

PROPOSED (LEVEL II) PROGRAM TO MEET THE REQUIREMENTS FOR THE READING SPECIALIST LICENSE

(INITIAL PRACTITIONER)

1) Program Description

The proposed licensure program is a 15 hour sequence of already existing courses that builds upon the current licensure program (Level I) for the Reading Addition to the Elementary License. Students must hold a teaching license with the Level I Reading Addition. Successful completion of this program, in conjunction with a Master's degree in Language Education and combined with one year of successful teaching experience that includes the teaching of reading as a significant part of the responsibility, qualifies the student for licensure as a reading specialist.

The proposed 5 course sequence includes:

- a. Four already existing graduate courses: L501, L524, L650, and L690. Course syllabi are included.
- b. One of two already existing graduate courses: L517 or L549. L517 is a requirement for students with an elementary license with the Level I reading addition. L549 is a requirement for students with a secondary license with the Level I reading addition.

2) Rationale

The Level I program in place qualifies applicants for the Reading Addition to an Elementary or Secondary Initial Practitioner license. No program is currently offered that prepares teachers for an initial practitioner Reading Specialist that is available under Rules 2002 of the Indiana State Code. The sequence of courses provides graduate students with advanced study in current research, issues and theories of reading and prepares teachers for leadership positions in reading.

The courses develop the theoretic and practical skills, knowledge, and competencies needed for supervisory, curricular, and specialized teaching positions in reading.

L501 Critical Reading Across the Content Areas, K-12 presents teaching/learning strategies for developing critical reading. Students analyze and evaluate instructional materials and methodologies designed to foster critical reading.

L524 Language Issues in Bilingual/Multicultural Education introduces students to key concepts, issues, models, and research in bilingualism and bilingual instruction in the context of ongoing debates about the need and effectiveness of bilingual education in the US and Indiana.

L650 Internship prepares students for multiple roles as reading specialists, including teaching individual students, leading professional development for teachers, assuming leadership positions, implementing assessment programs, writing grant proposals, and planning curriculum.

L690 Independent Study offers students the opportunity to develop their knowledge of theories of reading in historical, cultural, and political context, to build a research base of current research to support decision-making as a reading specialist, to articulate and advocate best practice for an

audience of stakeholders, to compare and evaluate current reading approaches in terms of theoretical perspectives.

The Level II program prepares students for specialized and leadership positions in kindergarten and grades 1-12. To expand students' knowledge of reading across the K-12 grade span:

L517 Advanced Study of Content Reading and Literacy (Elementary teachers only)

Students with an elementary license with the Level I reading addition will take L517, a graduate course in content area reading at the secondary level that examines adolescent/adult literacy processes when reading specialized materials of various content areas with special attention to identifying and modifying materials to support a wide range of student literacy abilities.

L549 Advanced Study in the Teaching of Language Arts in the Elementary Schools
(Secondary teachers only)

Students with a secondary license with the Level I reading addition will take L549, a graduate course at the elementary level that focuses on English language development and how best to teach language arts, emphasizing communication skills and significant trends and materials.

3) Faculty Staffing

Courses for the certification will be taught or supervised by Language Education faculty including: Gerald Campano, Peter Cowan, Serafin Coronel-Molina, James Damico, Mitzi Lewison, Larry Mikulecky, Faridah Pawan, and Karen Wohlwend.

4) Principle/Standard Documentation

Documentation is currently in place with already existing courses.

5) Integration with Existing Programs

As stated earlier, this program builds on an already existing program. Further, the program is a sequence of already existing courses.

6) Implementation and Timeline

The sequence of courses will be added to the current Graduate Bulletin Fall 2007. A plan is currently in place with already existing courses.

7) Assessment Plan

A plan is currently in place with already existing courses.

8) Documented Program Faculty and/or Department Chair Review and Approval

9) Appropriate University Forms

Rules 2002 Reading Licenses

Undergraduate Level One <i>Reading Addition to License</i> <u>Elementary</u> 24 hours	Graduate Level One <i>Reading Addition to License</i> <u>Elementary</u> 24 hours Must be admitted to Language Education Masters program or ET2T	Graduate Level One <i>Reading Addition to License</i> <u>Secondary</u> 24 hours Must be admitted to Language Education Masters program	Graduate Level Two <i>Reading Specialist License</i> K-12 Elementary & Secondary 15 hours Prerequisite: Level I reading license Must complete Language Education Masters program for Level II licensure
Reading Methods: (6) I: E340 or E342 or E352 II: E341	Reading Methods: (6) L545 Advanced Study in Teaching Reading L504 Diagnosis in Language Difficulties	Reading Methods: (6) L545 Advanced Study in Teaching Reading L504 Diagnosis in Language Difficulties	Reading Methods: (3) L501 Critical Reading Across the Content Areas, K-12
Practicum: (6) X425 (occurs within student teaching semester) Linguistics: (6) X470 Psycholinguistics for Teachers L407 Instructional Issues in Language Learning for English Teachers	Practicum: (3 or 6) L525 (3) for licensed teachers only L525 (6) ET2T only Linguistics: (6) L502 Socio-psycholinguistic Applications to Reading Instruction L507 Instructional Issues in Language Learning for English Teachers	Practicum: (3) L525 for licensed teachers only Linguistics: (6) L502 Socio-psycholinguistic Applications to Reading Instruction L507 Instructional Issues in Language Learning for English Teachers	Practicum: (3) L690 Independent Study (Practices, Policies, Possibilities) Other (3) L524 Language Issues in Bilingual and Multicultural Education
Professional Roles/Responsibilities: (3) L409 Critical Issues for the Reading Professional Literature: (3) X460 Books for Reading Instruction	Professional Roles/Responsibilities: (3) L509 Critical Issues for the Reading Professional Literature: (3) L559 Tradebooks in the Elementary Classroom Advanced Study of Literacy (3) L549 Advanced Study in Teaching Language Arts in the Elementary School	Professional Roles/Responsibilities: (3) L509 Critical Issues for the Reading Professional Literature: (3) L535 Teaching Adolescent/Young Adult Literature Advanced Study of Literacy (3) L517 Advanced Study of Content Reading and Literacy (3)	Professional Roles/Responsibilities: (3) L650 Internship (Roles of the Reading Specialist) Expanding to K-12: (3) L517 for elementary licensed teachers L549 for secondary licensed teachers

MAJOR FIELD COMPONENT**MINIMUM 15 HOURS**

Course Number	Course Title	Masters or Level II	Semester Hours	Semester/Year
L500	Instructional Issues in Language Learning	Required for LE MS	3	
L501	Critical Reading Across the Content Areas, K-12	<i>Level II</i>	3	
L524	Language Issues in Bilingual Multicultural Education	<i>Level II</i>	3	
L650	Internship	<i>Level II</i>	3	
L690	Readings in Language Education	<i>Level II</i>	3	

FOUNDATIONS**MINIMUM 6 HOURS****Inquiry Course (3 hours)**

Course Number	Course Title	Semester/Year	Semester Hours	Semester/Year
		Required for LE MS	3	

Substantive Core Course (3 hours)

Course Number	Course Title	Semester/Year	Semester Hours	Semester/Year
		Required for LE MS	3	

Foundation courses to be selected from the list of courses currently approved for specialist and doctoral programs.

ELECTIVES**12-15 HOURS****Level II Elective (3 hours)**

Course Number	Course Title	Semester/Year	Semester Hours	Semester/Year
L517	Advanced Study of Content Reading and Literacy (Secondary methods course needed by elementary teachers for K-12 licensure)	<i>Level II (ELEM. ONLY)</i>	3	
OR			OR	
L549	Advanced Study in the Teaching of Language Arts in the Elementary Schools (Elementary methods course needed by secondary teachers for K-12 licensure)	<i>Level II (SEC. ONLY)</i>	3	

Outside Language Education Electives (6 hours required)

Course Number	Course Title	Semester/Year	Semester Hours	Semester/Year
		Required for LE MS	3	
		Required for LE MS	3	

Other Electives

Course Number	Course Title	Semester/Year	Semester Hours	Semester/Year

These courses must clearly demonstrate that they add breadth to the candidate's background.

TOTAL**MINIMUM 36 HOURS**