

Comments

Indiana University
Request for a New Credit Certificate Program

Campus: IUPUI

Proposed Title of Certificate Program: Literacy and Learning

Projected Date of Implementation: Fall 2014

TYPE OF CERTIFICATE: (check one)

☐ UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

☒ GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

☐ POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

Indiana, like every other state in the country, needs teachers and informal educators who can prepare students with the complex literacy skills they will need to live and work in the 21st century. Forces like globalization and ever-evolving technologies are changing the complexity of literacy demands in exponential ways. It is no longer possible to succeed in life and work without the ability to read. And reading is no longer just something that involves language. Today the computer screen is quickly replacing paper as the preferred mode of communication, and reading involves making sense of images, motion, sound, and more. This certificate in literacy will prepare new teachers with the most current perspectives on literacy and its role in learning while they develop their expertise for a state license in reading.

Elementary teachers know that reading is developmental. Children are ready for different texts and different skills at different ages and according to their own individual time clocks and learning experiences. Most kindergartners need to work on phonemic awareness while third

graders focus on comprehending chapter books. But there are always wide-variations in these developmental patterns. Reading is also content-specific. What a student needs to know and do to read a math book is different than what it takes to read a social studies book. Reading assessment and instruction in the elementary school are as complicated as the diversity of children in any given school, and many elementary teachers find they need more than their initial teacher preparation to be truly ready to teach all young children to read.

This *Certificate in Literacy and Learning* is for licensed elementary teachers or informal educators who want to delve into the most current research and knowledge about the nature and teaching of reading in order to develop advanced expertise in all issues related to reading at the elementary level, including: individualized and classroom assessment, curriculum and instructional planning, the discourse for teaching reading, supporting student talk, the key considerations to selecting texts, specific strategies to support struggling readers, and support for students learning to read in a second language.

Elementary teachers who complete this certificate program with the required GPA, pass the appropriate licensure test, and complete a supervised practicum can add *Reading* as an area of expertise to their state license. This *Reading License* will denote their exceptional preparation to serve as general classroom teachers and their readiness to take on more specialized roles like reading resource teachers or literacy coaches.

II. List the major topics and curriculum of the certificate.

Students will earn the certificate by satisfactorily completing five graduate courses for a total of 15 credit hours. These courses will focus on the most current research and knowledge about teaching literacy and opportunities to put new pedagogical strategies and discourses into practice. The curriculum consists of courses designed by the faculty members in the department of *Literacy, Culture, and Language Education* to address the *Reading Educator Standards (2010)* specified by the *Indiana Department of Education* and perspectives relevant to urban education. These courses will reflect the important role that culture plays in all language learning and highlight the ways teachers can build on the strengths of diverse learners. Issues such as the failure of children to learn to read will be examined through lenses of social justice and socio-cultural theory, preparing teachers to critically analyze the effects of power, culture, and identity in schools. Teachers will also explore the impact of multimodal design and technology on literacy learning in the 21st century.

Required Courses:

- L500 Instructional Issues in Language Learning (3 credits)
- L502 Socio-psycholinguistic Applications to Reading Instruction (3 credits)
- L504 Diagnosis in Language Difficulties (3 credits)
- One elective such as L545 Advanced Study in the Teaching of Reading in Elementary Schools (3 credits)
- L559 Tradebooks in the Elementary Classroom (3 credits)

III. What are the admission requirements?

The admission requirements will be those established for the graduate certification programs of the School of Education. Criteria include: 1) a baccalaureate degree, 2) a minimum 3.0/4.0 GPA in undergraduate or 3.0/4.0 GPA in graduate coursework, and 3) a personal goal statement. Students will apply using the Graduate Admission portal (eApp) and designate *Certificate in Literacy and Learning* as their program of choice. The School of Education Graduate advisor will assist students who need help with the admission process.

The *Certificate in Literacy and Learning* will be awarded to candidates who complete 15 credit hours of the required coursework with a 3.0 GPA. Students will be assigned to an advisor who approves their *Certificate in Literacy and Learning* Program of Study. Students will be advised of GPA standing after the first 6 credit hours applied toward the certificate.

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

Upon completion of this program, students will:

- Design and implement reading/literacy curriculum with theoretical integrity that builds from socio-cultural understandings, pedagogical skills, inclusive values, and professional ethics.
- Have a broad and comprehensive understanding of foundations of scientifically based reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension).
- Demonstrate reflective practice that incorporates active inquiry toward innovative practices and the well-being of all developing readers.
- Include, value, and support readers with diverse perspectives, experiences, languages, cultures, and abilities.

- Develop strategies for individualized and classroom assessment of students' progress including specific strategies to support struggling readers.
- Understand the role of family, culture, and community in schools.
- Articulate a rationale for the use of trade books including fiction and nonfiction to motivate learners in various content areas.
- Develop the critical analysis skills needed to unpack multimodal and multiple perspective texts.
- Participate in professional literacy networks.
- Demonstrate the ability to take a leadership role in advocating for sound reading practices and policies.

V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

- Each student will be assigned to a faculty advisor who will monitor his/her progress and provide mentoring.
- Individual student learning outcomes will be assessed in each course through various assignments including portfolios, written reflections, design and implementation of reading programs, assessments of students' reading needs, reading material selections, research projects, videos of instruction, and class presentations.
- Faculty advisors will keep files recording individual students' movement through the certificate program and feedback about the quality of the experiences they are having.
- Follow-up surveys will be sent to program graduates and their employers to obtain feedback on their views of program effectiveness and suggestions for improvement. These surveys will also contain an invitation to participate in a more in-depth interview.
- Continuous improvement will be addressed through a review of student course evaluations, follow-up surveys, and feedback from faculty advisors. A committee of program faculty will meet each spring to review assessment data and recommend changes for program improvement.

VI. Describe student population to be served.

This program will serve elementary classroom teachers, community members who support literacy programs outside of the schools, childcare providers, and other informal educators who want to improve their understanding of and ability to provide high quality support to elementary children learning to read, write, and communicate in many different settings. The 15-credit hour certificate will be attractive to potential students who might be interested in graduate work, but not yet ready to commit to a full degree program. After completing the certificate program, many will go on to finish the master's degree.

VII. How does this certificate complement the campus or departmental mission?

IUPUI's stated mission is to "advance the State of Indiana and the intellectual growth of its citizens..." The campus also has a strong commitment to working with the local community to improve the lives of citizens and has historically played a strong role in preparing professionals for area schools. The mission of the School of Education at IUPUI is "to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society."

The *Certificate in Literacy and Learning* program provides schools and other educational agencies in the Indianapolis community and surrounding regions with teachers and informal educators who are better equipped to meet the needs of diverse learners in the most critical and fundamentally important area of literacy development. The certificate holders will take innovative methods and perspectives into the community where they can provide leadership and literacy expertise that is sorely missing in many education contexts. This will strengthen the department's ties to local schools and agencies, creating new pathways of communication and collaboration with literacy initiatives that serve young children. This is critical to the improvement of local schools and literacy programs in the community.

Credit hours earned for the *Certificate in Literacy and Learning* can be directly applied to the Master's program in *Literacy, Culture, and Language Education* upon acceptance to the program. Teachers who earn this certificate will be well positioned to move on to more specialized teaching assignments since literacy of all forms is the cornerstone of academic success in the elementary school. Expertise in this area will make teachers more competitive at all stages of their careers.

VIII. Describe any relationship to existing programs on the campus or within the university.

The primary connection will be to the Master's program in Literacy, Culture, and Language Education since the certificate will feed students into that program. A secondary connection will be to the Transition to Teaching (T2T) program that provides a route for licensure at the graduate level. Many T2T students wish to pursue a specialization in literacy and reading as part of their degree, and this will allow them to do that.

Students in this certificate program will also be in classes with the undergraduates who are earning the same certificate at the undergraduate level. The practice of co-listing graduate and undergraduate classes is long-standing at IUPUI, and the instructors are experts at differentiating the instruction to meet the needs of the students.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

No new faculty will have to be hired for this program to be implemented. Three tenure-line and three clinical faculty members with expertise in reading will support the program. Administrative and staff support exist in the Chair of Graduate Programs and the Graduate Advisor.

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The classes in this program take advantage of the classrooms in the School of Education which are equipped with the latest technologies for teaching and the Curriculum Resource Center filled with children's literature and teaching resources. The students also have opportunities to participate in projects designed and implemented by the School of Education, like *Summer I-Pad Camp* which is held at four community centers in Indianapolis and *The Indiana Partnership for Young Writers* which offers advanced professional development for teachers and informal educators.

Approved by the Core Campus (IU Bloomington and IUPUI) Literacy, Culture and Language Education Department on September 20, 2013

Approved by IUPUI Graduate and Professional Programs Committee on October 4, 2013