Austin Peay State University
CLARKSVILLE TENNESSEE

Eriksson

College of Education

Master of Arts in Education

Reading

2026-2027 Handbook

Austin Peay State University
CLARKSVILLE TENNESSEE

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College Handbook Section

Austin Peay State University
Welcome Students

Welcome to Austin Peay State University. Austin Peay combines the academic opportunities of a comprehensive university with the supportive environment of a smaller campus. Students can choose from a wide range of associate, bachelor's, master's, and doctoral programs that prepare them for academic success, career opportunities, and lifelong learning.

Learning at Austin Peay extends beyond the classroom through research opportunities, student organizations, leadership experiences, and community engagement. Located in Clarksville, one of Tennessee's fastest-growing cities, the University offers opportunities to connect with the local community while pursuing academic and professional goals.

Faculty and staff are committed to supporting student success and helping students make the most of their Austin Peay experience. We are pleased to welcome you to the Austin Peay community and wish you success in your academic journey.

Austin Peay State University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. The university welcomes and inspires a community of learners to make a positive impact regionally and globally.

Austin Peay State University Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

Austin Peay State University: Strategic Plan

APSU Strategic Plan

University Student Policies

Student Handbook

This handbook contains policies, procedures, and student resources.
Student Handbook

Conduct & Behavioral Standards

Student Code of Conduct and University Policies
Student Handbook Overview
Disciplinary Offenses
Academic and Classroom Misconduct
Corrective Actions
Procedures and Conflict of Interest

Campus Life & Operational Policies

Student Life and Housing
Other Non-Academic Grievances

University Student Resources

Student Life
Academic Services

Introduction

The Eriksson College of Education at Austin Peay State University provides academic programs that prepare candidates to teach PreK through high school as well as advanced graduate degree programs. The Department of Educational Specialties, housed in the Eriksson College of Education, offers a variety of degree programs, primarily at the graduate level. As you seek a Master's degree in Reading, you will have the opportunity to engage in classes with peers who are pursuing the same degree and with instructors who have had extensive teaching and scholarly experience in the area of reading/literacy.

Accreditation

Austin Peay State University Accreditation

Austin Peay State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, education specialist, and doctorate degrees. Questions about the accreditation of Austin Peay State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Eriksson College of Education Accreditation

The Eriksson College of Education at Austin Peay State University has been accredited by the National Council for Accreditation of Teacher Education (NCATE) for over sixty years. Our last accreditation was in 2021; the next accreditation visit, now conducted by the Council for the Accreditation of Educator Preparation (CAEP), will take place in 2028.

Mission Statements

University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

Department Mission

The mission of the Department of Educational Specialties is to prepare and support educational professionals in their development as effective practitioners.

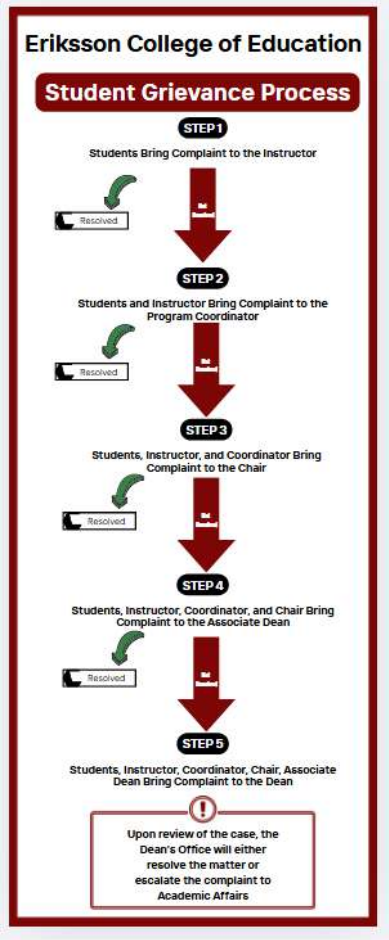
Policies

Student Rights

Anyone enrolling at Austin Peay State University is entitled to all rights granted to him/her by the Constitution of the United States and is entitled to the full protection of the law. Apart from those rights and duties enjoyed by nonstudents, enrollment in the University carries with it special privileges and imposes special responsibilities. The University has established regulations and certain due process procedures essential to an atmosphere of mutual respect which is sensitive to the rights of all individuals. A list of student rights can be found at www.apsu.edu/handbook/student-code/student-rights.php. If you have questions, please contact the Office of Student Affairs at 931-221-7341.

Student Grievance Process

https://canva.link/491elcahvr56kc1



University Policies

APSU policies enhance the University's mission, promote operational efficiencies, reduce institutional risk, and provide an understanding of the University's expectations for operation. Access the numerical or alphabetical policy index by visiting this link: https://www.apsu.edu/policy/. Policies addressing the APSU Code of Conduct for students may be found by visiting this link: https://www.apsu.edu/handbook/student-code/.

Graduate Bulletin

Material presented in the graduate bulletin is for informational purposes only and should not be construed as the basis of a contract between a student and Austin Peay State University. Bulletins may be accessed by visiting this link: https://www.apsu.edu/registrar/bulletins.php

Student Handbook

You may access a digital or hard copy of the student handbook by visiting this link: https://www.apsu.edu/handbook/ The policies, procedures, and programs of APSU are continually reviewed. Every effort is expended to ensure the handbook represents accurate information at the time of publication, but it cannot be guaranteed that information contained herein will not change. The handbook does not constitute a contract between the University and the student. APSU may cancel or revoke any part of this handbook without notice. The University reserves the right to make changes as required or as needed to date, programs, events, policies and regulations, and rules, as well as determine the effective date for such changes. Failure to read the handbook does not exempt students from following regulations, requirements, procedures, and policies described herein.

Artificial Intelligence (AI) Use Policy

Austin Peay State University recognizes the growing role of Artificial Intelligence (AI) tools in education and professional practice. Students are expected to use AI responsibly, ethically, and in accordance with university policies, instructor expectations, and academic integrity standards. The use of AI for coursework may vary by program, course, and instructor; therefore, students must review course syllabi carefully for specific guidance regarding permitted or prohibited AI use. To better understand APSU's expectations, policies, and best practices related to AI, students are required to review the official university guidance by accessing the link provided below.

Please review the APSU AI Guidance and Expectations here:
https://apsu.navexone.com/content/dotNet/documents/?docid=376&app=pt&source=browse&public=true

Course Syllabus Policy

Students should refer to the syllabus for each individual course for specific information regarding course requirements, assignments, grading policies, attendance expectations, required materials, deadlines, and instructor-specific procedures. While this handbook provides an overview of program requirements and expectations, the course syllabus serves as the official guide for all course-specific information. In the event of any discrepancy, the course syllabus shall take precedence for matters related to that course.

Nondiscrimination Policy

"APSU shall not engage in practices which would discriminate against any individual or group because of race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, or genetic information**.** The University specifically finds that diversity of students, faculty, administrators, and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels**.**" APSU Policy 6:003 Equal

Austin Peay State University
CLARKSVILLE TENNESSEE

Eriksson

Master of Arts in Education:

Reading

Program Handbook Section

Program Requirements & Curriculum

Program Description

The Reading MAED program is designed for candidates interested in improving their knowledge of literacy, best literacy practices, and/or pursuing a position as a reading specialist, curriculum coach, or reading teacher. Listed below are the required courses. Upon successful completion of the coursework, candidates will be awarded a master's degree. After three years of successful teaching experience, a Reading Specialist License may be awarded.

Program Mission

The mission of the Reading master's program is to develop literacy professionals who are prepared to work with students and teachers to provide literacy support and services.

Matriculation

Criteria for Admission to the Program

- Undergraduate GPA of 3.0
- Evidence of a valid teaching license

Graduate Admissions

1. Complete an online Graduate Application at https://apsu.edu/grad-studies/applyadmission.php and pay the non-refundable $45.00 application fee. Once you start the application process, you will need to create a personal pin number. Write this number down so you can use it later in case you are in the middle of the process and need to save the application to complete later. Be sure to list the correct degree program: Education - Master of Arts - Reading.
2. Official transcripts from all undergraduate universities are also required. These must be sent directly from the university to the Office of Graduate Admissions to be valid. They may be sent digitally, as long as they are coming directly from the university. Transcripts are to be sent to the following address:

    Graduate Admissions

    Austin Peay State University

    P.O. Box 4458

    Clarksville, TN 37044

3. Provide proof of immunizations. More information may be found here:

   https://www.apsu.edu/health-and-counseling/boyd-healthservices/Immunizations.php
   Note: If you are unable to provide proof of immunizations, please email Dr. Hill at hillt@apsu.edu.
4. Once a decision has been made concerning your admittance into the program, you will be notified. If you have any questions, email Dr. Hill at hillt@apsu.edu.

Non-Coursework Requirements

A basic Watermark subscription is required and provided by the COE. Watermark is an e-portfolio that the Eriksson College of Education uses to monitor and track our students' progress.

Changes to Program

Changes to programs are sometimes necessary. Minor changes such as curricular updates will be made on an as-needed basis. If a substantive change to the program is needed, the program lead must file the necessary paperwork using the university's Curriculog software, and various levels must sign off on the substantive change.

Change of Major/Concentration

It is not uncommon for students to consider changing their major at some point during their academic careers. Course Choice Counts allows for change of major; however, timing is critical to avoid a negative impact on your financial aid. Visit this website to learn more: https://www.apsu.edu/cpos/changeofmajor.php

Licensure

This program can lead to licensure as a Reading Specialist. In addition to completion of the program, three years of teaching and a passing score on the Reading Specialist Praxis (exam 5302) are required for licensure in Tennessee. Upon meeting all licensure requires, candidates must apply for the Reading Specialist license. All licensure questions should be directed to Mr. Kevin Fee, our Coordinator of Certification and Licensure at (931) 221-6182 or feek@apsu.edu.

Advising

After declaring a Reading major, you will be assigned an advisor who is knowledgeable about the program. You will meet virtually with your advisor prior to the beginning of each semester in order to determine your progress and the courses to take in order to complete the program. Your advisor will be available to assist you throughout your program.

Performance Standards for Reading Masters Degree (ILA – 2017)

Standard 1: Foundational Knowledge

Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, listening, viewing and the integral role of the reading/literacy specialist in schools.

Standard 2: Curriculum and Instruction

Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum.

Standard 3: Assessment and Evaluation

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Standard 4: Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Standard 5: Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Standard 6: Professional Learning and Leadership

Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities.

Standard 7: Practicum/Clinical Experiences

Candidates complete a supervised, integrated, extended practicum/clinical experiences: one focused on intervention with students and other on novice coaching; practicum experiences are ongoing with at least one in a school-based setting; and supervision includes observation and ongoing feedback by qualified supervisors.

Curriculum Map

Program-Level SLO	Introduced	Reinforced	Assessed
SLO 1 Demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of literacy and language and the ways in which they interrelate.	RDG 5820	EDUC 6630 RDG 6051	RDG 5840 RDG 5860
SLO 2 Identify, administer, and interpret appropriate literacy measures to assess students' literacy strengths and needs.	RDG 5820 RDG 6051	RDG 5840	RDG 5830 RDG 5860
SLO 3 Plan and implement instructional design based on assessment data and best literacy practices.	RDG 5820 RDG 6051	EDUC 6630 RDG 5850 RDG 5890	RDG 5840 RDG 5860
SLO 4 Demonstrate proficiencies in the research process, including conducting and presenting original research on relevant issues in literacy education.	RDG 5830 RDG 5840 RDG 5850	EDUC 5000	RDG 5860

Course Standards Map

Standard 1: Foundational Knowledge

Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

Indicators:

1. Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy.
2. Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.

3. Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationship with other aspects of literacy.

4. Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.

Course	Name	1.1	1.2	1.3	1.4
RDG 5820	Foundations of Reading and Literacy Development	X			X
RDG 5830	Assessing Literacy Needs				
RDG 5840	Assisting Students with Literacy Needs				
RDG 5850	Seminar on Reading				
RDG 5860	Practicum in Literacy Development	X			X
RDG 5890	Teaching Reading in the Secondary School				
RDG 5040	Expanding Literacy Across the Content Areas				
RDG 6051	The Art of Teaching Writing		X		
EDUC 5000	Research in Education				
EDUC 6630	Reading and Writing Methods for ELL			X	

Standard 2: Curriculum and Instruction

Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

Indicators:

1. Candidates use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners. 2. Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.

3. Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.

4. Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

Course	Name	2.1	2.2	2.3	2.4
RDG 5820	Foundations of Reading and Literacy Development				
RDG 5830	Assessing Literacy Needs				
RDG 5840	Assisting Students with Literacy Needs	X		X	
RDG 5850	Seminar on Reading	X			X
RDG 5860	Practicum in Literacy Development	X	X	X	X
RDG 5890	Teaching Reading in the Secondary School	X			X
RDG 5040	Expanding Literacy Across the Content Areas				
RDG 6051	The Art of Teaching Writing	X	X		
EDUC 5000	Research in Education				
EDUC 6630	Reading and Writing Methods for ELL	X	X		

Standard 3: Assessment and Evaluation

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions, assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

Indicators:

1. Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.

2. Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.
3. Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.
4. Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.

Course	Name	3.1	3.2	3.3	3.4
RDG 5820	Foundations of Reading and Literacy Development				
RDG 5830	Assessing Literacy Needs	X	X	X	X
RDG 5840	Assisting Students with Literacy Needs	X	X		
RDG 5850	Seminar on Reading				
RDG 5860	Practicum in Literacy Development	X	X		X
RDG 5890	Teaching Reading in the Secondary School				
RDG 5040	Expanding Literacy Across the Content Areas				
RDG 6051	The Art of Teaching Writing	X	X		
EDUC 5000	Research in Education				
EDUC 6630	Reading and Writing Methods for ELL				

Standard 4: Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Indicators:

1. Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.
2. Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.

3. Candidates create and advocate for inclusive and affirming classroom and school environments by designing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society. 4. Candidates advocate for equity at school, district, and community levels.

Course	Name	4.1	4.2	4.3	4.4
RDG 5820	Foundations of Reading and Literacy Development	X			
RDG 5830	Assessing Literacy Needs				
RDG 5840	Assisting Students with Literacy Needs				
RDG 5850	Seminar on Reading				X
RDG 5860	Practicum in Literacy Development			X	
RDG 5890	Teaching Reading in the Secondary School				
RDG 5040	Expanding Literacy Across the Content Areas				
RDG 6051	The Art of Teaching Writing		X		
EDUC 5000	Research in Education				
EDUC 6630	Reading and Writing Methods for ELL	X	X	X	X

Standard 5: Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Indicators:

1. Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.
2. Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.
3. Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts. 4. Candidates facilitate efforts to foster a positive climate that supports the physical

and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.

Course	Name	5.1	5.2	5.3	5.4
RDG 5820	Foundations of Reading and Literacy Development				
RDG 5830	Assessing Literacy Needs				
RDG 5840	Assisting Students with Literacy Needs		X	X	
RDG 5850	Seminar on Reading				
RDG 5860	Practicum in Literacy Development	X	X		X
RDG 5890	Teaching Reading in the Secondary School				
RDG 5040	Expanding Literacy Across the Content Areas				
RDG 6051	The Art of Teaching Writing	X			X
EDUC 5000	Research in Education				
EDUC 6630	Reading and Writing Methods for ELL				

Standard 6: Professional Learning and Leadership

Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

Indicators:

1. Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
2. Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.
3. Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.
4. Candidates consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Course	Name	6.1	6.2	6.3	6.4
RDG 5820	Foundations of Reading and Literacy Development				
RDG 5830	Assessing Literacy Needs		X	X	X
RDG 5840	Assisting Students with Literacy Needs				
RDG 5850	Seminar on Reading	X	X		X
RDG 5860	Practicum in Literacy Development	X		X	
RDG 5890	Teaching Reading in the Secondary School		X	X	X
RDG 5040	Expanding Literacy Across the Content Areas				
RDG 6051	The Art of Teaching Writing				
EDUC 5000	Research in Education				
EDUC 6630	Reading and Writing Methods for ELL				

Standard 7: Practicum/Clinical Experiences

Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

Indicators:

1. Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidate's own classroom, literacy clinic, other school, or community settings.
2. Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.
3. Candidates have ongoing opportunities for authentic, school-based practicum experiences.
4. Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and, preferably, have experience as reading/literacy specialists.

Course	Name	7.1	7.2	7.3	7.4
RDG 5820	Foundations of Reading and Literacy Development				
RDG 5830	Assessing Literacy Needs	X	X		X
RDG 5840	Assisting Students with Literacy Needs	X	X		
RDG 5850	Seminar on Reading		X		
RDG 5860	Practicum in Literacy Development	X	X	X	X
RDG 5890	Teaching Reading in the Secondary School				
RDG 5040	Expanding Literacy Across the Content Areas				
RDG 6051	The Art of Teaching Writing	X			
EDUC 5000	Research in Education				
EDUC 6630	Reading and Writing Methods for ELL				

Course Descriptions

RDG 5040 - Expanding Literacy Across the Content Area (3 hours)
This course is designed to prepare teachers to address literacy in the content areas from the intermediate grades through the secondary level. The course focuses on prompting a wide variety of reading materials that students can and want to read, instruction that builds study skills to read complex materials with comprehension and be successful in content areas across the curriculum.

RDG 5820 - Foundations of Reading and Literacy Development (3 hours) This course focuses on the foundations of the reading and writing processes, including instructional methods, varied materials, scientifically-based research and current trends in literacy instruction. The comprehensive, balanced approach to reading instruction merges theory and practice for the diversity of learners in today's classrooms, including English-Language Learners.

RDG 5830 - Assessing Literacy Progress (3 hours)
Content focuses on determining the literacy strengths and needs of struggling readers by using a range of formal and informal assessments. These are evaluated in relation to major components of reading: phonemic awareness, word identification, phonics,

vocabulary, fluency, comprehension, motivation and interest. Other topics include the environment away from school. Supervised practice with students.

RDG 5840 - Assisting Students with Literacy Needs (3 hours)
Candidates develop and implement plans for instruction for the struggling reader, based on the assessment information obtained during the prerequisite course RDG 5830. Lessons focus on the needs related to the major components of reading while incorporating a variety of materials, such as: quality literature, technology-enhanced materials, and non-print materials.

RDG 5850 - Seminar on Reading and Literacy (3 hours)
Candidates engage in a critical study of the literature and research related to reading/literacy issues. Topics include: theory, practices, teaching materials, programs, testing, including how the results impact instruction, the place of literature in the curriculum, and reaching the adolescent reader. They also select a topic for in-depth research.

RDG 5860 - Practicum in Literacy Development (3 hours)
This course serves as the capstone course for the Reading Specialist candidate. The focus is on the implementation of the knowledge gained from the other literacy courses to a school-related setting which may consist of classroom application, developmental or clinical reading, supervisory or consultant work or a combination of the previously mentioned situations. Pass/Fail

RDG 5890 - Teaching Reading in the Secondary Schools (3 hours)
This course is planned for instruction at the secondary level (grades 7-12) with an emphasis on the interrelatedness of reading and writing. The course is designed to train teachers to use a variety of methods, materials, tools of evaluation, and curriculum that also includes instruction in developmental, corrective, and intervention/remedial reading.

RDG 6051 - The Art of Teaching Writing (3 hours)
This course is designed for graduate students who seek to integrate writing across the curriculum in their classrooms. Methods, materials, and environmental situations by which students in K-12 classrooms can develop and improve their writing skills and abilities will be emphasized. Process writing and varied writing instruction techniques will be emphasized.

EDUC 5000 - Research in Education (3 hours)
Study and practice in the techniques of educational research; isolation of research problems; development of skill in reading, interpreting and applying research with extensive reading related to the student's interest. Should be taken at the beginning of your program.

EDUC 6630 - Reading, Writing, and Learning Methods for ELL (3 hours)
Topics build basic knowledge in oral, reading, and writing development in English ELL students. The course covers language acquisition theories, literacy development in the first and second language. The course assists practicing classroom teachers in meeting the needs of English language learners with varying levels of English language proficiency and educational experiences.

Key Contacts

Dr. John McConnell, Dean, Dept. of Educational Specialties
Claxton 304-A, 931.221.7757, mcconnellj@apsu.edu

Dr. Andrea Lee, Dept. Chair, Dept. of Educational Specialties, Claxton 304A, 931-221-7098, leea@apsu.edu

Ms. Anna Ortega, Administrative Assistant to Dept. Chair, College of Education, Claxton 304A, 931-221-7696, ortegaa@apsu.edu

Ms. Dustie Boxx, Administrative Assistant, Dean's Office
Claxton 210-A, 931.221.7511, dyceboxxd@apsu.edu

Dr. Tara Hill, Reading Program Lead, Assistant Professor, Dept. of Education Specialties, Claxton 313, 931.221.7593, hillt@apsu.edu

Dr. Benita Bruster, MAED Coordinator, Professor, Dept. of Education Specialties, Claxton 302-C, 931.221.6491, brusterb@apsu.edu

Dr. Ling Wang, TESOL Program Coordinator, Dept. of Educational Specialties, Claxton 315, 931.221.1249, wangl@apsu.edu

Appendix
Appendix A: Calendar of Course Offerings

This table displays the semester(s) during which each course in the program is taught. This schedule of course offerings is subject to change. Be sure to consult with your advisor when planning your program schedule.

Class	Fall	Spring	Summer
RDG 5820			X
RDG 5830	X	X	
RDG 5840	X	X	
RDG 5850	X	X	
RDG 5860	X	X	
RDG 5890			X
RDG 6051	X	X	
RDG 5040	X	X	X
EDUC 5000	X	X	X
EDUC 6630	X	X	X

Appendix B: Sample Schedule

Reading Master's Degree Program
Fall Cohort

The Reading MAED program is designed for candidates interested in deepening their knowledge of literacy and best literacy practices, and/or pursuing a position as a reading specialist, curriculum coach, or reading teacher. Listed below are the required courses. Upon successful completion of the coursework, candidates will be awarded a master's degree. After three years of successful teaching experience and passing the Reading Specialist Praxis exam, a Reading Specialist License may be awarded.

<table>
<tr><th colspan="4">Reading Master's Degree Program (Online) – 30 credit hours</th></tr>
<tr><th colspan="2">Fall</th><th colspan="2">Spring</th></tr>
<tr><td>RDG 5830: Assessing Literacy Progress</td><td>RDG 6051: The Art of Teaching Writing</td><td>EDUC 5000: Research</td><td>RDG 5850: Seminar on Reading and Literacy</td></tr>
<tr><td colspan="2">RDG 5840: Assisting Students with Literacy Needs</td><td colspan="2">RDG 5860: Practicum in Literacy Development</td></tr>
<tr><th colspan="2">Summer I</th><th colspan="2">Summer II</th></tr>
<tr><td colspan="2">RDG 5820: Foundations of Reading and Literacy Development</td><td colspan="2">RDG 5040: Expanding Literacy Across the Content Areas</td></tr>
<tr><td colspan="2">EDUC 6630: Reading and Writing Methods for ELL</td><td colspan="2">RDG 5890: Teaching Reading in the Secondary Schools</td></tr>
</table>

Some program highlights:

- 100% online
- Can begin any semester
- Complete in one year/three semesters (for example: summer, fall, spring)

Additional information is available from Dr. Tara Hill, Reading Program Lead, at 931-221-7593 or hillt@apsu.edu. Austin Peay State University is an equal opportunity employer committed to the education of a non-racially identifiable student body.

**The Reading Master's Degree Program qualifies for the Teach grant. For more information about the Teach grant, please visit: https://www.apsu.edu/financialaid/teach-grant-information.php

Appendix B: Reporting Information

Within programs, the faculty and related offices such as the Office of Assessment regularly and systematically collect data for program specific assessments. The members of the Office work together to assure the aggregation, disaggregation, analysis, and distribution of that data to program members for their use in developing program improvements. The Office of Assessment is supported in their work by graduate assistants.

Summarized data are available to all faculty and program coordinators through a data repository. In addition, data are shared at department meetings, within the Office of Clinical Teaching, in the clinical supervisors' meetings, and in focus groups with candidates. Members of the Office of Assessment collaborate to prepare and share data at the annual data retreat.

The EPP uses multiple assessments and evaluation instruments to manage and improve its operations. Data are gathered at multiple points. The quality and effectiveness of academic programs are measured through data aggregated from key assessments, state licensure tests, and state report cards. Course evaluations and faculty evaluations provide information on faculty performance and the direction for professional development. Aggregated data from exit surveys, alumni and employer surveys offer insight into EPP's operations and resources such as advisement, technology, and library resources. The Dean and the Dean's Council meet regularly to review governance and budget issues.

Procedures and policies are in place to allow for continuous evaluation and refinement of the assurance system and to ensure that appropriate stakeholders are involved in program evaluation and improvement. The Dean's Council, Teacher Education Council, Office of Clinical Teaching, Office of Assessment, and program faculty review data on a regular and systematic basis. Annual data retreats are mechanisms for analysis, discussion, and formulating plans and recommendations for changes based on data reviewed.

The Office of Assessment has oversight of the implementation of the QAS system, while the Teacher Education Council comprised of members of the P-12 community, college administrators (including members of the Office of Assessment), and faculty and student representatives review data at their meetings and may make recommendations to modify the QAS. Changes to the system may also be initiated at the program level as a result of data analysis or at the EPP level as an outcome of the annual data retreats.

Student Handbook Acknowledgement

I acknowledge that I have received, reviewed, and understand the information contained in this program handbook. I understand that this handbook outlines important policies, procedures, expectations, and program requirements. I recognize that it is my responsibility to remain informed of program and university updates and to review all course syllabi for specific course requirements, assignments, and expectations. After reviewing this handbook, please complete the Student Handbook Acknowledgement form using the link provided below. My submission confirms my understanding and agreement to adhere to the policies and expectations outlined herein.

Please follow the link provided: APSU College of Education: Handbook Acknowledgement – Collaboration