi Department of Education Frameworks. This program will enable classroom teachers to be an advocate for school-wide literacy/reading instruction as teachers strive to improve literacy/reading skills for pupils in the classrooms throughout Mississippi.

NOTE: Program approval is subject to standard review procedures that involve several entities and, therefore, timelines or final approval by the Office of Teacher and Administrator Preparation (TAP) may vary. After TAP approves the program, if it is a new or modified program or requires licensure changes, it may then be subject to approval by the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education before candidates are eligible for Mississippi Teacher Licensure.



Blue Mountain College

FOUNDED 1873

January 13, 2011

Ms. Gail Gettis, Division Director
Teacher and Administrator Preparation
Mississippi Department of Education
Post Office Box 771
Jackson, MS 39205-0771

Dear Ms. Gettis:

Enclosed you will find an Education Program Approval Request Form from Blue Mountain College seeking approval to add a new program – Master of Education in Literacy/Reading K-12.

In addition to the requested forms you will find vita for the faculty who will provide instruction for the program.

If you need additional information, please contact me.

Sincerely,

Janice I. Nicholson, Ed. D.
Vice President for Planning and Assessment,
Graduate Studies and Special Programs

Jh

Enclosures



Proposed Program

Proposed Program

This 30 hour degree program consists of the coursework listed below and aligns with the International Reading Association Standards for Reading Professionals.

Core Courses (Required) 9 semester hours

ED 600 Reading and Research in Education*

ED 605 Instructional Design*

ED 615 Advanced Educational Psychology*

Studies in Reading/Literacy (Required) 21 semester hours

ED 620 Advanced Studies and Research in Reading Instruction*

This course focuses on objectives, materials, strategies, and assessment for teaching reading. The course will emphasize reading instruction for early literacy, expanding reading power, and intervention.

ED 630 Advanced Studies in Language Arts*

Focus on the study of theory and practice relating to teaching language arts. This course is designed to strengthen the knowledge and skills of teachers of language arts.

ED 651 Reading/Literacy Foundations

This course is designed to emphasize early literacy/reading development, expanding literacy/reading development, and research and theories related to literacy development and instruction.

ED 652 Literacy Assessment and Intervention Strategies

This course is designed to focus on the role of individual and group assessment tools in literacy in monitoring individual student progress and guiding literacy instruction. Students will administer literacy assessments, analyze data, and plan appropriate reading/literacy instruction for pupils.

ED 653 Reading/Literacy in the Content Areas

This course focuses on the role of literacy in content instruction, the need for literacy instruction in the content areas, and strategies for improving literacy in the content areas.

ED 655 Seminar in Literature for Children and Young Adults

This course will focus on trends and issues in literature for children and young adults, book selection, reading interests of children and young adults, using reading interests to meet individual learning, cultural, and social needs, and strategies for responding to literature.

ED 660 Internship in Literacy/Reading

This course will provide students the opportunity to implement intervention instruction with elementary and secondary pupils who have been identified as struggling readers and/or students with limited English proficiency.

* These courses already have Mississippi Department of Education approval as part of the Master of Education degree in elementary education.

Evidence of Institutions with Same or Similar Course of Study

The University of Mississippi, Mississippi University for Women, Jackson State University, the University of Southern Mississippi, and Mississippi College offer similar programs.

Evidence of Qualified Faculty

Each faculty member involved in teaching courses for the degree program has a terminal degree and has varied experience in teaching reading. Vita for each professor is attached.

Other Documentation

The proposed Master of Education in Literacy/Reading K-12 includes the *Standards for Reading Professionals* (2003) developed by the International Reading Association. These standards are:

- Standard 1: Candidates have knowledge of the foundations of reading and writing processes and instruction.
- Standard 2: Candidates use a wide range of instructional practices approaches, methods, and curriculum materials to support reading and writing instruction.
- Standard 3: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Standard 4: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Standard 5: Candidates view professional development as a career-long effort and responsibility.

Course Syllabi



Course Syllabus for
ED 651 Reading/Literacy Foundations

Credit

Three semester hours

Prerequisites for the Course

Admission to graduate school

Course Description

This course is designed to emphasize early literacy/reading development, expanding literacy/reading development, and research and theories related to literacy development and instruction.

Rationale for the Course

To extend knowledge in early reading/literacy development, expanding reading/literacy development, and theories and research in reading/literacy development.

Student Objectives and Outcomes

Students completing the course will be able to:

- Compare and contrast the major theories of literacy/reading instruction.(IRA 1.1)
- Identify effective reading instruction as determined by reading research.(IRA 1.2)
- Examine and implement effective strategies to teach emergent and developmental readers.(IRA 2.2)
- Identify and implement the components of a balanced reading program.(IRA 2.2, 2.3)
- Explain the relationship and role of each component of language acquisition to reading development. (IRA 1.4)
- Identify the elements of early literacy and expanding literacy/reading (language development, phonemic awareness, phonics, developing concepts of print, listening comprehension, fluency, vocabulary development, and comprehension).(IRA 1.4)

Academic Integrity Statement

Students should follow the honor system set forth by Blue Mountain College (Policy 2.19). Students should do their own work on all assignments, including examinations.

Outline of Topics to be Covered in the Course

- Overview of International Reading Association Standards and Mississippi Department of Education Language Arts Framework
- Principles of Literacy/Literacy Instruction

- Major theories of literacy/reading instruction
- Language as the key to literacy/reading
- Emergent Literacy
- Expanding literacy/reading development
- Effective researched based strategies for teaching emergent and developmental readers
- Teacher effectiveness in a balanced literacy/reading program

Materials for Teaching Literacy/Reading Grades K-12

Using technology to support the curriculum in literacy/reading

Methods of Instruction

The class will be taught by lecture, small group discussions, individual presentations, and in-class activities.

Required Practices

- Students are expected to attend all class sessions, read all assignments, and participate in class discussion. APA style must be used to reference citations in all written assignments.
- At each class meeting, there will be in-class activities which will require participation from all students.
- Students will complete the following assignments, present information to the class, and include the assignments in a portfolio:
 - Write a literature review on one of the following topics: major theories of literacy/reading instruction, the role of language in literacy/reading development, emergent literacy, expanding literacy/reading development, effective researched based strategies for teaching emergent and developmental readers. The review should be 8-10 pages, double-spaced using APA style. A minimum of 10 sources must be included in the review. Information will be shared orally with the class.
 - Read a minimum of five journal articles pertaining to effective instructional practices for learners at different stages of development and from differing cultural and linguistic backgrounds. A summary of the articles will be shared orally with the class.
 - Participate in a panel discussion reporting on the major theories of literacy/reading development.
 - Identify strategies that can be used in your classroom to develop phonemic awareness, word identification and phonics, vocabulary development, fluency, comprehension, and motivation.
 - Other assignments may develop as the semester progresses.

Instructional Materials

International Reading Association Standards; Mississippi Department of Education Frameworks for Language Arts, Language Arts and Reading Textbooks, selected videos, and professional journal articles.

Methods of Evaluating Student Progress

A = 100 – 93

B = 92 – 84

C = 83 – 75

D = 74 – 65

F = 64 - 0

- A professional subjective evaluation will be made on all assignments.
- Criteria for grading procedures will also included an evaluation of oral and written communication skills.
- Students are expected to turn in all work by the specified due date. All work is due during class time on the specified due date. Five points per day will be deducted for assignments turned in late. Grades will be lowered for work that is not turned in by the specified due date.
- It is the responsibility of the student to read and understand the syllabus.
- After written and oral explanations of assignments and policies are given, it is the student's responsibility to fully understand what is required and expected.
- Student evaluation will be based on class participation, the quality of all projects, and the quality of written work.

Contact Information

Office Location		
Office Phone		
E-Mail		
Office Hours		



Course Syllabus for

ED 652 Literacy Assessment and Intervention Strategies

Credit

Three semester hours

Prerequisites for the Course

Admission to graduate school

Course Description

This course is designed to focus on the role of individual and group assessment tools in literacy in monitoring individual student progress and guiding literacy instruction. Students will administer literacy assessments, analyze data, and plan appropriate reading/literacy instruction for pupils.

Rationale for the Course

Teachers need extensive knowledge in administering reading/literacy assessments, analyzing data, and planning interventions.

Student Objectives and Outcomes

Students completing the course will be able to:

- Use a wide range of assessment tools to determine individual and group reading/literacy needs. (IRA 3.1)
- Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. (IRA 3.3)
- Use assessment information to plan and evaluate instruction. (IRA 3.3)
- Communicate assessment results and implications to a variety of audiences. (IRA 3.4)

Academic Integrity Statement

Students should follow the honor system set forth by Blue Mountain College (Policy 2.19). Students should do their own work on all assignments, including examinations.

Outline of Topics to be Covered in the Course

- Overview of International Reading Association Standards and Mississippi Department of Education Language Arts Framework
- Supporting Literacy Through Assessment
 - Clarifying the goals of assessment
 - Choosing assessment strategies
- Factors that affect literacy/reading performance
 - Physical

- Oral language
- Social and emotional
- Written language
- Cognition
- Educational
- Assessing literacy/reading abilities
 - Informal measures
 - Norm-referenced measures
 - Criterion-referenced measures
- Using assessment data to plan instruction
- Assessing phonemic awareness, application of alphabetic principle, fluency, vocabulary, and comprehension
- Communicating assessment results to students, parents, staff, and community

Methods of Instruction

The class will be taught by lecture, small group discussions, individual presentations, and in-class activities.

Required Practices

- Students are expected to attend all class sessions, read all assignments, and participate in class discussion. APA style must be used to reference citations in all written assignments.
- At each class meeting, there will be in-class activities which will require participation from all students.
- Students will complete the following assignments, present information to the class, and include the assignments in a portfolio:
 - Choose three students on varying reading levels from your classroom and complete the following assessments on each of the three students: Informal Reading Inventory, Cloze test, Sight word assessment, Reading Miscue Inventory, Interest Inventory, and Running Record.
 - Using the information gained from the assessments above and any district and state standardized tests results complete a case study on each of the three students. The case study should include making a determination of reading level, reading interest, student's needs and strengths and plan for appropriate instruction. Results of the assessments should be shared with the student and his/her parent or guardian.
 - Read a minimum of five articles on assessing literacy/reading. Articles must come from peer reviewed professional journals and the written summary must use APA format. Summaries should include bibliographic information, summary of article and a reflection indicating how the information can help you as a teacher. Summaries must be a minimum of two pages and a maximum of three pages typed and double spaced. Information will be shared orally with the class.
 - Develop a list of twenty-five intervention strategies that can be used to with students in your classroom. Strategies must include the following information: objective of the strategy, step by step procedures for using the strategy, and assessment. From the list, choose two strategies to demonstrate to the class.

- o Other assignments may develop as the semester progresses.

Instructional Materials

International Reading Association Standards; Mississippi Department of Education Frameworks for Language Arts, Language Arts and Reading Textbooks, selected videos, and professional journal articles.

Methods of Evaluating Student Progress

- A = 100 – 93
- B = 92 – 84
- C = 83 – 75
- D = 74 – 65
- F = 64 – 0

- A professional subjective evaluation will be made on all assignments.
- Criteria for grading procedures will also included an evaluation of oral and written communication skills.
- Students are expected to turn in all work by the specified due date. All work is due during class time on the specified due date. Five points per day will be deducted for assignments turned in late. Grades will be lowered for work that is not turned in by the specified due date.
- It is the responsibility of the student to read and understand the syllabus.
- After written and oral explanations of assignments and policies are given, it is the student's responsibility to fully understand what is required and expected.
- Student evaluation will be based on class participation, the quality of all projects, and the quality of written work.

Contact Information

Office Location		
Office Phone		
E-Mail		
Office Hours		



Course Syllabus for

ED 653-Reading /Literacy in the Content Areas

Credit

Three semester hours

Prerequisites for the Course

Admission to graduate school

Course Description

This course focuses on the role of reading/ literacy in content instruction, the need for reading/literacy instruction in the content areas, and strategies for improving reading/ literacy in the content areas.

Rationale for the Course

To provide advanced knowledge in the area of content reading/literacy and the importance of reading/literacy to content area learning.

Student Objectives and Outcomes

Students completing the course will be able to:

- Use a wide variety instructional strategies in content area literacy. (IRA 2.1)
- Implement and evaluate content area instruction in vocabulary meaning, comprehension, writing, motivation, and critical thinking.(IRA 1.4)
- Adapt instructional approaches and materials to meet the language-proficiency needs of English learners.(IRA 2.2)
- Use a wide variety of texts to enhance student learning.(IRA 2.2)
- Build a multi-level and diverse classroom library for the content areas that contains traditional print, digital and online resources.(IRA 2.2)

Academic Integrity Statement

Students should follow the honor system set forth by Blue Mountain College (Policy 2.19). Students should do their own work on all assignments, including examinations.

Outline of Topics to be Covered in the Course

- Overview of International Reading Association Standards and Mississippi Department of Education Language Arts Framework
- The role of literacy in the content classrooms
- Preparing learners for content literacy
- Developing comprehension skills
- Developing study skills
- Teaching vocabulary in the content areas

- Writing to learn in the content areas
- Assessing textbooks and resources in the content areas
- Instructional strategies in content area literacy

Methods of Instruction

The class will be taught by lecture, small group discussions, individual presentations, and in-class activities.

Required Practices

- Students are expected to attend all class sessions, read all assignments, and participate in class discussion. APA style must be used to reference citations in all written assignments.
- At each class meeting, there will be in-class activities which will require participation from all students.
- Students will complete the following assignments, present information to the class, and include the assignments in a portfolio:
 - Choose a content area textbook and identify what the text has to offer to help you as a teacher build background knowledge for reading the text. Demonstrate how you would teach pupils how to use the textbook to their advantage.
 - Choose a segment of information (chapter, unit, etc) and construct questions for students to answer. Make sure that your questions include higher level thinking questions as defined by Depth of Knowledge.
 - Read a minimum of ten journal articles pertaining to teaching literacy/reading in the content areas and prepare a written summary of five of the articles. Articles must come from peer reviewed professional journals and the written summary must use APA format. Summaries should include bibliographic information, summary of article and a reflection indicating how the information can help you as a teacher. Summaries must be a minimum of two pages and a maximum of three pages typed and double spaced. Be prepared to share information orally with the class. Be prepared to orally report on the other articles read.
 - Develop a list of twenty-five strategies that can be used to teach comprehension skills in the content area. Strategies must include the following information: objective of the strategy, step by step procedures for using the strategy, and assessment. From the list, choose two strategies to demonstrate to the class.
 - Analyze literacy/reading test scores and test scores from content areas and determine the relationship between the content area scores and reading/literacy scores. Identify ways to assist students in improving content area scores by improving reading skills.
 - Other assignments may develop as the semester progresses.

Instructional Materials

International Reading Association Standards; Mississippi Department of Education Frameworks for Language Arts, Language Arts and Reading Textbooks, selected videos, and professional journal articles.

Methods of Evaluating Student Progress

A = 100 – 93

B = 92 – 84
C = 83 – 75
D = 74 – 65
F = 64 – 0

- A professional subjective evaluation will be made on all assignments.
- Criteria for grading procedures will also included an evaluation of oral and written communication skills.
- Students are expected to turn in all work by the specified due date. All work is due during class time on the specified due date. Five points per day will be deducted for assignments turned in late. Grades will be lowered for work that is not turned in by the specified due date.
- It is the responsibility of the student to read and understand the syllabus.
- After written and oral explanations of assignments and policies are given, it is the student's responsibility to fully understand what is required and expected.
- Student evaluation will be based on class participation, the quality of all projects, and the quality of written work.

Contact Information

Office Location		
Office Phone		
E-Mail		
Office Hours		



Course Syllabus for

ED 655 Seminar in Literature for Children and Young Adults

Credit

Three semester hours

Prerequisites for the Course

Admission to graduate school

Course Description

This course will focus on trends and issues in literature for children and young adults, book selection, reading interests of children and young adults, using reading interests to meet individual learning, cultural, and social needs, and strategies for responding to literature.

Rationale for the Course

To extend the knowledge and skill in using literature for children and young adults to create a literacy rich environment, use reading interests to meet individual learning, cultural, and social needs, and motivate learners to be life long readers.

Student Objectives and Outcomes

Students completing the course will be able to:

- Motivate students to maximize their independent reading.(IRA 4.1,4.4)
- Identify trends and issues in literature for children and young adults.(IRA 1.2, 5.2)
- Apply criteria for book selection to classic and current books for children and young adults.(IRA 2.3)
- Use literature creatively in classroom situations.(IRA 2.3)
- Integrate literature with content areas.(IRA 4.2)
- Use a variety of genre for use in interdisciplinary teaching.(IRA 2.2)

Academic Integrity Statement

Students should follow the honor system set forth by Blue Mountain College (Policy 2.19). Students should do their own work on all assignments, including examinations.

Outline of Topics to be Covered in the Course

- Early and Middle Childhood Literacy: Reading and Language Arts
- Understanding the Early and Middle Childhood Student
 - Selecting Books to Enhance Language Development
 - Selecting Picture Books
 - Selecting Poetry, Drama, and Music
 - Favorites Old and New—The Awards (Caldecott, Newberry, Geisel)

- o Building Appreciation of Reading

Group Reading – *Where the Wild Things Are* (Maurice Sendak),
Oh, The Places You'll Go! (Dr. Seuss)

Individual Readings – Student Favorite, Student Choice from Reading Lists

Early Adolescence: English and Language Arts

- o Understanding the Early Adolescent Reader
- o Promoting Diversity and Tolerance (Race, Age, Disability)
- o Selecting Folklore, Fantasy
- o Selecting Fiction and Historical Fiction
- o Selecting Non-Fiction and Biographies
- o Building Lifelong Readers
- o Considering the Awards (Laura Ingalls Wilder Medal, Batchelder Award, Coretta Scott King Award, Pura Belpre Award, etc.)

Group Readings – *Once Upon a Time When We Were Colored* (Clifton Taulbert),
Harry Potter and the Sorcerer's Stone (J.K. Rowling), *Theodore Boone: Kid Lawyer*
(John Grisham)

Individual Readings—Student Choice from Reading Lists

Adolescence and Young Adulthood: English and Language Arts

- o Understanding the Adolescent and Young Adult Reader
- o Promoting Diversity and Acceptance (Religion, Gender, Age, Disability)
- o Selecting Folklore, Fantasy, Science Fiction
- o Selecting Fiction and Historical Fiction
- o Selecting Non-Fiction and Biographies
- o Selecting Poetry and Drama
- o Promoting Strategic Reading
- o Considering the Awards (Alex Award, Michael L. Printz Award, Margaret Edwards Award, Sibert Award, Man Booker Prize, Pulitzer Prize, National Book Award, Nobel Prize for Literature)
- o Community Standards and Censorship (Banned Book Week)

Group Reading – *The Portable Faulkner* (William Faulkner and Malcolm Cowley), *Twilight*
(Stephenie Meyer), *Three Cups of Tea* (Greg Mortenson)

Individual Readings—Student Choice from Reading Lists

Methods of Instruction

The class will be taught by lecture, small group discussions, individual presentations, and in-class activities.

Required Practices

Students in this class will be required to

- *Read, discuss, and interpret texts appropriate for students of three developmental stages: Early and Middle Childhood, Early Adolescence, and Adolescence and Young Adulthood
- *Devise a portfolio of text-based learning activities appropriate for students of three developmental stages using pencil-and-paper and computer-involved activities (minimum of five one-class activities per stage with a minimum total of fifteen).
- *Demonstrate the use of devised text-based learning activities for each developmental stage through individual and group presentations (one class lesson per stage).
- *For one particular developmental stage, develop a two-week series of lessons based on the reading of age-appropriate texts (five or more texts for Early and Middle Childhood, one or more text for Early Adolescence, or one or more text for Adolescence and Young Adulthood).

Instructional Materials

Students will need

- * Personal copy of each book assigned for group reading.
- *Access to a computer for Internet searches and for Powerpoint (etc) software.
- *Library privileges—especially for children's books.
- *Access to additional student-selected texts for two-week series.

Methods of Evaluating Student Progress

- A = 100 – 93
- B = 92 – 84
- C = 83 – 75
- D = 74 – 65
- F = 64 – 0

- 25% Two-Week Series of Lessons for Selected Developmental Stage
- 25% Portfolio of Learning Activities for Three Stages
- 25% Reading, Discussion, and Interpretation of Assigned Texts (includes quizzes and tests)
- 15% Demonstration of devised learning activities through individual and group presentation
- 10% Attendance and Participation

Contact Information

Office Location		
Office Phone		
E-Mail		
Office Hours		



Course Syllabus for

ED 660 Internship in Literacy/Reading

Credit

Three semester hours

Prerequisites for the Course

Admission to graduate school

Course Description

This course will provide students the opportunity to implement intervention instruction with elementary and secondary pupils who have been identified as struggling readers and/or students with limited English proficiency.

Rationale for the Course

To provide students with a clinical experience that will enable them to practice the knowledge and skills learned about assessment and interventions for struggling readers.

Student Objectives and Outcomes

Students completing the course will be able to:

- Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for struggling readers and students from different cultural and linguistic backgrounds. (IRA 2.1)
- Use a wide range of curriculum materials in effective reading/literacy instruction for students at differing stages of reading and writing development and from different cultural and linguistic backgrounds. (IRA 2.3)
- Use a wide range of assessment tools (formal and informal) and practices to identify students' reading/literacy strengths and weaknesses. (IRA 3.1)
- Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of the struggling reading. (IRA 3.2)
- Communicate results of assessments to specific individuals (students, parents, colleagues, administrators, policymakers, community, etc.). (IRA 4.1)
- Provide opportunities for teachers and other reading professionals to develop an integrated, comprehensive, and balanced curriculum. (IRA 2.3)

Academic Integrity Statement

Students should follow the honor system set forth by Blue Mountain College (Policy 2.19). Students should do their own work on all assignments, including examinations.

Methods of Instruction

The class will be taught by lecture, small group discussions, individual presentations, and in-class activities.

Required Practices

- Students are expected to attend all class sessions, read all assignments, and participate in class discussion. APA style must be used to reference citations in all written assignments.
- At each class meeting, there will be in-class activities which will require participation from all students.
- Students will complete a 45 hour experience working with elementary and secondary students.
- Students will complete the following assignments, present information to the class, and include the assignments in a portfolio:
 - Read a minimum of four journal articles pertaining to literacy/reading instruction for English language learners and prepare a written summary of the articles. Articles must come from peer reviewed professional journals and the written summary must use APA format. Summaries should include bibliographic information, summary of article and a reflection indicating how the information can help you as a teacher. Summaries must be a minimum of two pages and a maximum of three pages typed and double spaced. Be prepared to share information orally with the class.
 - Prepare a journal documenting all activities completed during the internship. The journal should include reflections of activities.
 - Identify three students who need an individual assessment and evaluation of their reading/literacy strengths and limitations. Prepare a case study on each of the students. Each case must include information on the assessments used, assessment results, and intervention strategies. Implement intervention strategies.
 - Meet with professor regularly during the internship to discuss progress.
 - Other assignments may develop as the semester progresses.

Instructional Materials

International Reading Association Standards; Mississippi Department of Education Frameworks for Language Arts, Language Arts and Reading Textbooks, selected videos, and professional journal articles.

Afflerbach, P. (2007). *Understanding and using reading assessment K-12*. Newark: International Reading Association.

Leslie, L. & Caldwell, J. *Qualitative reading inventory-5*. Boston: Pearson.

Methods of Evaluating Student Progress

A = 100 – 93

B = 92 – 84

C = 83 – 75

D = 74 – 65

F = 64 – 0

- A professional subjective evaluation will be made on all assignments.

- Criteria for grading procedures will also included an evaluation of oral and written communication skills.
- Students are expected to turn in all work by the specified due date. All work is due during class time on the specified due date. Five points per day will be deducted for assignments turned in late. Grades will be lowered for work that is not turned in by the specified due date.
- It is the responsibility of the student to read and understand the syllabus.
- After written and oral explanations of assignments and policies are given, it is the student's responsibility to fully understand what is required and expected.
- Student evaluation will be based on class participation, the quality of all projects, and the quality of written work.

Contact Information

Office Location		
Office Phone		
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Office Hours		

Proposal Reviews/Recommendations



Office of Teacher and Administrator Preparation
 Mississippi Department of Education
 359 N. West Street/P.O. Box 771
 Jackson, MS 39205-0771
 601.359.3631

EDUCATION PROGRAM REVIEW

Institution submitting request: Blue Mountain College Date submitted: February 4, 2011

Reviewed by: Dr. Tania Hanna, Dr. Dana Thames and Dr. Beth Richmond-University of Southern Mississippi

Proposed date of program implementation: Immediate

Requests approval to implement:
 New Program Modifications to Existing Program Licensure Requirement(s)

- In addition to the current education program course list/description, also attached, if applicable are:
- a copy of the proposed new program;
 - the current program with clear indication of proposed modifications;
 - 3) any evidence of institutions (state, regional or national) with the same or a similar course of study;
 - 4) evidence of qualified faculty;
 - 5) any other documentation that further supports your proposal; and
 - 6) IHL approval prior to submission (public institutions only)

Request/Rationale:

The Department of Education at Blue Mountain College would like to request a new program for an endorsement in reading K-12 through the courses offered in the Master of Education in Literacy/Reading K-12. This advanced degree in Literacy/Reading Education will provide teachers with an in-depth knowledge about the literacy/reading process and equip them to use best practices, materials, and strategies in reading/literacy assessment instruction. The program will incorporate standards from the International Reading Association, National Board for Professional Teaching, and Mississippi Department of Education Frameworks. This program will enable classroom teachers to be an advocate for school-wide literacy/reading instruction as teachers strive to improve literacy/reading skills for pupils in the classrooms throughout Mississippi.

Review Findings/Statement:

The USM review team applauds Blue Mountain College's efforts at developing a master's degree in literacy education; however, we have a number of basic concerns regarding the program. Although the syllabi reflect objectives/outcomes that are aligned with the general International Reading Association (IRA) elements (standards), the sub elements of each standard, which are the essence of what a candidate knows and can do, are not addressed. Further, the assessments which are stated in the syllabi are not aligned with the objectives/outcomes. In regard to the credentials of the faculty, the experience and publications of the faculty are notable; however, several seem to be adjunct professors or do not have terminal degrees in literacy education.

At USM, we found that seeking and being granted national recognition by the International Reading Association for our literacy education master's degree was an enlightening process that refined our understandings and challenged us to greater depth in our knowledge, skills, and dispositions, as well as assisted us in organizing a master's program to meet national standards. USM, UM, MUW and Jackson State have used this process to receive national recognition by IRA. Since National Core Standards are being vetted for implementation by the Mississippi Department of Education in the next two years, it seems beneficial for Blue Mountain College faculty to submit their program to the International Reading Association for national recognition.

For the above mentioned reasons, we withhold approval of the Blue Mountain College master's program until national recognition is granted by the International Reading Association, or at a minimum, until Blue Mountain College faculty develop a program that adheres to the standards and related assessments required of nationally recognized programs.

Based on your review, please initial the appropriate statement:

I *recommend approval* of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.

I *do not recommend approval* of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.

**Response to Review Concerns on Proposed
Master of Education in Literacy/Reading K-12
Blue Mountain College**

**Response to Review Concerns on Proposed Master of Education in Literacy/Reading K-12
Blue Mountain College**

Introduction: Blue Mountain College, a small private institution, offers elementary and secondary teacher education programs at the undergraduate level and offers one program at the graduate level, the Master of Education in Elementary Education. The College requests a new program, the Master of Education in Literacy/Reading K-12. The program will be open to students who have certification in elementary, secondary, and special education. In preparation for the program approval request, a thorough study was completed which included a careful review of the International Reading Association standards, similar programs offered at institutions in the state of Mississippi as well as other states, and a review of the credentials of the faculty that would be responsible for the delivery of the program. Blue Mountain College used the information to develop a program that would meet the rigor of the International Reading Association standards, be compatible with other programs in the area, and make the best use of the strengths of the faculty involved in the program.

Concern # 1 *Although the syllabi reflect objectives/outcomes that are aligned with the general International Reading Association (IRA) elements (standards), the sub elements of each standard, which are the essence of what a candidate knows and can apply, are not addressed.*

Response to Concern: The Student Objectives and Outcomes section of the submitted syllabi does include the sub element that is addressed/covered by the course. The sub elements are denoted by the numbers in the parenthesis at the end of each objective, i.e. (IRA 1.1). **The Outline of Topics to be Covered in the Course** section includes the content that is matched with the standards and the **Required Practices** section includes assignments that are matched with content and standards.

Concern # 2 *The assessments which are stated in the syllabi are not aligned with the objectives/outcomes.*

Response to Concern: The Methods of Evaluating Student Progress section is a generic explanation of how the student will be evaluated. Faculty members who are assigned to teach the course will develop and use a variety of assessments, such as portfolios, written exams, rubrics, and peer evaluations appropriate to the type of assignment when evaluating the assignments. The assessments will be aligned with the objectives/outcomes, content presented, and the required practices.

Concern # 3 *In regard to the credentials of the faculty, the experience and publications of the faculty are notable; however several seem to be adjunct professors or do not have terminal degrees in literacy education.*

Response to Concern: While none of the three faculty members who will be working in the program actually have a terminal degree in literacy education each individual has a terminal degree and appropriate course work and experience that qualifies her to teach in a master of education in literacy/reading K-12 program. The education and experience of the faculty are well documented in the curriculum vitae that were submitted with the proposal; however I will outline some of the areas that demonstrate preparedness and qualifications to teach in the program. Only one of the three faculty members is considered an adjunct faculty member.

Dr. Rebecca Emens-Part Time

- Ph.D. –School Psychology
- Assessment Specialist-Experience conducting assessments for students who have been referred for special education and for students who are considered at risk students. Experience in conducting curriculum-based assessments and implementing empirically-based academic interventions.
- Received special training in diagnosing and prescribing interventions for students who have dyslexia.
- Training in administering both individual and group assessments.
- Certified school neuropsychologist.

Dr. Emens, who presently teaches ED 600-Reading and Research in Education, ED 615-Advanced Educational Psychology, ED 620-Advanced Studies and Research in Reading Instruction, ED 610-Assessing Teaching and Learning and ED 635-Practicum in Elementary Education in our master of education in elementary education program, will be responsible for teaching ED 652-Literacy Assessment and Intervention Strategies and ED 660-Internship in Literacy/Reading in the master of education in literacy/reading K-12 program. The faculty at Blue Mountain College feels that Dr. Emens has the necessary education and experience to teach ED 652-Literacy Assessment and Intervention Strategies and ED 660-Internship in Literacy/Reading in the proposed master of education in literacy/reading K-12 program.

Dr. Barbara Holland-Full Time Blue Mountain College faculty

- Ph. D.-English Literature
- Experience teaching composition, contemporary literature, English literature, and American literature-college level.
- Experience teaching gifted students K-8.
- Experience teaching language arts and social studies 7-8.
- National Board For Professional Teaching Standards-English/Language Arts-Adolescence/Young Adult Certification.

Dr. Holland, who presently teaches full time in the Department of Language and Literature at Blue Mountain College, has the necessary experience and training to teach in the proposed master of education in literacy/reading K-12 program. The faculty at Blue Mountain College feels that her teaching experience uniquely qualifies her to teach ED 655-Seminar in Literature for Children and Young Adults.

Dr. Esther Howard-Adjunct Faculty

- Ed.D.- Elementary Education
- Experience teaching K through doctoral studies.
- Extensive research and publications in early childhood education and early literacy.
- Extensive research and publications in developing a developmentally appropriate curriculum for young children.
- Numerous presentations on teaching literacy to young children.

Dr. Howard, who has taught Early Literacy I and Early Literacy II for Blue Mountain College, has the background, experience and training to teach in the proposed master of education in literacy/reading K-12 program. The faculty at Blue Mountain College feels that she meets the qualifications necessary to teach ED 651-Reading/Literacy Foundations.

Dr. Janice Nicholson-Full Time Blue Mountain College

- Ed.D-Elementary Education
- Twenty-seven semester hours of course work in the area of reading.
- Served on the Alabama State Department of Education Subject Specialist Review Team to assess the degree of compliance with the State Board of Education Teacher Education rules in elementary education and reading.
- Member of the Alabama Reading Panel to conduct research on the reading process and develop the framework for the Alabama Reading Initiative.
- Served on the Alabama Reading Panel committee to write the training modules for the Alabama Reading Initiative.
- Instructor for the Alabama Reading Initiative Summer Reading Academy.
- Numerous presentations, workshops, and publications on reading/literacy.

Dr. Nicholson has taught in the present master of education in elementary education program at Blue Mountain College and has the necessary educational preparation, experience, and training to teach in the proposed master of education in literacy/reading K-12 program. The graduate faculty at Blue Mountain College feels that Dr. Nicholson is qualified to teach ED 653-Reading/Literacy in the Content Areas.

The other courses in the program which have already been approved for inclusion in the Master of Education in elementary Education program are taught by full time Blue Mountain College faculty.

A careful review of the vita for each of the faculty members and the information above provides documentation that even though the faculty have terminal degrees in areas other than reading/literacy they do have the terminal degree in a related field as well as the education, experience, and training to teach in the program.

A careful review of the syllabi will show that the program is designed to meet the standards established by the International Reading Association and that the assignments are designed to ensure that students will develop the knowledge and skills outlined by the International Reading Association standards.

In summary it is hoped that this explanation will be a satisfactory response to the three concerns, alignment with International Reading Association standards and sub-standards, assessment, and credentials of the faculty, outlined by the reviewer.



Office of Teacher and Administrator Preparation
 Mississippi Department of Education
 359 N. West Street/P.O. Box 771
 Jackson, MS 39205-0771
 601.359.3631

EDUCATION PROGRAM REVIEW

Institution submitting request: Blue Mountain College Date submitted: February 4, 2011

Reviewed by: Sue Jolly-Smith *Sue Jolly-Smith* 2/21/11

Proposed date of program implementation: Immediate

Requests approval to implement:

New Program Modifications to Existing Program Licensure Requirement(s)

In addition to the current education program course list/description, also attached, if applicable are:

- 1) a copy of the proposed new program;
- 2) the current program with clear indication of proposed modifications;
- 3) any evidence of institutions (state, regional or national) with the same or a similar course of study;
- 4) evidence of qualified faculty;
- 5) any other documentation that further supports your proposal; and
- 6) IHL approval prior to submission (public institutions only)

Request/Rationale:

The Department of Education at Blue Mountain College would like to request a new program for an endorsement in reading K-12 through the courses offered in the Master of Education in Literacy/Reading K-12. This advanced degree in Literacy/Reading Education will provide teachers with an in-depth knowledge about the literacy/reading process and equip them to use best practices, materials, and strategies in reading/literacy assessment instruction. The program will incorporate standards from the International Reading Association, National Board for Professional Teaching, and Mississippi Department of Education Frameworks. This program will enable classroom teachers to be an advocate for school-wide literacy/reading instruction as teachers strive to improve literacy/reading skills for pupils in the classrooms throughout Mississippi.

Review Findings/Statement:

This proposal is well developed, provides a logical program of study, with clearly defined course syllabi, indicates appropriate professional standards alignment, and provides evidence of strong and appropriately credentialed faculty.

Based on your review, please initial the appropriate statement:

SJS I recommend approval of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.

I do not recommend approval of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.



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EDUCATION PROGRAM REVIEW

Institution submitting request: Blue Mountain College Date submitted: February 4, 2011

Reviewed by: Dr. Sandra Rasberry, Dean, School of Education, Belhaven University

Proposed date of program implementation: Immediate

Requests approval to implement:

New Program Modifications to Existing Program Licensure Requirement(s)

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Review Findings/Statement: The program syllabi indicate that IRA reading standards are addressed; multiple levels of literacy area are included in the curriculum and assessment and practicum field experience are required. The program meets or exceeds standards. One note: no reference to supervision of instruction or preparation of literacy coaches was found, this element might be in other syllabi and/or might be addressed in other ways.

ased on your review, please initial the appropriate statement:

I *recommend approval* of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.

I *do not recommend approval* of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.