

NEW GRADUATE CERTIFICATE PROPOSAL

ADVANCED READING/LITERACY INSTRUCTION CERTIFICATE

I. Designation/Rationale/Focus

This proposal is to create an online 12-credit graduate level certificate program called the “Advanced Reading/Literacy Instruction Certificate.” The program can stand alone to fulfill the coursework requirements of the State of Ohio’s Reading Endorsement that K-12 teachers can add to their teaching licenses. Completion of these courses also includes the assessments required for our Specialized Program Area (SPA) accreditation following the International Literacy Association’s standards for Reading/Literacy Specialists and accredited by the Council for the Accreditation of Educator Preparation (CAEP). Additionally, the four-course sequence can constitute an area of specialization for graduate students pursuing a Masters of Education in Curriculum & Instruction.

The courses that constitute this certificate program already exist and are taken by many students to fulfill the coursework aspects of the Ohio Reading Endorsement. Currently, students who wish to take these courses often enroll as non-degree seeking graduate students. Others, especially those who need to qualify for federal financial aid, enroll in a degree-seeking program, but discontinue after the reading endorsement coursework is completed, thereby not actually “completing” their programs. With a certificate program, students will be able to be better tracked and considered “completers” of a program as well as (once Title IV eligibility is established) be eligible to apply for federal financial. Some may opt to go on to complete a masters degree, or, if they are taking the courses post-masters, to pursue an educational specialist or doctoral degree.

II. Admission Standards and Process

All candidates for this certificate program must have:

1. Transcripts showing they have completed 12 credit hours of literacy-related coursework at the undergraduate or graduate level, including at least one three-credit class devoted to the study of phonics and phonics instruction. (Candidates who hold an Adolescent Young Adult or Career Technical Ohio teaching license, need to have completed 9 credit hours of literacy-related coursework including a three-credit phonics class.)¹
2. A baccalaureate degree from an accredited four-year institution.
3. An overall grade point average (GPA) of at least 2.7 on a 4.0 scale for all past undergraduate (and if applicable, graduate) coursework. Students who fail to meet this requirement may be considered for provisional admission, provided they demonstrate excellent promise for graduate study. The GRE is required for students with less than a 2.7 undergraduate grade point average.

¹ These stipulations ensure alignment with the State of Ohio’s Guidelines for the Reading Endorsement. Although not all candidates for this certificate will be pursuing a Reading Endorsement, even those who are not, should have this level of background in order to be successful with the coursework for this certificate.



Candidates who provide evidence of already completing a masters degree from an accredited institution and have the prerequisite literacy-coursework may take the certificate courses at the 8000 level.

III. Certificate Curriculum

The courses that constitute this certificate are all offered via Distance Learning (DL).

Course Number & Semester Offered	Title, Credit Hours, Prerequisites
CI 6400/8400 (Fall Semester, DL)	Trends in Literacy Acquisition - 3 hours
CI 6430/8430 (Fall Semester, DL)	Diagnosis of Reading Disability - 3 hours (Prerequisite/Co-requisite CI 6/84006400)
CI 6410/8410 (Spring Semester, DL)	Content Area Literacy - Elementary and Secondary - 3 hours (Prerequisite CI 6/84006400)
CI 6440/8440 (Spring Semester, DL)	Remediation Practicum (includes clinical practice) - 3 hours (Prerequisites CI 6/8400 and CI 6/8430)

It is possible for candidates to complete the certificate in one academic year.

IV. Administrative Arrangements

The program will be administered by the Department of Curriculum & Instruction at the Judith Herb College of Education.

V. Evidence of Need for this Certificate

As mentioned above, many K-12 educators in the State of Ohio add a Reading Endorsement to their teaching licenses. Currently, the only option for UT students who are completing the coursework components of the Ohio Reading Endorsement but who do not wish to commit to full graduate degree program is to enroll as a non-degree seeking student. Alternatively, and particularly problematic, there are students who are admitted to a degree-seeking program in order to be eligible for federal financial aid, but who do not fully complete their programs because really all they wished to do was to complete the coursework for the Ohio Reading Endorsement. In these cases, the students cannot be considered “completers” of their programs.

A certificate program will solve several problems. First, it will make the tracking and accounting for completers of this sequence of courses more efficient. This will aid in the required accreditation reporting at the national and state levels. Second, (once Title IV eligibility is established) it will allow students to be eligible to receive federal financial aid. Finally, it may serve as an impetus for some students to pursue a full masters, educational specialist or doctoral degree, as the courses involved can constitute an area of



specialization for a masters degree in Curriculum & Instruction or be an integral component of an educational specialist's or doctoral student's program of study.

VI. Prospective Enrollment

The courses are currently each offered once a year and, over the last few years, have had a steady enrollment of about 20 students per course.

VII. Availability & Adequacy of Faculty and Facilities

Three tenured faculty members who all hold full graduate status teach the courses in this program. The courses are already offered in an online format via Blackboard. Processes for periodic revision of the courses and for collection of accreditation-related assessment data are already in place. There is no anticipated need for additional facilities and staff.

VIII. Projected Additional Costs

There are no projected additional costs given that these courses are already offered, and that accreditation assessment data are already being collected in these courses.



Budget for New Graduate Certificate Programs

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Head-count full time				
Head-count part time	20	20	20	20
Full Time Equivalent (FTE) enrollment	13	13	13	13
Projected Program Income				
Tuition (paid by student or sponsor)	131,520	131,520	131,520	131,520
Externally funded stipends, as applicable				
Expected state subsidy				
Other income (if applicable, describe in narrative section below)				
TOTAL PROJECTED PROGRAM INCOME:	131,520	131,520	131,520	131,520
Program Expenses				
New Personnel				
• Faculty (e.g. tenure-track, clinical, professional)				
Full <u> 0 </u>				
Part Time <u> 0 </u>				
• Non-instruction (indicate role(s) in narrative section below)				
Full <u> 0 </u>				
Part time <u> 0 </u>				
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Tuition Scholarship Support (if applicable, describe in narrative section below)				
Stipend Support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)				
TOTAL PROJECTED EXPENSE:	0	0	0	0
NET				

Budget Narrative: *(Use narrative to provide additional information as needed based on responses above.)*

Graduate Certificate Screening Form

General Information	
Certificate Name	Advanced Reading/Literacy Instruction Certificate
CIP Code	TBD
Description	12 credit hour certificate meeting International Literacy Association, Reading Specialist Standards
Contact	Susanna Hapgood, Associate Professor, Dept. of Curriculum & Instruction, susanna.hapgood@utoledo.edu ; 419-530-2139
Offered solely at a Commission approved location?	Yes
Is the certificate Title IV eligible? (contact financial aid)	Title IV is being sought; in process.
Are the courses in the certificate credit bearing?	yes
Does the certificate program consist of 50% or more of new courses developed specifically for the requested program (i.e., the certificate is NOT a subset of courses from an existing degree program)?	no
Does the certificate program have appropriate and completed approval from internal sources (i.e., department, curriculum committees, etc.) and external sources (i.e., the state coordinating board, etc.) if needed?	Yes. It has been approved at the departmental and Graduate School levels. It does not require approval by any external sources except the HLC.
Curriculum Information	
Total Credit Hours	12
Level (i.e., pre-associates, post- baccalaureate, etc.)	Graduate
Where offered, single location?	Single location: University of Toledo, Toledo OH (via Learning Ventures, online format)
Location Name	University of Toledo, Department of Curriculum & Instruction