

## **Department of Reading Education**

### **Certificate of Biliteracy**

The certificate will consist of four courses offered in the Reading Department. The courses already exist as four of the beginning courses taken to pursue a M.Ed. in Reading. However, for the certificate, the courses will be offered as separate sections. The existing sections are offered as hybrid courses that meet on three Saturdays during the semester. The biliteracy certificate sections will cover the same content as the existing sections, but with a biliteracy focus. The courses are shown below with an explanation of how they will differ from the existing courses.

1. **READ 5423.02 Literacy Practice to Theory**  
This course will focus on how one engages in literacy practices in more than one language while connecting these practices of language use to theories such as translanguaging, code-switching, and linguistic interdependence.
2. **READ 5443.02 Literacy Assessment and Instruction**  
In this course, students will evaluate existing formal assessments in reading, writing, and listening/speaking (oral language) for a learner at a specific age level who is learning English as a second (or additional) language. Students will also evaluate formal language proficiency assessments for at least one language other than English. (The student will be able to do this without possessing any proficiency in that language.) Finally, students will create their own informal assessments in reading, writing, and oral language for students learning English as a second language.
3. **READ 5503.02 Phono/Ortho Systems in Literacy Learning**  
Students will learn about the phonology and orthography systems of the English language while comparing these systems to other languages. Students will create curricular and instructional innovations to teaching English language systems to one who speaks a different language.
4. **READ 5453.02 Processes & Strategies for Comprehending Texts**  
In the final course, students will learn about how one comprehends texts in a second language and strategies to use to assist in this comprehension. Students will develop curricular and instructional innovations to use with a specific age level of bilingual learner to facilitate first language and second language comprehension of age-appropriate texts.