

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Cynthia Paris **phone number:** 831-8557

Department: Human Development And Family Studies **email address:** cparis@udel.edu

Date: October 27, 2009

Action: ADD GRADUATE CERTIFICATE PROGRAM

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term: 10F
(use format 04F, 05W)

Current degree None
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: GRADUATE CERTIFICATE
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: GRADUATE CERTIFICATE IN EARLY LANGUAGE AND LITERACY,
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(Must attach your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

NONE

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>
THIS IS A GRADUATE PROGRAM

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

Four EDUC courses are included as optional (EDUC 602 Childhood Literature, EDUC 601 Language Development in the Classroom) or required courses (EDUC 676 Second Language Acquisition & Bilingualism or EDUC 740 Literacy for English Language Learners).

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

This 15 credit post-baccalaureate program has been developed in response to unmet needs in the state and region for post-baccalaureate professional growth opportunities for professionals working in programs serving young children. The knowledge base is increasing rapidly in the field of early literacy as is the need for providers of direct service and program developers and administrators who skilled and knowledgeable in this field. Students in this program will be prepared to provide exemplary programming in early literacy and take leadership roles in supporting others in doing the same

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and include a side-by-side comparison of the credit distribution before and after the proposed change.)

	Graduate Certificate in Early Language and Literacy Human Development and Family Studies
	HDFS 621 Family Studies I or HDFS 647 Family Partnerships in Early Childhood Education
	3
	HDFS 606 Early Childhood Literacy Skill Development
	3
	HDFS 656 Supervision: Functions & Techniques
	3
	HDFS 667 Early Childhood Literature or EDUC 601 Language Development in the Classroom or EDUC 602 Childhood Literature
	3
	EDUC 676 Second Language Acquisition & Bilingualism or EDUC 740 Literacy for English Language Learners
	3
	TOTAL
	15

ROUTING AND AUTHORIZATION:

(Please do not remove supporting documentation.)

Department Chairperson *[Signature]* Date 11/18/09

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs

PROPOSAL

1. Academic Program Approval Form

(attached)

2. Resolution for the Faculty Senate Agenda (if a resolution is required)

(none required)

3. Curriculum listing in the proper format for the Undergraduate and Graduate Catalog, including fulfillment of University, college and departmental requirements.

Graduate Certificate in Early Language and Literacy

Telephone: (302) 831-8557

Faculty Listing: <http://www.hdfs.udel.edu/content/faculty>

The Graduate Certificate in Early Language and Literacy is designed for early care and education professionals desiring expertise in early language and literacy education for children from birth through age five. All coursework emphasizes early language and literacy development within the context of programs serving children and families from diverse socioeconomic and language backgrounds.

Required coursework emphasizes 1) knowledge and skills to work with families and early childhood programs to support early language and literacy development, 2) knowledge and skills to teach early language and literacy through the developmentally appropriate and research-based practices, and 3) knowledge and skills to work with children and families from diverse socioeconomic and language backgrounds.

Course requirements are listed below:

HDFS 621 Family Studies I or HDFS 647 Family Partnerships in Early Childhood Education	3 credits
HDFS 606 Early Childhood Literacy Skill Development	3 credits
HDFS 656 Supervision: Functions & Techniques	3 credits
HDFS 667 Early Childhood Literature or EDUC 601 Language Development in the Classroom or EDUC 602 Childhood Literature	3 credits
EDUC 676 Second Language Acquisition & Bilingualism or EDUC 740 Literacy for English Language Learners	3 credits
TOTAL:	15 credits

Successful completion of this Graduate Certificate Program requires five 3-credit graduate courses with a minimum grade of B- in all courses.

Students will be expected to complete this program within 4 years.

Requirements for Admission

Admission to the Graduate Certificate Program in Early Language and Literacy requires a BA or BS degree and career goals or experience consistent with the goals of the program. Qualifications of each applicant are assessed on the basis of a record of success in undergraduate work and potential for success in graduate-level work or demonstrated success in graduate work. Review of applications and admission are conducted on a rolling basis. Admission into the Graduate Certificate Program can occur after enrolling in graduate courses.

I. DESCRIPTION

This statement should describe the proposed course of study that can be used as the basis of subsequent program reviews. The description also should focus on the knowledge, values, skills and other learning outcomes that program graduates will be expected to have acquired. A description of how the learning outcomes will be assessed including benchmarks for success should also be provided.

The 15 credit-hour Graduate Certificate in Early Language and Literacy has been developed to meet needs in the state and region for post-baccalaureate professional growth opportunities for early care and education professionals desiring expertise in early language and literacy education for children from birth through five years of age.

This Graduate Certificate Program will prepare students to provide exemplary programming in early literacy and take leadership roles in supporting others in doing the same. Options are built into the program to allow students to tailor their program to match their previous education, work experience, and career goals while meeting all learning objectives in this Graduate Certificate Program. Students will select one course from each of three categories: Family, Early Literacy Curriculum, English Language Learners. All students will take the required courses in Early Literacy Foundations and Staff Development.

All courses in this Graduate Certificate Program are part of the existing Masters Degree in Human Development and Family Studies or are offered in the School of Education. This Certificate Program has been structured to provide working professionals opportunities for challenging graduate level work closely tied to their work in the community and, if they choose, to apply for admission to the MS Program in Human Development and Family Studies. Courses in the Graduate Certificate Program include both Core Requirements and Interest Electives in the MS Program. Structured in this way, the Graduate Certificate Program meets the needs of practicing professionals for high quality professional development and provides an entry into a Masters Degree for those who may not have otherwise considered applying.

In partnership with the Delaware Institute for Excellence in Early Childhood (DIEEC), courses in the Graduate Certificate in Early Language Literacy are approved as fulfilling annual professional development requirements at Level V (the highest level of quality and rigor) for professionals working in early childhood programs serving children from birth through age five.

FAMILY HDFS 621 Family Studies I or HDFS 647 Family Partnerships in Early Childhood Education	3 credits
EARLY LANGUAGE AND LITERACY FOUNDATIONS HDFS 606 Early Childhood Literacy Skill Development	3 credits
STAFF DEVELOPMENT HDFS 656 Supervision: Functions & Techniques	3 credits
EARLY LANGUAGE AND LITERACY CURRICULUM HDFS 667 Early Childhood Literature or EDUC 601 Language Development in the Classroom or EDUC 602 Childhood Literature	3 credits
ENGLISH LANGUAGE LEARNERS EDUC 676 Second Language Acquisition & Bilingualism or EDUC 740 Literacy for English Language Learners	3 credits
TOTAL	15 credits

Learning objectives for all students completing this program follow:

FAMILY

- Students will gain knowledge, skills and dispositions required to work in partnership with families to support early language and literacy development of young children
- Students will develop knowledge, skills and dispositions required to work effectively with children and families from diverse socioeconomic and language backgrounds to support early language and literacy development

STAFF DEVELOPMENT

- Students will gain knowledge of adult development and learning in the professions
- Students will gain knowledge and skills of reflective, developmental, transformative approaches
- Students will gain knowledge and skills of data-driven professional development cycles of assessment, goal-setting, action, and assessment
- Students will gain skills required of mentors, coaches and providers of instruction and technical assistance

EARLY LANGUAGE AND LITERACY FOUNDATIONS AND CURRICULUM

- Students will gain knowledge and skills required to design literacy-rich learning environments to foster optimal literacy development,
- Students will gain knowledge and skills required to plan early language and literacy lessons using developmentally appropriate and research-based approaches
- Students will gain knowledge and skills required to teach foundational early literacy skills including concepts of print, phonological awareness, oral language, alphabet knowledge, comprehension

- Students will develop knowledge, skills and dispositions required to support family literacy in order to maximize young children's language and literacy development
- Students will develop knowledge and skills in the use of children's literature to support early language and reading skills through active participation
- Students will develop knowledge and skills required to link play and literacy in order to maximize literacy learning and use.

ENGLISH LANGUAGE LEARNERS

- Students will develop understanding of models of second language acquisition and skill in providing effective literacy instruction.

Students' achievement of these learning outcomes will be assessed during and at completion of each course. In keeping with the applied nature of this program, the majority of assessments within these courses will measure application of knowledge and skills in early childhood and human services settings. Students must earn at least a B- in each course in order for it to be counted toward completion of the Graduate Certificate Program.

II. RATIONALE AND DEMAND

A. Institutional factors.

1. Explain how the proposed program is compatible with the Academic Priorities of the University.

The Graduate Certificate in Early Language and Literacy addresses the priority of the University of Delaware Path to Prominence - Excellence in Professional Education of *responding to societal needs* in the area of early education and human services *in partnership* with the Delaware Institute for Excellence in Early Childhood (DIEEC).

This program is also compatible with the following Guiding Principles:

- Delaware First: This program will provide *access to top-quality education* to those serving children and families *to the benefit the greater Delaware community* by increasing the knowledge and skill base of these professionals.
- Partnership: In partnership with DIEEC, a state-wide quality improvement initiative under the auspices of the Delaware Department of Education and the UD Department of Human Development and Family Studies, this program will respond to the *critical needs of the state* for developing well-educated leaders in fields serving children and families.
- Engagement and Impact: The U.S. DOE has been supporting early language and literacy initiatives since 2002. Increasing the quality of early language and literacy programming for children from birth through five years of age is among the most *compelling social challenges of our age*. This attention at the federal level and in states across the nation, this program will help *place the university among other leading universities* who are responding with innovative academic programs to address the pressing need to improve the quality of services to poorly served and vulnerable populations.

2. Describe the planning process which resulted in the development and submission of this proposal.

A subgroup of the HDFS Early Childhood Committee (Chris Barthold, Martha Buell, Myae Han, Cynthia Paris) generated a draft of this program with an eye to including content and format that would attract professionals seeing post-baccalaureate learning experiences and including only existing courses that could be applied to a MS in Human Development and Family Studies. The draft was reviewed by the HDFS Department chair, Donald Unger, the HDFS Associate Chair,

Bahira Sharif Trask, the Dean of CEPP, Michael Gamel-McCormick, faculty in the School of Education and English Language Institute. The proposal was then taken to HDFS Early Childhood Committee and the full HDFS faculty for further refinement and approval.

3. Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University.

By structuring the Graduate Certificate Program to include Core Requirements and Interest Electives that are part of the MS Program in Human Development and Family Studies, this program will increase enrollments in these courses and, where students elect to apply and are admitted to the MS program, increase enrollments in the MS program. In either case, the MS program is strengthened by the addition of this Graduate Certificate Program

Describe how the proposed curricula would more fully utilize existing resources.

All courses in this Graduate Certificate Program currently exist and faculty are available to teach them.

B. Student demand

1. Describe how enrollment projections have been derived.

Three faculty members, Carol Vukelich, Myae Han, Martha Buell, have received three US Department of Education Early Reading First grants (\$10 million) between 2005-2009. This work has called attention to the difficulty of finding professionals in this region who have knowledge in both early language and literacy and early childhood education. This prompted the creation of this Graduate Certificate Program in Early Literacy and interest in this proposed program is already high.

Show estimated credit hours to be generated, number of new majors, and number of program graduates.

We anticipate admitting at least six students into this program each year and that each will take 6-9 credits per year.

Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives to other majors. Indicate whether new majors will be wholly new to the campus or internal transfers.

This Graduate Certificate Program is designed as an entry point into the existing MS Program in Human Development and Family Studies. Students can apply for admission into the MS program upon completion of 6-9 credits in the Graduate Certificate Program. Upon admission into the MS program, all 15 credits will count toward the MS degree. The MS in HDFS has concentrations in Early Childhood Education, Leadership in Nonprofit Administration, and Family Support.

2. State whether the curriculum is designed to meet the needs of specific student clienteles, e.g., part-time students, currently employed professionals, non-traditional students, those preparing to reenter the job market, etc.

Target audiences for this program are professionals in the field of early care and education who want to increase their knowledge and skills by participating in challenging graduate-level coursework. All courses will fulfill requirements for professional development hours for

professionals in early care and education through the Delaware Institute for Excellence in Early Childhood. The program will appeal those who are not currently interested in pursuing a graduate degree, may be considering enrolling in a graduate program as well as those who already have graduate degrees but desire the focused content that this program provides.

Many in the target populations are employed in early care and education programs that operate extended and/or irregular hours. Acknowledging the constraints of working professionals, courses in this program will be offered exclusively in evenings, summers, week-ends and in non-traditional formats including day-long sessions and online components.

C. Transferability

Indicate the number of graduates expected to transfer. Document any unique agreements concerning the transfer of students or credits.

NA

D. Access to graduate and professional programs

Please respond to this item only if the proposed course of study will prepare students for entry into graduate or professional schools. Describe briefly (1) the requirements for admission into the appropriate graduate or professional program, and (2) the prospects for appropriate employment after completion of the advanced program.

In order to be awarded a Graduate Certificate, individuals must be admitted to the Graduate Certificate Program and successfully complete all 15 credit hours of required courses.

Admission into the Graduate Certificate Program can occur after enrolling in courses in the Graduate Certificate Program at any time prior to completion of 6-9 credit hours.

E. Demand and employment factors

Please respond to this item only if preparing students for specific employment opportunities is a key objective. In such cases, describe the audience and unique career paths.

NA

F. Regional, state, and national factors

- 1. List comparable courses of study in the region or the State, and explain why these existing programs cannot meet the needs of prospective students and/or employers in the geographic area which the curriculum would serve. Describe any significant differences between the proposed course of study and others in the region or State that have some similar characteristics.**

No programs currently exist in the state or nationally that focus specifically on supporting the language and literacy development of young children from birth through age five. As research on early language and literacy development and attention to the importance of literacy development in the early years for future school success continue to increase, this program will position the University of Delaware at the forefront of professional development in this area of critical need.

- 2. Describe the regional accrediting, professional association, and licensing requirements that have helped shape the proposed curriculum. Indicate the effects such agencies have had on the length, content or mode of delivery and**

on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements

In consultation with DIEEC, courses within this Graduate Certificate Program have been selected to address expressed needs of the workforce and flexible formats for delivery have been explored based on data from workforce studies conducted by DIEEC.

There are currently no accreditation or licensing requirements established for programs in early language and literacy.

A. Describe other strengths

- 1. Describe any special features which convey the character or personality and make the proposed course of study distinctive. (Examples might include the interest and special expertise of certain faculty members, the location and availability of unique materials or technologies at or near the campus, special relationships to other departments, organizations, or institutions, etc.)**

This Graduate Certificate Program is the only program in the state and region that provides post-baccalaureate professional growth opportunities for professionals working in programs supporting early language and literacy development in children from birth through age five.

The program's pragmatic courses, options to tailor course selection to students' particular professional experiences and goals, and flexibility in scheduling and format directly address the needs of practicing professionals while also providing an entry point into a full Masters Degree program for those who may not have otherwise considered applying.

- 2. Report on any anticipated collaborative arrangements with other parties (for example, inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.**

Partnership with DIEEC permits easy access to the early care and education workforce for advertizing and evaluating courses taken by professionals in this sector.

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. Enrollment

If enrollments are to be limited, e.g., by size, by pre-requisites, or by academic performance, describe the restrictions and the reasons for them. Be sure to indicate the effective academic year. A letter of support from the Admissions Office for undergraduate programs or Office of Graduate Studies will also be helpful in projecting enrollments for the proposed program.

NA

Admission Requirements

- 1. Describe the criteria for selecting among applicants.**

Applicants to this Graduate Certificate Program must have successfully completed a BS or BA in a field related to the applicant's area of interest. In addition, applicants must provide a statement of interest, career objectives and prior related experience.

College transcripts will be evaluated for indicators of future academic success and written statements assessed for compatibility of interests and goals with program goals.

Students can apply for admission into the MS program upon completion of 6-9 credits in the Graduate Certificate Program. All 15 credits in the Graduate Certificate Program can then be applied to the MS degree.

2. **Distinguish, if necessary, selection criteria between freshman, transfers from other institutions and transfers from within the University.**

NA

3. **Attach any Retention Policy that might apply and provide rationale for this policy.**

Participants must earn a minimum grade of B- in all courses leading to the Graduate Certificate.

B. Student Expenses and Financial Aid

1. **Indicate the need for any required student expenses beyond the traditional book and supplies, for example, personal computer, extensive laboratory fees, etc. For Graduate and professional courses of study, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.**

College of Education & Public Policy Delaware Graduate Scholarships are available to Delaware residents and employees of state and local government in Delaware.

IV. CURRICULUM SPECIFICS

A. Institutional Factors

State the degree to be awarded to those who complete the program and explain why this is the appropriate form of recognition.

Graduate Certificate in Early Literacy

B. Describe the curriculum

1. **Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.**

This program requires 15 credit hours. Three credits are required in each of the following content areas: Family, Early Language and Literacy Foundations, Staff Development, Early Language and Literacy Curriculum, and English Language Learners.

Fieldwork may be embedded in many of the courses; no separate credit-bearing field experiences are required.

2. **Provide a sample curriculum by following the format in the Undergraduate and Graduate Catalog.**

FAMILY HDFS 621 Family Studies I or HDFS 647 Family Partnerships in Early Childhood Education	3 credits
EARLY LANGUAGE AND LITERACY FOUNDATIONS HDFS 606 Early Childhood Literacy Skill Development	3 credits
STAFF DEVELOPMENT HDFS 656 Supervision: Functions & Techniques	3 credits
EARLY LANGUAGE AND LITERACY CURRICULUM HDFS 667 Early Childhood Literature or EDUC 601 Language Development in the Classroom or EDUC 602 Childhood Literature	3 credits
ENGLISH LANGUAGE LEARNERS EDUC 676 Second Language Acquisition & Bilingualism or EDUC 740 Literacy for English Language Learners	3 credits
TOTAL	15 credits

The sequence and timeline for completion (up to 4 years) will be determined by the student in consultation with the Coordinator of Certificate Programs.

3. Indicate how the curriculum satisfies University of Delaware, college and departmental requirements, such as ENGL110, multicultural, college core, etc.

NA

4. In the Appendices, provide approval from affected departments for all newly required courses that support the proposed curriculum.

NA

V. RESOURCES AVAILABLE

A. Learning Resources

Describe briefly the scope and quality of available library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the proposed course of study. If appropriate, obtain a Library Assessment Statement.

No additional will be needed as this program will utilize collections and services already in use by existing MS and PhD programs in Human Development and Family Studies, School of Education and English Language Institute.

B. Faculty / Administrative Resources

Describe the available program administrators and faculty expertise which support the proposed curriculum. List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who

would be directly involved, including campus administrators. If appropriate, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation of the faculty.

Coordinator of Certificate Programs, Dr, Cynthia Paris <http://www.hdfs.udel.edu/staff-bios/cynthia-paris>

Faculty: <http://www.hdfs.udel.edu/content/faculty>

C. External Funding

Indicate any resource or source of funding external to the University which has been garnered to support the curriculum.

None

VI. RESOURCES REQUIRED

A. Learning Resources

Identify needed additional learning resources. Indicate which of these are essential for basic implementation and whose which will produce a premiere program able to compete favorably for the highest caliber of student.

Essential resources are in place. Additional resources to develop more hybrid and fully-online delivery formats would permit the program to extend its reach to more potential students.

B. Personnel Resources

Indicate any new faculty positions required and the qualifications and subject matter specialties that will be sought. Give reasons for needing new position.

None needed.

C. Budgetary Needs

Attach an accounting of budgetary needs.

None needed

VII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan

Describe how the curriculum will be implemented.

The Graduate Certificate in Early Language and Literacy will begin implementation in the fall semester of 2010. Admitted Graduate Certificate students will join MS students in courses offered each semester.

B. Assessment Plan

Indicate how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative. Success should be measured against the criteria listed including stated learning outcomes and against whatever objectives have been set forth in the first section of the proposal. Academic units are encouraged to consult with the Office of Educational Assessment in developing the appropriate learning outcomes, assessment criteria, and benchmarks for success.

Learning outcomes for this Graduate Certificate Program will be assessed at the course level through the use of assessments of knowledge application in field-based projects, case studies and workplace action research. A minimum grade of B- must be achieved in all courses.

The Coordinator of Certificate Programs will maintain records of students' performance on the program learning outcomes in each course and use this data to inform selection of subsequent courses and retention in the program.

Following completion of the Graduate Certificate Program, surveys of program completers' self-assessment against the program learning outcomes.

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Date: Wed 18 Nov 13:51:56 EST 2009

From: Nancy Lavigne <nlavigne@UDel.Edu> [Add To Address Book](#) | [This is Spam](#)

Subject: Re: other

To: "Donald G. Unger, Ph.D." <unger@UDel.Edu>

Cc: Kathy Minke <minke@UDel.Edu>

Dear Donald,

The CGSE committee met and discussed the following:

- (a) Is there capacity for students in the certificate program for EDUC601, EDUC602, EDUC676, and EDUC740?
- (b) Is there any reason not to accept non-majors into the above courses?
- (c) Is there a major conflict with any of our programs.

Based on information acquired from the instructors, there is capacity for these students and there are no problems with accepting non-majors into these four courses. In addition, the committee did not see the certificate program as conflicting with any of our graduate programs.

Thus, the CGSE committee supports the inclusion of EDUC601, EDUC602, EDUC676, and EDUC740 into the proposal for the Early Literacy Certificate Program.



MEMORANDUM

To: Whom It May Concern

From: Carol Vukelich *Carol Vukelich*
Director, Delaware Center for Teacher Education
Hammonds Professor in Teacher Education

Subject: Graduate Certificate in Early Literacy Specialist

Date: November 10, 2009

I write to enthusiastically support the above certificate for early childhood teachers, center directors, and others looking to build their expertise in language and early literacy education for young children. There is such a great need for people with expertise in this area! The research literature clearly supports the importance of children's language and early literacy development to their future reading achievement --and of building teachers' knowledge of how to develop children's language and early reading skills. This certificate is a unique offering, filling a significant void in the University's offerings for early childhood educators. I hope many Delaware educators take advantage of this certificate. The impact of Delaware's young children's language and early reading knowledge would be noticeable.



ENGLISH
LANGUAGE INSTITUTE

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Internet: www.udel.edu/eli

November 6, 2009

To the members of the Senate Committee on Graduate Studies:

I am writing to support the inclusion of EDUC 676, Second Language Acquisition & Bilingualism, and EDUC 740, Literacy for the English Language Learners, in the Early Literacy certificate program proposed by the Department of Human Development and Family Studies. Currently the English Language Institute works collaboratively with the School of Education to provide instruction and administrative support for the MA TESL program, which offers these courses.

This proposal is well-timed. With the rapid changes in US demographics (currently one out of every five families speaks a language other than English at home—a ratio that will turn to one in four within ten years), there is a critical need for early childhood education providers who possess the skills necessary to help English Language Learners acquire pre-literate proficiency. I strongly endorse this initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read "Scott G. Stevens".

Scott G. Stevens, Ed.D.,
Coordinator, MA TESL Program,
School of Education
Director, English Language Institute