

PROPOSED (LEVEL I) UNDERGRADUATE PROGRAM TO MEET THE REQUIREMENTS FOR  
THE READING ADDITION TO THE SECONDARY LICENSE

(INITIAL PRACTITIONER)

1) Program Description

The proposed licensure program is a 23 or 24 hour sequence of already existing courses that complements the current licensure program for the Level I Reading Addition to the Elementary License.

The proposed 7 course sequence includes 5 courses from the current Undergraduate Level I program for Elementary and 2 courses specifically designed for secondary pre-service teachers:

- a. Four reading courses already approved for the Undergraduate Level I Reading sequence common to elementary and secondary programs: X425, X470, L407, L409.
- b. Three secondary courses:
  - i. L408 Young Adult Literature for a Diverse Society
  - ii. X400 Diagnostic Teaching of Reading in the Classroom
  - iii. M464 Methods of Teaching Reading OR M469 Content Area Literacy  
OR  
M469 Content Area Literacy

2) Rationale

The proposed program fills a gap in reading licensure programming. No program is currently offered that prepares undergraduates in teacher education for the Reading Addition to a Secondary Initial Practitioner license. The Level I program is a prerequisite for a Level II (K-12) Reading Specialist License.

The proposed sequence of courses aligns with the Elementary Undergraduate Level I program as well as the Secondary Graduate Level I program. (See supplementary matrix of reading license programs.) The following courses provide undergraduate students opportunities to study current research, issues, methods, and theories of reading in adolescence and prepare teachers to teach reading in secondary school settings.

**L408 Young Adult Literature for a Diverse Society (3 credits):** This course explores the possibilities of reading literature written for, by, and about young adults in the middle and secondary classroom. It focuses on engaging diverse young adults so that they become lifelong readers and responsible citizens, creating curricula and instructional activities that enable students to read the word and the world, and connecting with struggling readers while challenging proficient readers.

**X400 Diagnostic Teaching of Reading in the Classroom (3 credits):** This course is the undergraduate strand of L504, the methods course in the graduate Level I program. The course

focuses on the diagnosis of reading difficulties and solution to problems through research, conference, and practice in the use of materials and equipment.

**M464 Methods of Teaching Reading (3 credits):** This course is a part of the Community of Teachers secondary teacher education program in the content area Language Arts/English. The course focuses on middle, junior high, and senior high school curriculum, methods, and materials for teaching students to read more effectively.

**M469 Content Area Literacy (2 credits):** This course is a part of the anchor secondary teacher education program in the content area Language Arts/English. This course focuses on middle, junior, and senior high school curriculum, methods, and materials for teaching students to read and learn more effectively in all content areas.

3) Faculty Staffing

Courses for secondary certification will be taught or supervised by Language Education faculty including: Stephanie Carter, Peter Cowan, Serafin Coronel-Molina, James Damico, and Larry Mikulecky.

4) Principle/Standard Documentation

Documentation is currently in place with already existing courses.

5) Integration with Existing Programs

As stated earlier, this program complements already existing programs. 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 2008. 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

<p><b>Undergraduate</b></p> <p><b>Level One</b></p> <p><b>Reading Addition to License</b></p> <p><u>Elementary</u></p> <p>24 hours</p>	<p><b>Graduate</b></p> <p><b>Level One</b></p> <p><b>Reading Addition to License</b></p> <p><u>Elementary</u></p> <p>24 hours</p> <p>Must meet criteria for admission to Language Education Masters program or be admitted to ET2T</p>	<p><b>Undergraduate</b></p> <p><b>Level One</b></p> <p><b>Reading Addition to License</b></p> <p><u>Secondary</u></p> <p>23- 24 hours</p>	<p><b>Graduate</b></p> <p><b>Level One</b></p> <p><b>Reading Addition to License</b></p> <p><u>Secondary</u></p> <p>24 hours</p> <p>Must meet criteria for admission to Language Education Masters program or be admitted to CoT, T2T, or sec. grad. certification</p>	<p><b>Graduate</b></p> <p><b>Level Two</b></p> <p><b>Reading Specialist License</b></p> <p><u>K-12 Elementary &amp; Secondary</u></p> <p>15 hours</p> <p>Prerequisite: Level 1 reading license. Must complete School of Education Masters program for Level II licensure</p>
<p><b>Reading Methods: (6 )</b></p> <p>I: E340 or E342 or E352</p> <p>II: E341</p>	<p><b>Reading Methods: (6 )</b></p> <p>L545 Advanced Study in Teaching Reading</p> <p>L504 Diagnosis in Language Difficulties</p>	<p><b>Reading Methods: (5 or 6 )</b></p> <p>M464 Methods Of Teaching Reading OR (3) M469 Content Area Literacy (2)</p> <p>X400 Diagnostic Teaching of Reading in the Classroom (3)</p>	<p><b>Reading Methods: (6 )</b></p> <p>L545 Advanced Study in Teaching Reading</p> <p>L504 Diagnosis in Language Difficulties</p>	<p><b>Reading Methods: (3)</b></p> <p>L501 Critical Reading Across the Content Areas, K-12</p>
<p><b>Practicum: (6)</b></p> <p>X425 (occurs within student teaching semester)</p>	<p><b>Practicum: (3 or 6)</b></p> <p>L525 (3) for licensed teachers only</p> <p>L525 (6) ET2T only</p>	<p><b>Practicum: (6)</b></p> <p>X425 (occurs within student teaching semester)</p>	<p><b>Practicum: (3)</b></p> <p>L525 for licensed teachers only</p>	<p><b>Practicum: (3)</b></p> <p>L690 Readings in Language Education: Topic—Reading Specialist (Practices, Policies, Possibilities)</p>
<p><b>Linguistics: (6)</b></p> <p>X470 Psycholinguistics for Teachers</p>	<p><b>Linguistics: (6)</b></p> <p>L502 Socio-psycholinguistic Applications to Reading Instruction</p>	<p><b>Linguistics: (6)</b></p> <p>X470 Psycholinguistics for Teachers</p>	<p><b>Linguistics: (6)</b></p> <p>L502 Socio-psycholinguistic Applications to Reading Instruction</p>	<p><b>Other (3)</b></p> <p>L524 Language Issues in Bilingual and Multicultural Education</p>

L407 Instructional Issues in Language Learning for English Teachers	L507 Instructional Issues in Language Learning for English Teachers	L407 Instructional Issues in Language Learning for English Teachers	L507 Instructional Issues in Language Learning for English Teachers	
<b>Professional Roles/Responsibilities: (3)</b>  L409 Critical Issues for the Reading Professional	<b>Professional Roles/Responsibilities: (3)</b>  L509 Critical Issues for the Reading Professional	<b>Professional Roles/Responsibilities: (3)</b>  L409 Critical Issues for the Reading Professional	<b>Professional Roles/Responsibilities: (3)</b>  L509 Critical Issues for the Reading Professional	<b>Professional Roles/Responsibilities: (3)</b>  L650 Internship (Roles of the Reading Specialist)
<b>Literature: (3)</b>  X460 Books for Reading Instruction	<b>Literature: (3)</b>  L559 Tradebooks in the Elementary Classroom	<b>Literature: (3)</b>  L408 Young Adult Literature for a Diverse Society	<b>Literature: (3)</b>  L535 Teaching Adolescent/Young Adult Literature  L508 Young Adult Literature for a Diverse Society	
	<b>Advanced Study of Literacy (3)</b>  L549 Advanced Study in Teaching Language Arts in Elementary School		<b>Advanced Study of Literacy (3)</b>  L517 Advanced Study of Content Reading and Literacy (3)	<b>Expanding to K-12: (3)</b>  L517 for elementary licensed teachers L549 for secondary licensed teachers