

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 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* can serve two different populations of students. First, the certificate will be important to preservice elementary teachers admitted to the IUPUI Elementary Teacher Education program who want to delve into the most current research and knowledge about the nature and teaching of reading and literacy in order to develop advanced expertise in all issues related to reading/literacy at the elementary level, including: individualized and classroom assessment, curriculum and instructional planning, the discourse for teaching literacy, supporting student talk, the key considerations to selecting texts, specific strategies to support struggling readers, writing instruction, and support for students learning to read in a second language.

The preservice teachers who complete this certificate program with a 3.0 GPA will be in position to add *Reading* as dual license to their state elementary generalist license. To be eligible for the *Reading License*, the certificate holders must pass the *Reading* test of the *Indiana Core Assessments for Educator Licensure* and complete a supervised student teaching or practicum experience that focuses on the teaching of reading. 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.

The second group of students who will be attracted to this certificate are those interested in informal literacy work such as tutoring, home schooling, after-school programs, parenting, childcare, children's books and publishing, immigrant resettlement, social services, and other related fields. This certificate will make it possible for undergraduates who are not admitted to the teacher education program to further their knowledge of literacy and deepen their understanding of how young children learn to read and write.

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

Students will earn the certificate by satisfactorily completing four undergraduate courses. The curriculum consists of courses designed by the faculty members in the department of *Literacy, Culture, and Language Education (LCLE)* 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:

- E449 Tradebooks in the Elementary Classroom (3 credits)
- L400 Instructional Issues in Language Learning (3 credits)
- X470 Socio-psycholinguistic Applications to Reading Instruction (3 credits)
- One elective course such as F401 Reading and Writing Workshop (3 credits)

III. What are the admission requirements?

Students who meet the admission requirements of 60 credits of prerequisite courses and a minimum 2.75/4.0 GPA in undergraduate coursework for the Elementary Teacher Education Program in the IU School of Education at IUPUI will be admitted to the certificate program when they designate *Certificate in Literacy and Learning—Reading Dual License* as their dual license choice during advising sessions with their School of Education advisors and during the teacher education induction process.

Students of junior standing who are not Education majors will need to complete an online application, have 60 credits of coursework completed, and a 2.75 GPA to be eligible for this certificate program. For students who are not in the Elementary Teacher Education program, this certificate does not lead to a teaching license. It is preparation to help youth with literacy development in non-school settings.

Students will be assigned to an undergraduate advisor who approves their program of study. The *Certificate in Literacy and Learning* will be awarded to candidates who complete the credit hours of the required coursework with a 3.0 GPA.

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 literacy/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 an undergraduate advisor who will monitor his/her progress toward the certificate with program audits.
- Individual student learning outcomes will be assessed in each course through various assignments including portfolios, written reflections, reading material selections, videos of instruction, research projects, and class presentations.
- LCLE faculty will keep spread sheets of data recording individual students' movement through the certificate program and analyze the quality of the experiences the preservice teachers 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 and 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 preservice teachers in route to becoming elementary classroom teachers with exceptional expertise in literacy and reading instruction. By participating in this value-added program, these preservice teachers increase their marketability by demonstrating a commitment to developing the deep knowledge needed to teach literacy well in urban elementary schools. It will also serve individuals who want and need to understand literacy and learning in informal education settings. The 12-credit hour certificate will be attractive to these

students because it does not require them to be formally admitted to the teacher education program or to do student teaching.

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 education 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 preservice teachers continually take innovative methods and perspectives into the classrooms of mentor teachers where they student teach under the supervision of literacy experts. This strengthens the department's ties to local teachers and schools and helps the students in the classrooms. Many of the new teachers who develop deeper knowledge of literacy development, social justice, and innovative instructional practices choose to teach in the most difficult urban schools when they take their first jobs. This is critical to the improvement of local schools and to the futures of the children who attend these schools. We also expect the program to prepare informal educators with literacy expertise that will have a positive impact on the quality of educational settings other than the schools.

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

This certificate will be marketed first and foremost to students in the pipeline for the IUPUI Elementary Teacher Education program because these students will take 9 credit hours of language arts and reading methods courses in their teacher preparation program. These 9 credits combined with the 12 credits of the certificate and a student teaching placement will qualify students for an Indiana license in *Reading*. New teachers with a *Reading* license will be far more attractive to employers if they also have a *Certificate in Literacy and Learning*, showing that they have both the bedrock knowledge needed to help children learn to read and the up-to-date knowledge of literacy and its relation to culture and technology in all its forms. One-hundred percent of the courses in this certificate are applicable to the *Reading License*.

The certificate will also be available to students who are not in the pipeline for teacher education, but who have aspirations of working with children in other capacities such as social services, childcare, nonprofit agencies, charter school teaching, or home schooling.

Students in this certificate program will be in classes with the graduate students who are earning the same certificate at the graduate level. The practice of co-listing graduate and

undergraduate classes is long-standing at IUPUI, and the instructors are experts at differentiating 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 literacy, culture, and language education will support the program. Administrative and staff support exist in the Chair of Elementary Teacher Education, a Director of Assessment, and Undergraduate Advisors.

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.

September 20, 2013 -- Approved by the core campus (Indiana University School of Education, Bloomington—IUPUI) *Literacy, Culture and Language Education Department*.

December 19, 2013 – Approved by *Committee on Teacher Education (COTE)* of Indiana University School of Education at IUPUI.