

Proposal for a Post-Graduate Certificate in Literacy Research, Theory and Pedagogy

Offered by the Literacy Program in the College of Education
through the Department of Curriculum and Instruction

Institution Name: The University of Alabama

Non-Degree Program/Certificate Title: The Certificate in Literacy Research, Theory, and Pedagogy.

CIP Code: 13.0301

Award Level: Post Graduate Certificate

A. Background

Need/Rationale

The University of Alabama's College of Education has developed a rigorous sequence of literacy courses facilitated by dedicated specialists in literacy. Student interest in literacy research, theory, and pedagogy has grown considerably over the past five years and multiple students have communicated an interest in formalizing their sequence of coursework in literacy education. Presently, in the Department of Curriculum and Instruction, there are 19 post-graduate students whose research interests are in the field of literacy. Nine of these students are in Elementary Education and the other 10 are in Secondary Education. In addition, there are other Curriculum and Instruction post-graduate students who have research interests that intersect more than one content area (e.g., literacy and science; literacy and social studies). As such, these numbers support the need for a formalized process and a way to recognize this area of expertise.

Creating a Post-Graduate Certificate in Literacy Research, Theory and Pedagogy will provide The University of Alabama students with a means to establish their own expertise as emerging scholars in the fields of literacy. This proposal for a Post-Graduate Certificate in Literacy Research, Theory and Pedagogy solidifies an established course sequence of 15-credits that integrates theoretical knowledge with practical application, and field-based experience. Though this certificate is housed in the College of Education and will be populated by students from the College, it is anticipated that it will be of interest to an interdisciplinary array of graduate students across the University, including those studying Anthropology, Composition & Rhetoric, Communication, Linguistics, Library Studies, and Interdisciplinary Studies. In fact, anyone interested in the discursive turn in social science research may be attracted to this post-graduate certificate program. Currently, no certificate programs in literacy research, theory and pedagogy exist at universities in the State of Alabama.

The Post-Graduate Certificate Program in Literacy Research, Theory and Pedagogy will offer 15-credits of coursework that is already offered through the Elementary and Secondary Ed.D./ Ph.D. program (CIP Code # 13.0301). As a consequence, students who earn this certificate will have successfully completed five (5) courses all with a specific focus on literacy research, theory, and pedagogy. Further, the required fieldwork course will afford all students the opportunity to employ their skills in the field, thereby gaining valuable hands-on experience through which to deepen their research line of inquiry and future work (fieldwork experiences

typically take place in school-based or community group locales and require the approval of the University Institutional Review Board before data collection can begin).

Students who complete the certificate program in Literacy Research, Theory and Pedagogy will be provided with formal recognition of their expertise in literacy research, theory and pedagogy. This recognition will communicate to prospective employers that graduates have the skills and abilities necessary related to the field of literacy *and* related to the student’s areas of interest. As a consequence, graduates who seek an academic position as a faculty member, for example, will be able to distinguish themselves from other applicants through their dedication to literacy education and/or literacy issues related to their research interests and work. Further, the Certificate Program is designed to provide graduates with a body of knowledge in literacy research, theory and pedagogy that is central to their own field and research lines of inquiry. This will, again, improve the standing of our graduates in relation to their peers across the country

Demand (Enrollment Projections 1-5 years/projected completed in first 5 years)

Graduate enrollment in current literacy course offerings has been robust. It is expected that enrollment in the Certificate Program will consist of 25 students within the first five years of program implementation. Assuming that some of these students will have already completed literacy courses at the time of the Certificate’s inception, it is projected that 15 certificates will be awarded at the end of the 2023-2024 academic year.

Year	Projected Total Enrollments	Projected Total Completions
1	7	*
2	12	3
3	15	6
4	20	10
5	25	15

Delivery Format: Campus Only.

Semester of Expected Implementation: Spring, 2019.

Resources: No additional personnel or resources needed. Course requirements for the Certificate Program are currently offered and represented in three-year course planning.

Statement of support of Dean and Provost: This certificate proposal was vetted fully in the appropriate committees in the College of Education and a letter of support has been provided by Dean Hlebowitsh.

B. Application, Admission, & General Requirements

An applicant to the Literacy Research, Theory and Pedagogy Certificate Program must have completed a Master’s degree in education (or a related field) and/or may be enrolled in a doctoral program on campus to apply for the Literacy Education non-degree Certificate Program. The applicant will select the Literacy Research, Theory and Pedagogy Certificate Program when applying at the Graduate School’s online “Graduate Application Center.”

The application will include the requested materials, including a Statement of Purpose focusing on the student’s goals in pursuing a Literacy Education Certificate. Applicants also submit a writing sample directly to the department for faculty consideration when the faculty review the Graduate School certificate program application.

General Requirements:

- The prerequisite for this Certificate is that students have a Masters degree in education (or a related field) from the University of Alabama or another institution OR are enrolled in a doctoral program on campus and be accepted to the Literacy Research, Theory and Pedagogy Certificate Program by the Graduate School and departmental faculty.
- Applications will consist of evidence of having a Masters degree, a statement of purpose, and writing sample.
- Minimum Required Hours: 15.
- Certificate completion will be monitored by certificate program administrators.

**Literacy Certificate
Course Sequence Possibilities
Spring 2019- Spring 2022**

	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022
CRD 690		X			X			X		
CIE 627	X			X			X			
CRD 653		X				X				X
CIE 606	X				X			X	X	
CIE 609		X				X				X
CEE/ CSE 690			X				X			

12 hours from the courses below and an additional advisor approved elective from other departments across campus. Examples include but are not limited to the departments of English, Communication, Anthropology and Psychology (e.g., EN 618 Language in Cultural Contexts; EN 654 Seminar in Visual and Digital Rhetoric; CIS Seminar in Cultural Critical and Rhetorical Studies).

- 1) CSE 690 - Adv Seminar in Secondary Education 3 hours (**certificate advisor approved**)
- 2) CEE 690 - Adv Seminar in Elementary Education 3 hours (**certificate advisor approved**)
- 3) CRD 690 - Adv Literacy Seminar 3 hours
- 4) CIE 627 - Second Language Literacy 3 hours
- 5) CIE 606 - New Literacies 3 hours
- 6) CIE 609 - Discourse & Pedagogy 3 hours
- 7) CRD 653 - Foundations of Literacy: Theory and Research 3 hours (**required by all enrolled students**)

Time Limit: 6 Years.

Hours that might be used later: No course work can be used toward any other degree. No transfer hours are allowed.

Evaluation

Plan to determine if certificate program is meeting the expected outcomes and expected student learning outcomes:

The overarching certificate evaluation is displayed in the following charts regarding (I.) Student Learning Outcomes and (II.) Programmatic Outcomes:

I. STUDENT LEARNING OUTCOMES

Student Learning Outcome	How Measured
<p>1) Demonstrate knowledge of historical and theoretical foundations of literacy.</p>	<p>CRD 690: Literacy Research Methodologies and Lenses on Reading Activities and Notebook This project includes reading the text, locating, copying, and reading the exemplary model of each methodology, completing an information sheet on the methodology and the exemplar, and compiling it in a notebook for future reference.</p> <p>CRD 653: Paper on Historical and Theoretical Foundations of Literacy In a thoughtful, well-supported essay, describe the affordances and constraints of the psychological, sociocultural, linguistic foundations of literacy as they apply to your current or future instructional practices. Give</p>

	<p>examples from your own classroom whenever appropriate. This paper should be 2,000 words, 12 pt. Times New Roman font, with 1- inch margins. Your APA-formatted references page is required, but should not be included in the word count.</p>
<p>2) Demonstrate knowledge of literacy research methods and ability to critically review and synthesize literacy research.</p>	<p>CRD 690: Literature Review on a Literacy Topic This project includes reviewing a related set of research (at least ten studies) on a narrow topic of interest, completing information sheets and a matrix to support the synthesis of ideas, and composing one 10-12 page paper that synthesizes the research.</p> <p>CIE 627: Annotated Bibliography Each student is to provide a 15 item annotated bibliography of research articles related to his or her field of study in literacy. These articles must encompass critical issues related to second language literacy. Each notation must be at least 1 page and follow the same guidelines as the Reading Journal (review above). This must be typed and double-spaced with the appropriate bibliographic reference single-spaced and must include an introduction and discussion / conclusion.</p>
<p>3) Demonstrate ability to design and conduct independent research in the field.</p>	<p>CIE 606: Research Project: You can choose from the following projects or suggest one of your own: 1) Exploratory/observation research in a classroom; 2) Inquiry project in a classroom; 3) Survey of current practices; 4) Other (check with instructor). Everyone who has not already done so will undergo IRB training. To publish your work, you must write and have accepted an IRB proposal, and obtain proper assent/consent for your research. We will discuss this on the first night of class.</p> <p>We will present your research projects on the last night of class, with a multimodal presentation that includes your theoretical framework, review of literature, research questions, data collection and analysis, and findings. Identify a publication for dissemination of your work and include a plan for writing a publication.</p> <p>CIE 609: Research Project</p>

	<p>Building upon the work of the semester (collecting, transcribing, and analyzing stretches of discourse), each student will produce an original discourse analysis suitable for publication. All papers should follow the data analysis procedures and theoretical stances appropriate to the chosen discourse analysis approach. Papers will be graded for originality, completeness, attention to detail, insight, adherence to procedures according to the particular approach, organization, and clarity. (15-20 pages)</p>
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In order to maintain evaluative consistency across the certificate, student learning outcomes will be assessed according to the same 5-point rubric (see below). Thus, all successful certificate students must achieve passing scores in the four student learning domains.

The following rubric will be utilized to evaluate student-learning outcomes (score of 3 or better is required to pass each outcome):

5 = (Target) Excellent. All points of the learning outcome are answered fully and persuasively with comprehensive documentation. All the information is valid and pertinent. Organization is logical and language is clear and concise.

4 = Good. All points of the learning outcome are answered with documentation that generally supports the answer. By and large the information is valid and pertinent. Organization is logical and language is clear and concise. Minor errors of detail are tolerated.

3 = Adequate. All points of the learning outcome are treated but at a minimal level and with superficial documentation. Most of the information is valid and pertinent. Organization is logical and language is clear. Small errors are tolerated.

2 = Inadequate. Some of the points called for by the learning outcome are answered and documentation is either lacking or is erroneous. Portions of the information are invalid and not pertinent. Organization lacks a logical flow and language is vague. Major points made in the answer are in error.

1= Unacceptable. Few of the points asked for by the learning outcome are answered, documentation is absent, and most of the information is incorrect. The answer does not address the question, lacks logical flow and indicates a deficiency in verbal skills.

0 = N/A The learning outcome was not completed

II. PROGRAM OUTCOMES

Program Outcomes	How Measured
1) Enrollment of 25 students within first five years of program inception, developing as follows: <ol style="list-style-type: none"> a. 7 new students in year 1; b. 5 new students in year 2; c. 3 new students in year 3; d. 5 new students in year 4; e. 5 new students in year 5. 	<ul style="list-style-type: none"> • Enrollment figures, compiled on an annual basis
2) Award 10 certificates by year 4; 15 certificates by year 6.	<ul style="list-style-type: none"> • Based on number of students who complete all certificate requirements.
3) Develop network of certificate scholars both currently enrolled and graduated. <ol style="list-style-type: none"> a. Utilize network as student and programmatic resource (list of certificate graduates & employment, etc.) 	<ul style="list-style-type: none"> • List of enrollees and graduates maintained by certificate coordinators. <ul style="list-style-type: none"> ○ Invite certificate graduates to Capstone presentations; ○ Make available list of graduates and occupations as example of uses of certificate and skills.

Literacy Program Faculty

Dr. Melanie Acosta, Assistant Professor – Elementary Literacy Education

Dr. Julianne Coleman, Literacy Program Coordinator
Associate Professor – Elementary Literacy Education

Dr. Carol Donovan, Co-Director of the Belser Parton Literacy Center
Professor – Literacy Education

Dr. Lee Freeman, Clinical Full Professor
Elementary Literacy Education

Dr. Latrise Johnson, Assistant Professor – Secondary English Language Arts

Dr. Miguel Mantero, Professor – Educational Linguistics

Dr. Craig Shwery, Associate Professor - Elementary Education

Dr. Karen Spector, Associate Professor – Secondary English Language Arts, Program
Coordinator of Secondary Curriculum Teaching and Learning

Dr. Nicole Swoszowski, Co-Director of the Belser-Parton Literacy Center
Associate Professor, Special Education and Multiple Abilities

Dr. Elizabeth Wilson, Senior Associate Dean – College of Education
Professor- Secondary Social Science Education

Dr. Bedrettin Yazan, Assistant Professor – Second Language Acquisition and Teaching

Literacy Certificate Program Questions

Program Change Questions to Answer

- 1) What are the goals of this program; what is trying to be achieved?
 - a. There is a need to provide an avenue for post-graduate students who are interested in literacy related issues that are central to their respective areas of inquiry and interest.

- 2) What is the demand for the program? Program change?
 - a. Students who are interested in working with children and adults in various capacities, both in the College of Education and across the University, has expressed a desire to see a post-graduate certificate. Their rationale is that literacy is a major facet of society (e.g. school counselors, social workers, social psychologists) and they desire to hold a certificate that would add to their expertise.

- 3) What is the targeted population?
 - a. This post graduate certificate is targeted to students who have completed a master's degree in education (or a related field such as psychology or special education) and/or may be enrolled in a post-graduate program on campus at the University of Alabama.

- 4) To what degree will the proposed program be attached?
 - a. It will not be attached to existing programs in the Department of Curriculum and Instruction or in the Elementary or Secondary Education Programs. It is a post-graduate certificate program that will be available to students in the College of Education as well as those across campus at the University of Alabama.

- 5) Who will advise the students?
 - a. The contact person and advisor for the literacy certificate will be the Program Coordinator of Literacy Education. (e.g., Presently, Julianne Coleman).

- 6) Who will monitor the program?
 - a. The literacy program coordinator (e.g., Presently, Julianne Coleman) will monitor the literacy certificate program.

- 7) Who are the teaching faculty?
 - a. The teaching faculty are those who presently teach courses already developed and offered in through the Elementary and Secondary education programs through which literacy coursework already is available.

- 8) Who will work to ensure scheduling in Banner?

- a. The literacy program coordinator with the assistance of the program coordinators in Elementary education Secondary education, and the Department Head of Curriculum and Instruction.
- 9) Who will promote the program?
- a. The literacy coordinator along with the Department of Curriculum and Instruction.
- 10) Will the program meet guidelines set by agencies that could provide financial aid to students?
- a. To participate in the literacy certificate offering, students will be also enrolled in a post-MA program so will satisfy financial aid guidelines.