

PRL Program Orientation PowerPoint Narration

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This brief presentation is an overview and introduction to the Postsecondary Reading and Learning certificate program offered at California State University Fullerton. The presentation will provide information that should be helpful in determining if the program is aligned with your professional goals.

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The Postsecondary Reading and Learning (PRL) certificate program was established in response to the demand for trained reading professionals in postsecondary settings. The program provides students with research based cutting-edge postsecondary reading and learning curriculum, as well as insights into adult learning theory. In addition, the totally online format of the program provides access to a national and international audience. This diverse population and accompanying perspectives enhances the experience for all participants. The knowledge, skills and experiences gained through the program can improve the marketability and employability of individuals wishing to work with the postsecondary population and are transferable to a variety of settings. The course participants also connect to become a valuable professional networking community which provides future contacts in the field of college reading.

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Historically the training available for postsecondary educators has been minimal, as most graduate degree programs in education have a K-12 focus.

This 12 unit online program satisfies the California mandate under AB 1725 requiring certification in adult reading instruction for community college teachers of Reading. This legislation requires that individuals have a Masters degree in Reading to teach Reading classes at the community college level. However, a Masters degree in another teachable subject such as English, TESOL, Psychology or History coupled with an additional 12 graduate units in postsecondary Reading is also acceptable. The PRL certificate is meant for people who already have an appropriate Masters degree in another subject area and want to teach Reading at the community college, but need the additional certification.

On a national level, the College Reading and Learning Association and the National Association of Developmental Educators are collaborating on a process for individual content area certification. Reading will be one of these areas. The PRL program will address many of the criteria that will be necessary for this type of national certification.

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The goal of the PRL program is to provide training to individuals who wish to work in postsecondary reading and learning environments. These include the community college classroom, learning assistance centers, and tutorial services, as well as business and industry workplace settings.

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The PRL program consists of four three unit courses for a total of 12 graduate units. Throughout the program participants will have the opportunity to review the current literature on adult learning and reading, research issues with implications in the postsecondary learning arena, apply what they are learning to the postsecondary setting by working directly with students, and share and reflect on their experiences. All assignments and communications with the instructors and classmates will be conducted using the online environment.

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The PRL program was designed for working professionals as an entirely online program and thus is primarily asynchronous in nature. Program participants will have an opportunity to share their experiences and perspectives with students from across the country and international students as they participate in weekly discussions. Group pages, wikis and blogs will be used to encourage collaboration among classmates. There may also be occasions and opportunities in each class where participants might need to connect in a time-certain manner to work in a group or as part of e-office hours that are offered by the instructor.

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The courses and content in the PRL program have been tightly sequenced and designed both conceptually and numerically and formally approved as such. Thus, there are firm prerequisites for each course. Program participants can take one course at a time in the prescribed sequence (Read 505, Read 507, Read 516, Read 587). All courses are offered once a year so the program must be started during the Fall and ends in late July. As a practical professional program, each class provides many opportunities to link the coursework from previous or concurrent classes directly to professional settings. Throughout the program participants will need access to students and/or a learning environment for application activities in each course.

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The first course in the series is Read 505 – Foundations of Postsecondary Reading and Learning. This course provides the theoretical framework and background of the field including historical perspective, student/adult development, reading and learning theory/academic literacy, programmatic structures and components, curriculum design and contemporary issues.

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The Handbook of College Reading and Study Strategy Research by Flippo and Caverly will be used extensively throughout the program. This text will be a valuable addition to

the postsecondary educators' professional library. Beginning in Fall 2018 Students do not need to purchase this text as it is provided as part of your tuition. Upon registration in READ 505 the text will be mailed directly to you.

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The learning opportunities that will be available in Read 505 include discussion forums, review of current professional issues via diverse media, and module outcome assignments that reflect the course description including the study of reading and learning theory, adult development, model programs, appropriate curriculum design and current issues. The module outcome assignments will provide options for practical application to various workplace settings as well as allow for individual decisions about appropriate demonstration of current and relevant professional topics.

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Read 507-Literacy in the Academic Disciplines is the second course in the PRL program. It can be taken concurrently with Read 505. This course focuses on the current trends in the teaching of secondary and college reading programs with an emphasis on materials, organization and methods of instruction.

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The learning opportunities that will be provided in Read 507 include weekly discussion, the reviewing of pertinent articles from professional journals, the creation of a portfolio of appropriate learning strategies for the postsecondary student, as well as curriculum design projects focusing on study skills and critical thinking.

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The third class in the PRL program is Read 516- Literacy Assessment and Analysis for Instruction. Read 505 and 507 must be completed before Read 516 is taken. This course is a study of the administration, evaluation, and interpretation of individual and group tests related to reading/language arts performance. The course includes a model to guide in-depth analysis of a reader with attention to the influences of linguistic, social, cultural, physical, psychological, intellectual and educational factors on learning to read and reading to learn.

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Read 516 will provide learning opportunities that include weekly discussions, and reflections from the assigned readings. Also, course participants will work with a post-secondary learner of their choice to assess, diagnose and remediate reading difficulties. Weekly submission of study plans and quick writes relating to the meetings with this student is required.

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The final course in the PRL program is Read 587-Program Management in Postsecondary Reading and Learning. This course can be taken concurrently with Read 516. Read 587 is a study of the multifaceted components related to the administration, management and supervision of a post-secondary reading and learning program as well as the current issues and trends in program management.

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In this class participants will be evaluating postsecondary reading programs and developing a plan for a model program. Site visitations, software evaluations, journal article reviews, discussion and reflection will all provide important insights into the current issues and trends in program management.

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To gain admission to the program applicants need to have earned a BA or BS degree from an accredited institution and they must have maintained a minimum GPA of 2.5 in their last 60 semester units attempted. In addition, applicants will need to write two short responses about their technology knowledge and skills, their abilities to be an online learner, and their professional goals related to completion of the certificate. They will also need access to postsecondary students and/or learning environment in order to complete application activities and assignments in each course.

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As the entire program uses an online delivery method, it is important that participants are well versed in the basic computer skills they will be required to use weekly. They should have a working knowledge of Microsoft Word and PowerPoint. They should be able to send and receive e-mail with attachments. They should be able to navigate the internet and use databases and spreadsheets, as well as be familiar with basic multimedia applications.

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Currently Read 505, Read 507 and Read 587 cost \$366 per unit with an additional \$99 online surcharge per course to total \$1197 for each 3-unit course. Read 516 costs \$366 per unit with an additional \$99 online surcharge to total \$1296. The additional per unit charge for this course is due to the inclusion of testing materials that will be provided by the instructor and will become part of the participants professional library. Books and other materials are separate. Fees are subject to change.

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Participation in the program will begin with an official acceptance letter which will be sent to individuals via e-mail once their applications have been received and reviewed. On successfully completing the four courses included in the program participants will be instructed on how to request the formal certificate of completion which will be signed by the program coordinator and the dean of University Extended Education.

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Applications are accepted and students admitted on a rolling basis throughout the academic year. However, the program starts just one cohort per academic year. Thus, students wishing to begin the program must be accepted and register before the first classes begin in late August each year.

Some students inquire about the transferability of the PRL courses to the MS in Education, emphasis Reading. Admission to this certificate program does not guarantee admission to either a CSUF or other graduate degree. However, students who have taken Read 507 and Read 516 in the MS Reading Degree program can transfer these classes to the Postsecondary Reading and Learning Certificate program. Per the accreditation of both programs, the READ 507 and 516 courses can only be used one way, that is, from the MS in Reading to the PRL program, but not the opposite. That is because of the NCATE accreditation since the MS courses are focused on K-12 which links to NCATE requirements. The PRL courses are only postsecondary in focus (as was the intent) and thus students would not have the K-12 background that they need for both the MS and/or the K-12 Reading Certificate. Thus, none of the PRL courses can transfer back to the MS in Reading due to the focused nature of the content in PRL. This was one of the primary reasons that the PRL was developed in the first place and that was to add the postsecondary content that was missing from the MS in Reading. This is the same issue with almost all MS in Reading programs across the country and an ongoing need in the field.

As with most graduate programs a 3.0 GPA must be maintained throughout the program. In addition, a grade of “C” or better must be earned in each class to be eligible for the certificate.

Extended Ed students must make arrangements for financial aid prior to registering in UEE classes. Financial aid is in the form of loans paid directly to students and full payment of class fees is due at the time of registration.

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If you would like more information or have further questions, please feel free to use the contact information provided for additional communications.

I hope this overview has provided you with some insight into the PRL program and its goals. Thank you for your interest and for your dedication to professional development in education.