

UNIVERSITY OF HAWAII
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: May 9, 2012	Effective term of request (Semester-Year): Fall 2012
Name: Stuart Lau	Title: University Registrar
Campus: Manoa	Office/Department: Office of the Registrar
Phone: 956-5322	Email: stuartl@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE		Banner forms: SMAPRL, SOACURR, STVMAJR
Institution: UH Manoa (MAN) <input checked="" type="checkbox"/>	College: 50 (Graduate Division)	Department: EDCS
<input checked="" type="checkbox"/> New program code <input type="checkbox"/> Change/replace existing program code:		
Level: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Other:		
Degree:	Certificate: GCER Graduate Certificate <input type="checkbox"/>	
If requesting an existing Major code and/or Concentration code in Banner:		
Existing Major:	Existing Concentration:	
<small>Code</small>	<small>Description</small>	<small>Code</small>
If requesting a new <input checked="" type="checkbox"/> Major code or <input type="checkbox"/> Concentration code that does not exist in Banner:		
New Code [4 char/space limit]: RK12	Description [30 char/space limit]: PK-3	
If a similar major/concentration code exists in Banner, please list the code:		
Is this major/concentration code being used the same way at other UH campuses?		
Is 50% or greater of the classes in this program offered at a location other than the Home Campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Please consult your Financial Aid Officer on Program Participation Agreement impact)</small>		
Is this program/major/certificate financial aid eligible? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Financial Aid Officer consultation required for all new program codes)</small>		
Should this program be available for applicants to select as their planned course of study on the online application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, students may select the code as their <u>only</u> program of study.)</small>		

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Replacing or eliminating an existing program code:

If replacing an existing program code, are current students "grandfathered" under the old code? Yes No

Should the old program code be available for use in Banner? Yes No

Will the old program code be available for:	Banner Module	Yes	No	Ending Term (Semester-Year)
	Online Application	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Admissions	<input type="checkbox"/>	<input type="checkbox"/>	_____
	General Student	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Academic History	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. CERTIFICATES ONLY:

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No
(Please consult your Financial Aid Officer or see: <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>)

For new certificates approved by the Chancellor, the related BOR authorized academic program is: Curriculum Studies

3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE

Banner forms: STVCAMP, STV_COLL, STVDIVS, STVDEPT

Campus code [3 char]:	Campus description [30 char/space limit]:
College code [2 char]:	College description [30 char/space limit]:
Division code [4 char/space limit]:	Division description [30 char/space limit]:
Department code [4 char/space limit]:	Department description [30 char/space limit]:

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4. NEW COURSE SUBJECT CODE (Subject Alpha)		Banner form: STVSUBJ
College:	Department:	
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:	

5. NEW MINOR (Minor codes are listed on the Major code table)		Banner form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:	

Please briefly describe your request and explain why you are requesting the code(s):

SEE ATTACHED

SUPPORTING DOCUMENTATION
<p>Please see the Code Request Guide for the required supporting documents to be submitted. Documents submitted with this form:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board of Regents meeting minutes and supporting documents provided to the BOR <input type="checkbox"/> Memo from UH President <input checked="" type="checkbox"/> Memo from Chancellor <input type="checkbox"/> Curriculum (required for requests for new programs/majors/minors/certificates) <i>2/5/15</i> <input type="checkbox"/> Gainful Employment Program notification to the US Department of Education <input type="checkbox"/> Other: _____

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CAMPUS VERIFICATION		
Requestor Signature _____	_____ <i>852</i>	Date _____
Registrar (If different from Requestor)		
_____	_____	_____
Print name	Signature	Date
Email/memo in lieu of Registrar's signature may be attached		
Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)		
_____	_____ <i>[Signature]</i>	_____
<i>JODEE KUBA</i> Print name	Signature	Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
For Community Colleges, verification of consultation with OVPCC Academic Affairs:		
_____	_____	_____
<i>[Signature]</i> Print name	Signature	Date
Email/memo in lieu of signature may be attached		

Send completed form and supporting documentation to:

Institutional Research and Analysis Office (IRAO)
 1633 Bachman Place Email: iro-mail@lists.hawaii.edu
 Sinclair Annex 2, Room 4 Fax: 808-956-9870
 Honolulu, HI 96822 Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

FOR INTERNAL USE ONLY	Date form/docs received:
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:



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RECEIVED

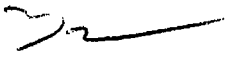
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March 22, 2012

MEMORANDUM

MĀNOA CHANCELLOR'S
OFFICE

TO: Virginia S. Hinshaw
Chancellor

FROM: Reed Dasenbrock 
Vice Chancellor
for Academic Affairs

SUBJECT: Approval of Provisional Graduate Certificate in Reading K-12,
College of Education, University of Hawai'i at Mānoa

I request that you provisionally establish a Graduate Certificate Reading K-12 to be offered by the College of Education (COE). The graduate certificate has been reviewed and endorsed by the Mānoa Faculty Senate. A copy of the proposal and Senate's resolution are attached for your information.

The proposed Reading K-12 Graduate Certificate consists of five required existing 3-credit courses. The proposed program is part of a nationwide effort to improve the preparation of PK-14 teachers in the area of reading. The Department of Education's (DOE) current *Literacy for Learning Initiative* calls for schools to hire literacy coordinators or coaches. The program will provide a strong response to the needs of the DOE to improve literacy instruction, and be a credit to the COE and the University of Hawai'i at Mānoa.

No net additional cost will be incurred, as total revenue generated by enrollment is expected to exceed expenses to the college.

Executive Policy E5.205 grants the Chancellor the authority to approve certificate programs in specific subjects that represent recognition of work taken within (or among) existing Board authorized programs. I recommend that the certificate be established. The effective date for provisional establishment will be Fall 2012.

Attachments

- c: Interim Associate Vice Chancellor Aune
- Interim Dean Young
- Program Officer Pearson

2500 Campus Road, Hawai'i Hall 209
Honolulu, Hawai'i 96822
Telephone: (808) 956-8447
Fax: (808) 956-7115



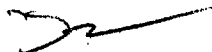
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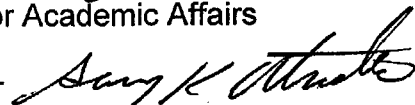
December 5, 2011




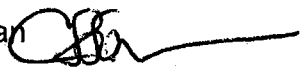
MEMORANDUM

TO: Virginia S. Hinshaw
Chancellor

VIA: Reed W. Dasenbrock 
Vice Chancellor for Academic Affairs

VIA: Gary K. Ostrander 
Vice Chancellor for Research & Graduate Education

VIA: Patricia Cooper, Interim Dean 
Graduate Division

FROM: Christine Sorensen, Dean 
College of Education

SUBJECT: Establishment of a Graduate Certificate in Reading, K-12 in the College of Education, University of Hawai'i at Mānoa

SPECIFIC ACTION REQUESTED:

It is requested that the Chancellor approve the establishment of the Graduate Certificate in Reading, K-12, in the College of Education, University of Hawai'i at Mānoa. The Department of Curriculum Studies proposes to offer a Graduate Certificate in Reading K-12, based on International Reading Association Standards. The College of Education Faculty Senate approved this Certificate and Dean Christine Sorensen, Department faculty, and the Dean's Council expressed unanimous support in Spring 2010.

The proposal was approved by the CCPP on March 7, 2011 and by the Faculty Senate on March 18, 2011. The proposal was resubmitted to the Graduate School in March 2011. The Graduate Council unanimously recommended approval on October 13, 2011 and the Dean of the Graduate School wrote a letter of support in October 2011.

RECOMMENDED EFFECTIVE DATE:

January 1, 2012

1776 University Avenue
Everly Hall, Room 128
Honolulu, Hawai'i 96822
Fax: (808) 956-3106

ADDITIONAL COST:

The proposed Reading, K-12 Certificate consists of five required existing 3-credit courses. No net additional cost will be incurred, as total revenue generated by enrollment is expected to exceed expenses to the college.

PURPOSE:

The purpose of the Reading, K-12 Certificate is to:

- Prepare literacy leaders for Hawai'i's schools, including reading specialists, literacy coaches and teachers who are curriculum leaders in the area of literacy
- Improve literacy instruction in Hawai'i's schools, K-12th grade
- Fulfill a need expressed by Hawai'i DOE administrators and community members
- Increase enrollment in the existing M.Ed. in Curriculum Studies, Reading K-12 Specialization
- Offer a certificate based on the challenging Standards of the International Reading Association
- Facilitate candidates' development of standards-based Professional Teaching Portfolios and encourage later application for National Board of Professional Teaching Standards (NBPTS) Certification

BACKGROUND INFORMATION:

The Reading, K-12 Graduate Certificate is part of a nationwide effort to improve the preparation of PK-14 teachers in the area of reading. The goal of reading education programs is to "equip graduating teachers to produce readers who are successful in the classroom and on standardized tests and use reading effectively to negotiate the world" (International Reading Association, 2007, p. 2). However, professional development beyond the baccalaureate is needed to create "highly qualified" teachers of reading (Wold, Grisham, Farnan & Lenski, 2008).

Federal programs, such as Reading First, require professional development, and most states have chosen to fund site, district and state reading coaches to meet this need (Walpole & McKenna, 2009). The State of Hawai'i DOE is following this trend.

Often criticized for low scores on reading assessments and other aspects of literacy instruction, Hawai'i DOE's current *Literacy for Learning Initiative* calls for schools to hire literacy coordinators or coaches. These reading professionals may serve a variety of

roles, such as instructing children, observing and coaching other teachers, facilitating peer coaching, helping teachers develop professional development plans, informing teachers of research, overseeing the adoption of instructional materials, and planning professional development (Vogt & Shearer, 2007). The purpose of the Reading, K-12 Graduate Certificate is to provide literacy leaders to be effective in these roles and others and to impact school improvement as classroom teachers. To achieve this goal, the Graduate Chair will explore the option of becoming a State Approved Teacher Education Program for Hawaii Teacher Standards Board "Add a Field" recognition.

The Department recently added a Reading, K-12 Specialization within our 30-credit M.Ed. in Curriculum Studies. In Spring 2010, eight of our Literacy/Language Arts Specialization students changed to the new specialization, which is based on International Reading Association Standards, and their evaluations of the program are positive.

We believe the added inducement of a Certificate and related publicity will cause enrollment in the Reading, K-12 Specialization to grow substantially. It will be popular because a Certificate will be an advantage when our graduates apply for teaching positions and school or district level literacy positions.

In addition, a Certificate would have its own audience because it would attract teachers who already have a Master's degree and those who choose not to take the entire 30-credit M.Ed. program. We believe many teachers who are not able to complete a Master's degree would be anxious to take 15-credits that would set them apart in job applications, as school leaders, and as better teachers for the children in their classrooms.

Our plan to offer the new Graduate Certificate statewide through on-line or hybrid courses would further boost enrollment and impact. Teachers on Kaua'i, Hawai'i Island and Windward Oahu have already expressed interest in this opportunity, and **Kaua'i DOE has agreed to fund 70% of tuition for a cohort in Kaua'i.** After receiving their Certificates, it is likely many of the students would continue on to obtain Master's and/or doctorates.

In summary, the Reading K-12 Graduate Certificate will provide a strong response to the needs of the Hawai'i DOE to improve literacy instruction. It is part of our Department's initiative to increase our statewide visibility in the area of literacy to include the Reading, K-12 Specialization (already accomplished) and Reading K-12 Graduate Certificate. These program improvements will be a credit to the College of Education and the University of Hawai'i.

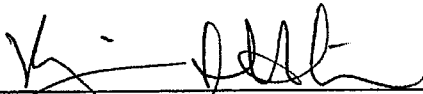
ACTION RECOMMENDED:

It is recommended that the Chancellor approve a new graduate certificate in Reading, K-12, in the College of Education, University of Hawai'i at Mānoa.

Attachment(s)

- A. Proposal for a New Graduate Certificate in Reading, K-12
- B. International Reading Association Standards

APPROVED DISAPPROVED:



Virginia S. Hinshaw
Chancellor

3-27-12
Date

- c: Andrea Bartlett, Chair, Curriculum Studies
- Nathan Murata, Interim Associate Dean, College of Education

PROPOSAL FOR A NEW GRADUATE CERTIFICATE IN READING, K-12
College of Education, Department of Curriculum Studies
Andrea Bartlett, Department and Graduate Chair

The Department of Curriculum Studies proposes to offer a Graduate Certificate in Reading K-12, based on International Reading Association Standards. The College of Education Faculty Senate approved this Certificate in Spring 2010, and Dean Christine Sorensen, Department faculty, and the Dean’s Council expressed unanimous support.

The ATP for this Certificate was presented to the Council of Chief Academic Officers on September 15, 2010 even though the Council’s approval is not necessary for programs using existing courses. The proposal was approved by the CCPP on March 7, 2011 and by the Faculty Senate on March 18, 2011. The proposal was submitted to the Graduate School on March 30, 2011. Dean Patricia Cooper sent a letter supporting the proposal on October 20, 2011. Since the Certificate uses regularly offered courses, costs of the new program are minimal. In fact, it is likely the Certificate will generate income through increased enrollment.

Program Justification

The Reading, K-12 Graduate Certificate is part of a nationwide effort to improve the preparation of PK-14 teachers in the area of reading. The goal of reading education programs is to “equip graduating teachers to produce readers who are successful in the classroom and on standardized tests and use reading effectively to negotiate the world” (International Reading Association, 2007, p. 2). However, professional development beyond the baccalaureate is needed to create “highly qualified” teachers of reading (Wold, Grisham, Farnan & Lenski, 2008).

Federal programs, such as Reading First, require professional development, and most states have chosen to fund site, district and state reading coaches to meet this need (Walpole & McKenna, 2009). The State of Hawai’i DOE is following this trend.

Often criticized for low scores on reading assessments and other aspects of literacy instruction, Hawai’i DOE’s current *Literacy for Learning Initiative* calls for schools to hire literacy coordinators or coaches. These reading professionals may serve a variety of roles, such as instructing children, observing and coaching other teachers, facilitating peer coaching, helping teachers develop professional development plans, informing teachers of research, overseeing the adoption of instructional materials, and planning professional development (Vogt & Shearer, 2007). The purpose of the Reading, K-12 Graduate Certificate is to provide literacy leaders to be effective in these roles and others and to impact school improvement as classroom teachers. To achieve this goal,

the Graduate Chair will explore the option of becoming a State Approved Teacher Education Program for Hawaii Teacher Standards Board "Add a Field" recognition.

To this end, our Department recently added a Reading, K-12 Specialization within our 30-credit M.Ed. in Curriculum Studies. In Spring 2010, eight of our Literacy/Language Arts Specialization students changed to the new specialization, which is based on International Reading Association Standards, and their evaluations of the program are positive..

We believe the added inducement of a Certificate and related publicity will cause enrollment in the Reading, K-12 Specialization to grow substantially. It will be popular because a Certificate will be an advantage when our graduates apply for teaching positions and school or district level literacy positions.

In addition, a Certificate would have its own audience because it would attract teachers who already have a Master's degree and those who choose not to take the entire 30-credit M.Ed. program. We believe many teachers who are not able to complete a Master's degree would be anxious to take 15-credits that would set them apart in job applications, as school leaders, and as better teachers for the children in their classrooms.

Our plan to offer the new Graduate Certificate statewide through on-line or hybrid courses would further boost enrollment and impact. Teachers on Kaua'i, Hawai'i Island and Windward Oahu have already expressed interest in this opportunity, and **Kaua'i DOE has agreed to fund 70% of tuition for a cohort in Kaua'i**. After receiving their Certificates, it is likely many of the students would continue on to obtain Master's and/or doctorates.

In summary, the Reading K-12 Graduate Certificate will provide a strong response to the needs of the Hawai'i DOE to improve literacy instruction. It is part of our Department's initiative to increase our statewide visibility in the area of literacy to include the Reading, K-12 Specialization (already accomplished) and Reading K-12 Graduate Certificate. These program improvements will be a credit to the College of Education and the University of Hawai'i.

1. What are the objectives of the program?

The objectives of the Reading, K-12 Graduate Certificate are to:

- a. Prepare literacy leaders for Hawai'i's schools, including reading specialists, literacy coaches and teachers who are curriculum leaders in the area of literacy

- b. Improve literacy instruction in Hawai'i's schools, K-12th grade
- c. Fulfill a need expressed by Hawai'i DOE administrators and community members
- d. Increase enrollment in the existing M.Ed. in Curriculum Studies, Reading K-12 Specialization
- e. Offer a certificate based on the challenging Standards of the International Reading Association
- f. Facilitate candidates' development of standards-based Professional Teaching Portfolios and encourage later application for National Board of Professional Teaching Standards (NBPTS) Certification

Please see the International Reading Association Standards (attached) for student learning objectives.

2. Are the program objectives appropriate functions of the college and University?

The Reading, K-12 Graduate Certificate will enhance the ability of the College of Education to accomplish one of its core missions—to contribute to the improvement in Hawai'i's schools. The proposed certificate addresses Goal 2 of the COE 2011-16 Strategic Plan, "Prepare educational leaders able to transform organizations while being sensitive to socio-cultural, historical and philosophical contexts," in that the new reading specialists would increase the "percentage of graduates holding leadership roles in P-20 organizations." In fact, the COE Prioritization Plan (March, 2009) lists the Reading Certificate as one of only six new/in transition priorities for the College. Similarly, the *UHM Strategic Plan: Defining Our Destiny, 2002-2010* states: "As a public university, we remain deeply committed to the educational needs of the people of Hawai'i" (p. 13).

Relevance of the program is presented below according to Board criteria (Section 5-2(2):

- a. To the professional, economic, social, occupational and general educational needs of Hawai'i (*Please see objectives a,b,c,f*)
- b. To national and international needs where Hawai'i and the University have unique or outstanding resources to respond with quality. (*This Certificate, particularly the 2 practicum courses and standards-based portfolio, provide a model for other Universities.*)
- c. To basic education needs for which there is a demand by Hawai'i's population. (*Objectives a,b,c*)

- d. As a necessary supporting discipline for quality programs. (*The certificate enhances the quality of our Reading, K-12 Specialization of the Master of Education in Curriculum Studies degree.*)

3. How is the program organized to meet its objectives?

The proposed Graduate Certificate will consist of five existing 3-credit courses in the Department of Curriculum Studies. The courses include 6 credits of practicum as required for accreditation through the National Council for the Accreditation of Teacher Education via the International Reading Association. In the practicum courses, students evaluate their own schools' literacy assessments/results and propose/implement school-wide literacy improvement plans. The other three courses provide (1) theory- and research-based reading instruction, (2) application of new knowledge about classroom-based literacy assessment through assessing, planning and teaching children, and (3) preparation for the roles of reading specialist, literacy coach and teacher leader through peer coaching.

Students will be able to complete courses required for the Certificate in 2-3 years, or they may choose to pursue the M.Ed. degree and Certificate simultaneously by mixing core courses with required reading education courses. Acceptance, retention, and exit strategies will meet the same high standards as for the MEd-CS degree (NCATE approved), with Reading Education faculty collaborating to assure successful on-time completion.

EDCS 601 Advanced Topics in Reading (3) Current theories and teaching strategies of reading throughout the life span within various social contexts. Topics include emergent literacy, critical comprehension, meta-linguistic awareness, monolingual-bilingual literacy, evaluation.

EDCS 605 Reading Supervision and Leadership (3) Examines varied roles and responsibilities of the reading specialist, including literacy intervention, development and evaluation of curriculum, instruction and professional in-services, and leadership.

EDCS 646 Literacy Assessment I (3) Theory and practice in classroom-based assessment of struggling readers and writers. Analyses of individual learners with implications for instruction.

Six Credits of Practicum

EDCS 647 Literacy Assessment II (3) Practicum in theory and methods of classroom-based and large-scale assessment. Analysis of the achievement of groups of learners and implementation of interventional instruction. Classroom field experience required.

EDCS 690 Practicum: Leadership in School Reading Improvement (3) Application of roles and responsibilities of the reading specialist to a school context. Includes developing a reading instruction needs assessment and an improvement plan, preferably in your own school.

The culminating experience for the Certificate will be a Professional Teaching Portfolio. A professional teaching portfolio will enable candidates to document their competencies according to the International Reading Association Standards (2010). Course assignments are designed to be artifacts for the portfolio, so the reflective portfolio process occurs throughout the program.

4. Who will enroll in the program?

The program is designed for inservice teachers who want to become reading specialists, literacy coaches, or teacher leaders in the area of literacy. Our first group of 8 students earned College-level certificates Spring 2010, and one of these students became Literacy Content Specialist for the Windward District soon after graduation. Students' written surveys are summarized below, with implications for program improvement.

In Fall 2010, a pilot cohort of 10 students on Kaua'i began pursuing the College-level Reading, K-12 Certificate along with the Master of Education in Curriculum Studies (MEd-CS) degree. (Please see Appendix for program evaluation by Cohort 1.) Other teachers on Hawai'i Island and Windward Oahu have expressed interest in earning this Certificate and the MEd-CS through distance learning. We also have 10 Reading, K-12 students on campus, and this number would likely increase if students could receive a graduate certificate.

5. What resources are required for program implementation and first cycle operation?

Other than one course release for a Certificate Director FY12, no additional resources are anticipated since these courses are already offered. In fact, we expect that the program will generate income through increased enrollment.

YEAR	FY 11	FY 12	FY 13	FY 14	FY 15
PROGRAM COSTS					
Faculty w/o fringe		21000	5625	11250	21000
Other personnel costs w/o fringe	4554		0	0	0
Library*	0	0	0	0	0
Equipment/Supplies	2000	0	0	0	0
Other	0	0	0	0	0
TOTAL Expenses	6,554	21,000	5,625	11,250	21,000
REVENUES					
Projected Enrollment (per course)	8	17	15	15	15
No. of Courses	3	2	1	2	2
No. of Credits	9	6	3	6	6
SSH	72	102	45	90	90
Tuition Rate/Credit	458	458**	458**	458**	458**
Total Revenue from Tuition	32,976	46,716	20,610	41,220	41,220
Other Sources of Income					
TOTAL Revenues	32,976	46,716	20,610	41,220	41,220

*confirmed with Education Librarian

**estimated

Notes:

- FY11: Faculty w/o fringe estimated at I-3 salary of \$60,000.00
Courses are estimated as "on load" classes: .25 (EDCS 646,647); 50% of students in Graduate Reading, K-12 Certificate
Other personnel costs w/o fringe: FY 11 Lecturer B: Amanda Vogel (EDCS 601)
- FY12: Faculty without fringe: .125 at 1-3 salary (EDCS 690); .125 at I-5 (605);
- FY13: Faculty without fringe: .125 at I-3 (EDCS 601); 75% of students in Graduate Reading, K-12 Certificate
- FY14: Faculty without fringe: .25 at I-3 (EDCS 646, 647); 75% of students in Graduate Reading, K-12 Certificate
- FY15: Faculty without fringe: .125 at I-3, .125 at I-5 (EDCS 605, 690)
- Number of students increases in FY12 because we hope to combine Kauai cohort with students meeting on campus through distance learning. Travel for 2-3 classes on Kauai would be covered by Kauai DOE grant.

6. How efficient will the program be?

The new Certificate will be extremely efficient in that it will add to program and course enrollments with minimal costs.

All five courses are currently offered on the schedule required for the proposed Graduate Certificate, and are likely to enroll a mix of Certificate, Reading K-12 specialization, and Literacy/Language Arts specialization students. All 5 courses are also required for the MEd-CS with Reading, K-12 specialization, so students pursuing the Reading, K-12 Graduate Certificate without MEd would be added to present enrollments. Literacy/Language Arts students--the largest specialization in our Department--are most likely to take EDCS 601, 646 and 647, since these courses have always been popular with Literacy Education students.

Beginning FY13, students in the Certificate program will take courses together, which encourages retention and on-time completion. Course assignments become artifacts for the portfolio, so the reflective process needed to complete the exit project will permeate the Graduate Certificate program. Collaborative advising by reading education faculty will facilitate this process.

7. How will effectiveness of the program be demonstrated?

Effectiveness will be determined through:

- a. National Council for Accreditation of Teacher Education assessments
- b. Rubrics to assess course assignments and standards-based portfolio
- c. Surveys such as the one reported above to learn level of satisfaction with courses, assignments, and the portfolio process
- d. Course evaluations
- e. Career changes within the 5 years after receiving the Certificate

Appendix
Evaluation of Cohort 1

Survey, May 12, 2010 (N=8): Students were asked to assess the degree to which the reading education courses and Professional Teaching Portfolio contributed to their development as teachers and potential reading specialists/literacy coaches. The Likert scale ranged from 1 (strongly disagree) to 5 (strongly agree).

READING EDUCATION COURSES:

The four required reading education courses were highly rated by students: EDCS 605 (4.75), 646 (4.67), 647 (5.00), and 690 (5.00). Similarly, students responded that reading education electives contributed to their development: EDCS 601 (4.67, n=6), 602 (5.00, n=1), 603 (5.00, n=3), 640I (4.00, n=1), and 648 (5.00, n=3).

In their comments, students stated they found all of the reading education courses “educational and useful.” For example, one student wrote about the importance of applying what she learned in her teaching practice:

I really enjoyed all of my reading courses. Being able to collaborate with other teachers really helped me to learn. I like how we were able to apply what we were learning at UH into our classrooms. I was able to see the effects of what I was learning and applying.

In their recommendations, 4 of the 8 students wrote that all reading education faculty should refer to International Reading Association Standards and give assignments suitable for the portfolio.

PROFESSIONAL TEACHING PORTFOLIO (PLAN B):

Students agreed that all sections of their portfolios contributed to their development as teachers and reading specialists/literacy coaches. They found Section 3, *Artifacts Aligned to IRA Standards*, and *Portfolio Presentations* to be particularly useful (x=4.75), with the same score for the *Portfolio Overall*. Their reflections on what they learned from their *Reading Specialization Coursework* (4.63) and their experiences in *Leadership and Continued Professional Development* (4.57) were only slightly lower. One student wrote:

I liked how everything tied together when we had to incorporate each section with our case study or portfolio. I was able to reflect on myself –strengths and weaknesses and what I would do in my “teaching” to adhere to these. I also think presenting these were vital in continuing our learning by listening to others. It’s great to see the journey.

The importance of reflection was reiterated by another student:

Nice to look back at the work I completed and see how much my thinking has changed. The portfolio was a good way to take time and reflect on the work that I completed. I never really take the time to reflect.
All recommendations emphasized the importance of starting portfolios before the last year of the program!

SURVEY SUMMARY AND CONCLUSIONS:

The survey showed all 8 students were enthusiastic about the quality of the College-level Reading Certificate Program and their preparation as teacher leaders and reading specialists/literacy coaches. However, all 8 students recommended candidates should start on the Portfolio earlier.

Reading Education faculty members agree with this recommendation, and so have added EDCS 601 Advanced Topics in Reading as a required course. During EDCS 601, the instructor will explain the Portfolio requirements in more depth and share examples from previous students. Assignments will be matched with IRA Standards and follow the Portfolio format, so students may add artifacts as they go through the program instead of rushing to pull it together in the last semester. I will also communicate with faculty who teach electives to make certain portfolio development is maintained throughout the certificate program.

With this change, we are certain we will develop a strong cadre of teachers who will contribute to the improvement of education in Hawai'i. Our new cohort on Kaua'i began last Fall, and we hope they and other students will receive much-deserved Graduate Certificates inscribed on their transcripts.

STANDARDS FOR
Reading Professionals

REVISED 2010

**INTERNATIONAL
READING
ASSOCIATION**

A Reference for the Preparation of Educators in the United States



**INTERNATIONAL
READING ASSOCIATION**
800 BARKSDALE ROAD, PO Box 8139
NEWARK, DE 19714-8139, USA
www.reading.org

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	
Evidence that demonstrates competence may include, but is not limited to, the following – Reading Specialist/Literacy Coach Candidates...	
Elements	
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.	<ul style="list-style-type: none"> • Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. • Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). • Demonstrate a critical stance toward the scholarship of the profession. • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). • Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	<ul style="list-style-type: none"> • Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. • Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	<ul style="list-style-type: none"> • Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	
Evidence that demonstrates competence may include, but is not limited to, the following – Reading Specialist/Literacy Coach Candidates...	
Elements	
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. ^a	<ul style="list-style-type: none"> • Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12.
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. ^b	<ul style="list-style-type: none"> • Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	<ul style="list-style-type: none"> • Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.^c • Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.

^aReading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students. ^bMcKenna and Stahl (2009) define *reading* as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of *cognitive model of reading*). ^cReading specialists may provide support through modeling, coteaching, observing, planning, and providing resources.

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.	
Evidence that demonstrates competence may include, but is not limited to, the following -- Reading Specialist/Literacy Coach Candidates...	
Elements	
3.1: Understand types of assessments and their purposes, strengths, and limitations.	<ul style="list-style-type: none"> • Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. • Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.*	<ul style="list-style-type: none"> • Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. • Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. • Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.
3.3: Use assessment information to plan and evaluate instruction.	<ul style="list-style-type: none"> • Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. • Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. • Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions. • Plan and evaluate professional development initiatives using assessment data.
3.4: Communicate assessment results and implications to a variety of audiences.	<ul style="list-style-type: none"> • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. • Demonstrate the ability to communicate results of assessments to various audiences.

*Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.

Standard 4: Diversity	Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
Elements	Evidence that demonstrates competence may include, but is not limited to, the following—Reading Specialist/Literacy Coach Candidates...
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. ⁴	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing. • Assist teachers in developing reading and writing instruction that is responsive to diversity. • Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development. • Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	<ul style="list-style-type: none"> • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. • Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds. • Collaborate with others to build strong home-to-school and school-to-home literacy connections. • Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.
4.3: Develop and implement strategies to advocate for equity.	<ul style="list-style-type: none"> • Provide students with linguistic, academic, and cultural experiences that link their communities with the school. • Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.

⁴Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.

Standard 5: Literate Environment	Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
Elements	Evidence that demonstrates competence may include, but is not limited to, the following—Reading Specialist/Literacy Coach Candidates...
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	<ul style="list-style-type: none"> • Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs.
5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. ⁴	<ul style="list-style-type: none"> • Create supportive social environments for all students, especially those who struggle with reading and writing. • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and given many opportunities to use English.
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	<ul style="list-style-type: none"> • Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers.
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	<ul style="list-style-type: none"> • Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all students.

⁴Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Evidence that demonstrates competence may include, but is not limited to, the following – Reading Specialist/Literacy Coach Candidates...

Elements

<p>6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</p>	<ul style="list-style-type: none"> • Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. • Use knowledge of students and teachers to build effective professional development programs. • Use the research base to assist in building an effective, schoolwide professional development program.
<p>6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.⁴</p>	<ul style="list-style-type: none"> • Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning.
<p>6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p>	<ul style="list-style-type: none"> • Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. • Support teachers in their efforts to use technology in literacy assessment and instruction.
<p>6.4: Understand and influence local, state, or national policy decisions.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. • Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. • Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. • Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

⁴This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.



Presented to the Mānoa Faculty Senate by the Committee on Research and Graduate Education (CORGE) for approval at the February 15, 2012 Senate meeting. Approved by the Mānoa Faculty Senate on February 15, 2012 with 52 votes in support of approval, 2 votes against approval, and 4 abstentions.

Resolution on the Creation of a Graduate Certificate in Reading, K-12


Whereas, there is currently a nationwide effort to improve the preparation of PK-14 teachers in the area of reading, and federal programs, such as Reading First, require states to engage in professional development in this field; and

Whereas, the Hawai'i DOE's recent document *Literacy for Learning Initiative* calls for schools to hire literacy coordinators or coaches, who in turn need special training; and

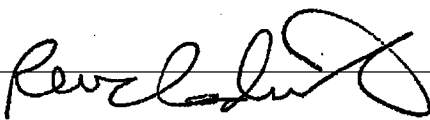
Whereas, the provision of a specialized certificate in literacy is expected to attract teachers eager to upgrade their credentials who may not have the time or inclination to pursue an entire advanced degree in education; and

Whereas, the proposed Reading, K-12 Certificate consists of five required existing 3-credit courses, thus imposing no additional cost on the College of Education;

Therefore, be it resolved that the Mānoa Faculty Senate approves the creation of a Graduate Certificate in Reading, K-12, in the College of Education, University of Hawai'i at Mānoa.



Robert Cooney, Ph.D., *Senate Chair*



Richard W. Chadwick, Ph.D., *Senate Secretary*