

Indiana University
Request for a New Credit Certificate Program

Campus: IUPUI

Proposed Title of Certificate Program: Graduate Certificate in Teaching Literature

Projected Date of Implementation: Fall 2013

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES –These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

According to a June 2011 report by the Ad Hoc Committee on the Master's Degree of the Association of Departments of English (ADE), "The master's degree in English has acquired increased complexity and significance as a credential and route to employment in higher education, secondary and elementary school teaching, business, government, and not-for-profit organizations" (1). Yet while the Master's in English "serves as a credential for teaching, it has not necessarily been designed to prepare graduates for teaching" (6). In a survey of department chairs and program directors cited in this report, "62.4% of respondents designate the preparation of postsecondary teachers as important or very important to their missions, but it is not at all clear that most programs structure course offerings and requirements that are explicitly directed to prospective teachers" (9). This proposed Graduate Certificate in Teaching Literature seeks to address this issue and close this gap. Together with our existing certificates in Teaching Writing and TESOL (Teaching English to Speakers of Other Languages), it will make our overall MA program in English one of the strongest teaching-oriented graduate English programs in the state.

According to the Indiana Department of Education Professional Standards, "teachers must renew their licenses by completing six (6) semester hours of approved college courses every five (5) years." The certificate program would provide an opportunity for area teachers to begin work in a structured program and would enable the department to strengthen its professional mentorship of area teachers. In addition, the program would serve as a feeder program for the M.A. in English. While the certificate does not automatically lead to a graduate degree, the credits earned could be applied toward the M.A. in English upon acceptance into the M.A.; credits earned could possibly apply as well to a graduate degree in Education.

II. List the major topics and curriculum of the certificate.

Students will complete the certificate by satisfactorily completing five graduate courses, or a minimum of 20 credit hours. The curriculum will include two core courses (Teaching Literature and Practicum in Teaching Literature) as well as three elective courses in the following areas: theories of literary analysis; methods of literary research and study; surveys of American and British literature, as well as adolescent and children's literature, multicultural literature, colonial and postcolonial literature, and women's literature.

Specific courses are as follows:

Core courses (2 courses, 4 credits each, 8 credit hours total)

L503 Teaching of Literature

L508 Practicum on Teaching Literature

Elective courses (3 courses, 4 credits each, 12 credit hours total)

L506 Introduction to Methods of Criticism and Research

L606 Topics in African American Literature

L625 Readings in Shakespeare

L635 Readings in American Ethnic Literature and Culture

L641 Studies in British Literature before 1900

L643 Readings in Colonial and Post-Colonial Literature

L649 Studies in British Literature since 1900

L650 Studies in American Literature before 1900

L655 Studies in American Literature since 1900

L657 Readings in Literary and Critical Theory

L666 Survey of Children's Literature

L673 Studies in Women and Literature

L680 Special Topics in Literary Study and Theory

L695 Individual Readings in Literature (1-4 CR)

Other graduate courses in literature or related fields as approved by certificate director.

III. What are the admission requirements?

Admission to the certificate program requires one of the following:

- (1) State certification in middle or high school teaching;
- (2) Current enrollment as a graduate student at IUPUI;
- (3) Successful completion of an M.A. degree or higher at an accredited university;
- (4) Successful completion of a B.A. with a minimum GPA of 3.0 (on a scale of 4.0) or the equivalent from an accredited institution.

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

Upon completion of the program, students will be able to:

- understand and apply recent theories and approaches to teaching literature;
- understand the nature of reading and literary analysis and how these can be taught effectively;
- understand literary contexts and traditions as they inform the teaching of literature;
- develop strategies for facilitating student engagement of literary texts;
- develop and articulate a critically aware philosophy of teaching literature;
- create effective assignments in the study of literature

- demonstrate leadership as a reader and scholar of literature as well as a creator of curricula related to the study of literature at the middle school, high school, and college levels.

V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Students will confer with the Graduate Certificate Advisor in planning their selection of elective courses. Student learning outcomes will be assessed in individual courses on the basis of reflective writing assignments, formal research-based papers, mentor observation of teaching methods, and the creation of original teaching materials informed by best practices in the field. Some courses may require students to prepare a portfolio. Students will complete course evaluation forms for each course and will meet with the Graduate Certificate Advisor in the fall or spring term. And advising record for each student in the program will be kept on file.

The assessment of the Certificate program will consist of three parts: (1) the Graduate Certificate faculty adviser will consult with program participants about their progress and the range and quality of their learning experiences, (2) samples of students' work in different courses will be reviewed to ensure that the aims of the program are being met, and (3) graduates of the program will be contacted for follow-up reports on their progress as writing teachers, the effectiveness of the program, and suggestions for improvement. A committee of writing faculty will meet

annually with the Graduate Certificate adviser to review assessment data and to recommend changes for program improvement.

VI. Describe student population to be served.

The certificate will attract and serve middle and high school language arts teachers, current M.A. students, and part-time faculty and lecturers in any subject area who want to expand their knowledge of literature and enhance their professional teaching careers.

We believe the demand for the certificate among area teachers and prospective graduate students will be strong. The department's 20-credit Certificate in Teaching Writing is barely two years old and has already grown to the point where it now has 38 students enrolled, of which 22 are also enrolled in the English MA Program. Many of these students will enroll in the Graduate Certificate in Teaching Literature as well, using the two 20-credit certificates to complete the MA under the 40-credit Non-thesis Option.

VII. How does this certificate complement the campus or departmental mission?

IUPUI's mission is "to advance the State of Indiana and the intellectual growth of its citizens...." The School of Liberal Arts (SLA) complements IUPUI's mission with its vision of fostering "life-long learning that engenders commitment to civil society through an engaged and educated community." Of the six Goals for implementing SLA's vision, one is "to teach students well, providing them with the academic, technological, and practical skills requisite for meaningful and satisfying lives and careers"; another is "to seek and build partnerships that shape and support its constituent communities"; and a third is "to better communicate its purpose and value to constituent communities."

The Graduate Certificate in Teaching Literature will offer licensed teachers in our communities an opportunity to continue their professional development in a structured program consisting of current theory and best practices in teaching literature. The program will enable literature faculty to engage in professional mentorship and will create opportunities to strengthen our partnership with the School of Education and create new partnerships with area schools and programs.

The addition of this certificate will mean that the Graduate English Program will be able to offer three separate teaching related certificates—one in TESOL, one in teaching writing, and one in teaching literature. It will also mesh well with other graduate programs in the Liberal Arts, for example the Master's in Teaching Spanish.

VIII. Describe any relationship to existing programs on the campus or within the university.

The primary relationships will be to other certificate programs in our department (TESOL, Teaching Writing, Professional Editing); however, the program's courses potentially will be attractive to graduate students in Education and students in IUPUI's MA in Teaching Spanish program. The department of English has strong existing ties to the School of Education in that English Education majors take a large number of English courses as part of their degree.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

No new faculty will have to be hired for us to begin offering the new certificate. However, the English department does need additional tenure-line faculty in literature, particularly British literature, and such a hire has been requested the last two hiring cycles.

Administration and staff support for the certificate already exist in the department and the MA program in the form of the Graduate Director (Robert Rebein), the Director of Literature (Jane Schultz), and the Graduate Secretary (Patricia King).

- X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

Credits earned in the certificate can be applied directly to the M.A. in English upon acceptance into that degree program. In addition, because there is no overlap of courses between the Graduate Certificate in Teaching Writing and the proposed Graduate Certificate in Teaching Literature, MA students with significant interests in teaching will be able to complete both certificates and use the 40 credits thus earned to complete the MA in English under the Non-Thesis Option. Students who have earned this dual certification will be uniquely qualified to teach a range of first year courses at the college level, as well as AP and Dual Credit courses in area high schools.