The Task

The online M.Ed. in Reading Education degree program with emphases in new and digital literacies for grades P-5 or 6-12 has as its goal to educate teachers and other literacy professionals in ways that advance students as readers in the broadest sense from printed materials to digital multimedia environments.

Your comprehensive exam format for this degree program is a multimodal digital composition with your choice of online or software platform (e.g., wiki, Canva or Google site, presentation), and design (e.g., graphics, images, audio, embedded video). You are encouraged to think about and work on this composition throughout the program.

Your multimodal composition needs to include the components listed below. The rubric can be found at the end of this document. These components are not listed in any order, nor do they have to be individual components of your final composition; instead, you can integrate them.

- A discussion of your pedagogy and philosophy of teaching[1] (generally speaking and specifically related to reading and writing) with illustrative examples and details. In this discussion, specifically speak to how your literacy instruction is informed by new or more nuanced understandings of reading and literacy that you developed through this degree program.

- A discussion of how this program has helped you develop your knowledge of effective literacy practices and resources for marginalized and minoritized students and communities and apply that knowledge in educational settings. Ensure your discussion includes examples of such practices and resources.

- Effective use of digital literacies throughout the composition. Ensure your selected platform and all tools and links to artifacts are accessible to the review committee.

- On your home page or in your introduction, provide a rationale for the digital platform you selected for this multimodal composition; however, know that your rationale will not serve as the sole criterion for effective use.

- Identification of three or four distinct philosophical and/or pedagogical developments related to literacy instruction developments in your synthesis. Within your developments, you are to synthesize across courses. Use multiple course artifacts and other evidence (e.g., research citations, classroom applications). Do not organize your developments in list format / course-by-course manner. Additionally, ensure you are citing as many of your 12 courses as possible. Find connections between courses and course content. Include examples and specific details to support any of your statements. Below are four guiding questions to help stimulate your thinking:

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[1] Pedagogy is Greek in origin and literally means to lead the child. It has come to refer to the approach or mode of instruction a teacher uses. A philosophy of teaching refers to what you believe about how you teach and why you believe it.

1. How has your coursework (e.g. readings, class activities and projects, and experiences such as tutoring) contributed to these three or four developments? If desired or applicable, you can include examples from your classroom, providing parental or guardian permission is obtained for any student work. Please use pseudonyms for all student names.
2. What research and theorists have contributed to your developments and how have they contributed?
3. How have digital literacies contributed to your major developments?
4. How has your knowledge of issues of cultural diversity and equity contributed to your major developments?

- A discussion of how this degree program prepared you to be a professional in literacy education. How do you see yourself contributing to the literacy profession in the next five years? Provide specifics.
- Your program of study with the course prefix and name, semester completed, and instructor name for each course.

Parameters of the Multimodal Comprehensive Exam
In completing this multimodal composition final examination, you . . .

- are advised to begin drafting the multimodal composition at any point in your coursework;
- need to use a platform for the multimodal composition that faculty can access for evaluative purposes;
- can consult and/or form writing groups with other M.Ed. students;
- can consult with UGA faculty only about general questions related to the exam process. You cannot consult any UGA faculty about content; and
- must use APA 7th Ed. style for in-text citations and references.

Exam Enrollment Status, Submission and Evaluation Process

You must enroll in at least three credit hours in the semester when your exam will be evaluated. You cannot take more than two courses in the semester you are submitting your comprehensive exam.

You must submit to your advisor and the LCL program coordinator either your multimodal comprehensive exam or a link to your exam by the semester due dates listed below:

- Fall Semester: 9:00 AM ET, November 1
- Spring Semester: 9:00 AM ET, April 1
- Summer Semester: 9:00AM ET, June 1

Failure to meet the applicable submission deadline will result in you having to wait until the next semester to take your comprehensive exam, thus delaying your graduation and requiring you to enroll in three more credit hours of coursework.

Each comprehensive exam will be evaluated by two members of the *Literacies and Children's*

Literature (LCL) faculty who are not the student's advisor. Using the rubric generated by program faculty found on the following page, each evaluator will designate one of four evaluations:

1. *Accept with Distinction*
2. *Accept*
3. *Revise and Resubmit*
4. *Unacceptable*

If two faculty members' evaluations result in a different determination, a third faculty member will be called in evaluation. The combination of all three faculty evaluations will be the final determination. Your program coordinator will provide you with your final exam evaluation results and other required information or directions as needed.

- **If you receive an *Accept with Distinction* or *Accept***, you do not need to take any further action related to this final exam.

- **If you receive a *Revise and Resubmit***, you will have up to two weeks to make any recommended changes that the program coordinator emailed you and resubmit them to the program coordinator for a second review. **Failure to meet the revision deadline will automatically result in your final evaluation being changed to *Unacceptable*. You will have only one opportunity to revise your final examination**. If your resubmission does not receive an *Accept with Distinction* or *Accept*, then you will be exited from your degree program.

- **If you receive an *Unacceptable* evaluation, you must wait until the next semester to retake your comprehensive exam and sign up for three credit hours of coursework in that semester.** You will be given specific advice from the faculty evaluators on how to revise your work. You will then have only one opportunity to retake the examination. You must earn either an *Accept with Distinction* or *Accept* determination. Failure to do so will result in you being exited from the program.

Your comprehensive exam rubric is on the following pages.

Online M.Ed. Comprehensive Exam Rubric

Throughout the Comprehensive Examination		
Knowledge and Application of Effective Literacy Practices and Resources for Marginalized and Minoritized Students and Communities	*Clear and convincing evidence of knowledge and application of effective literacy practices and resources for marginalized and minoritized students and communities.* 4 = Excellent fit with criteria 3-2 = (Very) Good fit with criteria 1 = Partial fit with criteria 0 = Lacking fit with criteria	__/4 pts.
Digital Affordances	*Evidence of knowledge and effective use of digital literacies is present throughout the composition. All tools and platforms shared as evidence are accessible to the Exam Review Committee.* 5 = Excellent fit with criteria 4-3 = (Very) Good fit with criteria 2-1 = Partial fit with criteria 0 = Lacking fit with criteria	__/5 pts.
Original Thoughts and Conventions	*The writing reads seamlessly with original insights gained from the student's program of study. All headings or titles accurately reflect the content. None or very few errors of spelling and punctuation exist. APA 7th Ed. formatting for in-text citations and references is used correctly.* 5 = Excellent fit with criteria 4-3 = (Very) Good fit with criteria 2-1 = Partial fit with criteria 0 = Lacking fit with criteria	__/4 pts.

Content and Evidence

Pedagogy & Philosophy of Teaching at the conclusion of this M.Ed. in Reading Education Program	*Comprehensive discussion of pedagogy and philosophy of teaching (in general and related to teaching) includes illustrative examples and details. The discussion answers the question:* "How is your literacy instruction informed by new or nuanced understandings of reading and literacy that you developed through this program?" 　4 = Excellent fit with criteria 3-2 = (Very) Good fit with criteria 　1 = Partial fit with criteria 　0 = Lacking fit with criteria	__/4 pts.
Synthesis of Learning: Three or Four Major Developments	*Synthesis of learning is organized into three or four developments and is not conveyed in a course-by-course format within the three or four developments. The developments are relevant to the M.Ed. degree and content of program of study and illustrate original thinking. Specific evidence is provided, and that evidence illustrates and supports the developments shared. Evidence can include links to partial or complete assignments, screenshots of work or excerpts of work, classroom application artifacts, etc.* 6-5 = Excellent fit with criteria 4-3 = (Very) Good fit with criteria 2-1 = Partial fit with criteria 0　 = Lacking fit with criteria	__/6 pts.

Program of Study & Future as a Literacy Professional and Anticipated Contributions in the Next Five Years	*You have included your Program of Study (Course prefix and name, semester completed, professor name)* *Discussion of your future as a literacy professional and your anticipated contributions to the literacy profession is detailed and explicitly connects to the degree program's content.* 3 = Excellent fit with criteria 2 = Good fit with criteria 1 = Partial fit with criteria 0 = Lacking fit with criteria	__/2 pts.
RESULTS	**25-23 = Accept with Distinction** **22-20 = Accept** **19-13 = Revise and Resubmit** **12-0 = Unacceptable**	__/25 pts.