



University Senate Council  
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22 July 2002

TO: Members, University Senate  
FROM: University Senate Council  
RE: Course/Program Actions: Effective Date: Fall Semester, 2002,  
UNLESS OTHERWISE NOTED.

The Senate Council circulates for your approval the following curricular actions. Objections will be accepted from University Senators and faculty members and must be received on or before August 25, 2002. All other requirements for the courses or programs as approved below must be met.

SENATE COUNCIL

**COLLEGE OF EDUCATION**

Department of Curriculum and Instruction:

Proposed Graduate Certificate in Middle and Secondary School Reading:

The proposal for a Graduate Certificate in Middle and Secondary School Reading has been approved by the Graduate and Senate Councils and is recommended to the Senate for approval with the proviso that there be a complete review of the Certificate in six years and that an interim report be filed in three years, spelling out the program outcomes to date.

Background: The basic purpose of the proposed Graduate Certificate in Middle and Secondary School Reading is to provide both new and experienced teachers with a solid foundation in modern theories of literacy and in techniques that are most effective in improving the reading of primary and secondary-school students across the entire curriculum. The reading levels of students are currently of a special concern and focus in school systems across the Commonwealth. Although UK and other universities in the state offer a master's program in reading that leads to certification as a reading specialist and a P-12 Reading and Writing Endorsement, school administrators have maintained the need for a more narrow focus in reading, particularly for those teachers and administrators who are already fully certified. In addition, while many private schools may not require all teachers to meet state certification requirements, they are interested in having teachers well qualified in reading. The proposed

certificate is designed to respond to the often-stated needs of these target groups and to be another facet of UK's overall contribution to the important task of improving the reading skills of all Kentuckians.

Graduate Certificate Associates:

The associates for this graduate certificate include all literacy related faculty in the Department of Curriculum and Instruction, College of Education: Harriette Arrington, William Bintz, Robert Gaskins, Deneese Jones, Mary Shake, and Elizabeth Spalding. Similar to our regular literacy masters program, it is anticipated that responsibility for the course work for this certificate will rotate among literacy faculty members. These are members of the Graduate Faculty.

Graduate Certificate Director:

It is recommended that the Director of Graduate Studies in the Department of Curriculum and Instruction serve as the Certificate Director for this certificate. Dr. Doug Smith is currently Director of Graduate Studies in the Department of Curriculum and Instruction.

Certificate Curriculum:

Several local school districts have voiced concern about the reading performance of students currently enrolled in middle and high schools. According to area administrators, few teachers in their middle and high schools possessed reading specialist certification. They expressed interest in a curriculum that would equip teachers with literacy theory and practices that would be effective across the curriculum and aimed specifically at the strengths and challenges of middle and secondary students. We currently operate a reading master's program that leads to reading specialist certification and a P-12 Reading and Writing Endorsement. The nature of that program is broad based, due to the certification gained by teachers upon its completion. Administrators maintained the need for a more narrow focus. They also wanted teachers to be able to complete such course work either within or outside of an established program.

The Kentucky Department of Education is currently collaborating with the UK College of Education to meet KERA mandates related to ensuring that all students reach proficiency by 2004. Improving reading achievement P-12 is a high priority.

Based on these expressed needs, a 15-hour Middle and Secondary Reading Content Certificate Curriculum is proposed. This curriculum would focus teachers' study on literacy with a 12-hour core and one 3-hour literacy related elective to be approved by the Certificate Director. The core would include the following courses:

EDC 618 - Advanced Study in the Teaching of Reading  
EDC 619 - Assessment of Reading Growth and Development  
EDC 620 - Design and Implementation of Reading Instruction  
EDC 641 - Research and Theory in Teaching Reading

OR

EDC 642 - Research and Theory in Teaching Language Arts

These courses are already established in our Masters program, and each serves a specific purpose in the preparation of teachers seeking depth of knowledge in the field of literacy. The sections of these courses offered within the certificate curriculum would serve the same purpose, but would focus specifically on meeting the needs of middle and secondary school readers.

The courses would be offered on a timely schedule so that those seeking the certificate could complete the work within a relatively brief period. One sample schedule might include EDC 618 and EDC 641 in a fall semester, EDC 619 and EDC 620 in a spring semester, EDC 642 in the following fall semester, and a literacy elective in either the intervening summer or in fall or spring of the second year. Another possible schedule would offer EDC 618 and EDC 641 in a spring semester, EDC 619 and EDC 642 in fall semester, EDC 620 in the second spring semester, and a literacy elective in the intervening summer or the second spring semester.

This certificate would be offered only at the request of local school districts. That is, school districts would commit to enroll a given minimum number of teachers to move through the curriculum as a cadre.

To be awarded the Certificate, the student must earn a GPA of 3.00 or higher for the set of courses comprising the Certificate Curriculum.

Admissions Requirements:

**Pre-requisites** for admission include:

- An existing state teaching certificate
- Recommendation by a school district for a specific, organized cadre of teachers

All those admitted to the Middle and Secondary Reading Content Certificate must meet the minimum requirements established by the Graduate School for Post-Baccalaureate status. Applicants must hold at least a 2.50 undergraduate grade point average, and at least a 3.0 grade point average in any graduate work already completed.

Students who are applying to or already enrolled in a Rank I or degree program may also apply for admission to the Certificate curriculum. However, admission to or award of the Certificate does not guarantee admission to any Rank I or degree program. Such admission is a separate process with more stringent and additional requirements.

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- Coursework for this certificate will be offered only when a district (or districts) request it and can recommend a cadre of teachers sufficient to ensure that it will be financially feasible to offer the required courses on a timely basis.

**Curriculum Plan Sheet**

Student Name (please print) \_\_\_\_\_

**Required: (12 credits)**

**Semester  
 Completed**

**Grade**

EDC 618 - Advanced Study in the Teaching of Reading \_\_\_\_\_

EDC 619 - Assessment of Reading Growth and Development \_\_\_\_\_

EDC 620 - Design and Implementation of Reading Instruction \_\_\_\_\_

EDC 641 - Research and Theory in Teaching Reading \_\_\_\_\_

**OR**

EDC 642 - Research and Theory in Teaching Language Arts \_\_\_\_\_

**Elective: (3 credits)**

Choose one graduate level literacy related elective course in consultation with your advisor. The elective is subject to the approval of the Certificate Director.

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**Suggested Electives:**

EDC 730-Problems in School Curriculum: Cultural Diversity and Reading

EDC 730-Problems in School Curriculum: Writing Instruction and Assessment

EDC 730-Problems in School Curriculum: Other literacy sub-titles

EDC 777-Seminar in Curriculum and Instruction (literacy related sub-titles)

EDC 534-Reading and Study Skills in English

EDC 621-Cognitive and Linguistic Foundations of Reading

**GPA in Certificate Courses (must be a minimum of 3.00)**

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Faculty Advisor Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Certificate Director

\_\_\_\_\_  
 Date

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