MEMORANDUM

TO:    Donna Wiseman
       Interim Dean, College of Education

FROM:  Phyllis Peres
        Associate Provost for Academic Planning and Programs

SUBJECT:  Proposal to add a Post-Baccalaureate Certificate in Literacy Coaching (PCC log no. 06006)

On May 30, Chancellor Kirwan gave final approval to your proposal to add a Post-Baccalaureate Certificate in Literacy Coaching. The Maryland Higher Education Commission acknowledged this approval on July 17 and will add the certificate to the academic program inventory. A copy of the approved proposal is enclosed.

The Certificate is effective Fall 2007. The College should ensure that the Certificate is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc:    Richard Ellis, Chair, Senate PCC Committee
       Sarah Bauder, Office of Student Financial Aid
       Mary Giles, University Senate
       Barbara Hope, Data Administration
       Anne Turkos, Archives
       Linda Yokoi, Office of the Registrar
       Mary Ann Ottinger, Graduate School
       Stephen Koziol, Curriculum and Instruction
July 17, 2007

Dr. C. D. Mote, Jr.
President
University of Maryland, College Park
1119 Main Administration Building
College Park MD 20742

Dear Dr. Mote:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland, College Park to offer a new Post-Baccalaureate Certificate (P.B.C.) in Literacy Coaching. I am pleased to inform you that the new program has been approved. This decision was based on an analysis of the program in conjunction with the Maryland Higher Education Commission's Policies and Procedures for Academic Program Proposals and the Maryland State Plan for Postsecondary Education. The program demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Level</th>
<th>HEGIS</th>
<th>CIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Coaching</td>
<td>P.B.C.</td>
<td>0829-01</td>
<td>13.0301</td>
</tr>
</tbody>
</table>

Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

[Signature]

James E. Lyons, Sr.
Secretary of Higher Education

JEL:DES:ggs

cc: Ms. Theresa Hollander, USM
May 30, 2007

Dr. C. D. Mote, Jr.
1101 Main Administration Building
University of Maryland, College Park
College Park, MD 20742

Dear Dan:

Thank you for forwarding the request from the University of Maryland, College Park to offer a new Post Baccalaureate Certificate in Literacy Coaching. I am pleased to approve this recommendation.

Sincerely,

William E. Kirwan
Chancellor

cc: Irwin Goldstein, Senior Vice Chancellor for Academic Affairs
Theresa Hollander, Associate Vice Chancellor for Academic Affairs
William Destler, Senior Vice President for Academic Affairs and Provost
Stephen Koziol, Chair, Dept. of Curriculum and Instruction
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
• Provide one form with original approval signatures in lines 1-4 for each proposed action. Keep this form to one page in length.
• Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
• Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
• Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED__Nov 29, 2006____ PCC LOG NO.____06006____

COLLEGE/SCHOOL__College of Education

DEPARTMENT/PROGRAM__Department of Curriculum and Instruction

PROPOSED ACTION (A separate form for each) ADD_ XX_ DELETE_ ___ CHANGE___

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)
The proposed University of Maryland College of Education’s Department of Curriculum and Instruction’s graduate literacy coach certificate program is designed to prepare experienced, highly qualified middle and high school teachers to serve as literacy coaches in low performing middle and high schools. The proposed six-course certificate program will serve cohorts of highly qualified, fully licensed, and experienced middle and high school teachers. Each cohort will not exceed twenty (20) participants. The nature of the program is evident in the course titles: a) Reading, cognition, and instruction across content areas, b) Diagnostic reading assessment and instruction, c) Teaching English for Speakers of Other Languages (ESOL) reading and writing in secondary content areas, d) Assessing, diagnosing, and teaching writing across content areas, e) Special education, and oral language development in TESOL (Teaching English to Speakers of Other Languages), and f) Coaching and mentoring teachers. Upon successful completion of the University of Maryland literacy coach program, we are proposing that candidates receive a graduate literacy coach certificate from the University of Maryland.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)
Staffing for the course described above is in line with the department’s goals. Support from tuition revenues, from county systems, and from grant support are expected to be sufficient.

APPROVAL SIGNATURES __DATE__
1. Department Committee Chair
2. Department Chair
3. College/School PCC Chair
4. Dean
5. Dean of the Graduate School (if required)
6. Chair, Senate PCC
7. Chair of Senate
8. Vice President for Academic Affairs & Provost
PROPOSAL FOR A
POST-BACCALAUREATE CERTIFICATE IN LITERACY COACHING

UNIVERSITY OF MARYLAND, COLLEGE PARK

Graduate Literacy Coach Certificate Program

COLLEGE OF EDUCATION

DEAN DENNIS KIVLIGHAN

KIND OF DEGREE: GRADUATE CERTIFICATE

Proposed initiation Date: 1 MAY 2007

I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it.

According to the No Child Left Behind (NCLB) Act of 2001, Title II, Part A, Subpart 3, the State of Maryland has five (5) high-need (low performing) local education agencies (LEAs): the Baltimore City Public Schools, the Baltimore County Public Schools, the Montgomery County Public Schools, the Prince George’s County Public Schools, and the Somerset County Public Schools.

For this purpose of this proposal, we will focus on the needs of the Prince George's County Public Schools (PGCPS) as reflecting the needs of the other districts listed above. The district needs to dramatically improve the performance of secondary students in both reading and English/Language Arts. Students must achieve at higher levels, if they are to receive high school diplomas under State of Maryland guidelines. The current Maryland High School Assessments (HSAs) are graduation requirements for current tenth-grade students. As can be seen in Table 1 below, the percentage of students reaching proficiency must increase dramatically or one out of every two students will require additional remediation in order to earn his/her high school diploma.

Table 1: Percentage of Prince George’s County Public School Students and State of Maryland Students Achieving Passing Scores on the Maryland School Assessment (MSA) and English 2 High School Assessment (HSA)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA 7 Reading</td>
<td>51.9</td>
<td>67.2</td>
<td>56.3</td>
<td>71.1</td>
</tr>
<tr>
<td>MSA 8 Reading</td>
<td>49.9</td>
<td>66.4</td>
<td>51.2</td>
<td>67.0</td>
</tr>
<tr>
<td>English 2 HSA</td>
<td>41.9</td>
<td>57.3</td>
<td>45.9</td>
<td>60.1</td>
</tr>
</tbody>
</table>

The Prince George’s County Public School district recognizes that student performance is largely the outcome of highly qualified, licensed, staff capacity. In 2006, 20.2% of the PGCPS held conditional teaching certificates as compared to 9.2% for the State of Maryland. To address these concerns the district has established goals to focus on Maryland State Department of Education standards and effective instructional delivery. In addition, the district will provide additional support to low performing schools not reaching adequate yearly progress (AYP) through the implementation of a new management model, Intensive Support and Intervention Schools (ISIS).

The PGCPS Chief Executive Officer, Dr. John Deasy, introduced the ISIS model as a part of his comprehensive plan to address school district learning needs. The plan recognizes that the number of schools identified for improvement in Prince George's County Public Schools has increased from nine (9) schools in 1998 to eighty-one (81) schools in 2006. While many of these schools have made gains in one or more areas (e.g., reading or mathematics) only nine schools have increased student achievement sufficiently to exit school improvement sanctions levied by the State of Maryland.

The ISIS model calls for, among other positions, the addition of a Literacy Coach or Reading Specialist to the staffing of all low performing schools. A PGCPS Literacy Coach will be charged with assisting the Principal and Academic Team in providing reading and English/Language Arts instruction that has a focus on the standards and indicators of the Maryland State Department of Education’s Voluntary State Curriculum. To deliver high-level instruction the Literacy Coach will:

- Provide teacher training
- Monitor the instructional program
- Analyze student data and assist teachers in the analysis of classroom data (i.e., student work, formative assessments)
- Supervise the extended learning opportunities and assist in the selection of students to receive additional instruction
- Participate in instructional learning walks
- Serve as a member of the school academic team
• Support the teaching of reading in all disciplines
• Participate with parents in activities designed to increase the amount and quality of home reading

Currently, the PGCPSS district intends to hire Literacy Coaches during the 2006 - 2007 academic year with additional staff to
be hired in the future to address the needs of low performing schools.

This brief overview of conditions in the Prince George’s County Public Schools, which reflects similar conditions in the
Baltimore City Public Schools, the Baltimore County Public Schools, the Montgomery County Public Schools, and the Somerset
County Public Schools shows the need for the University of Maryland College of Education’s Department of Curriculum and
Instruction’s plan to implement a Graduate Literacy Coach Certificate Program. The proposal addresses a critical staffing need for
low performing schools in major county school districts in the State of Maryland.

To be more specific, the proposed University of Maryland College of Education’s Department of Curriculum and
Instruction’s graduate literacy coach certificate program is designed to prepare experienced, highly qualified\footnote{In this context, “…experienced and highly qualified…” indicates that potential teacher candidates for the University of Maryland Literacy Coach Program must be experienced teachers who are fully licensed in their subject matter area, e.g., English, Social Studies, etc., and evaluated as highly effective teachers by their instructional supervisors.} middle and high school
teachers to serve as literacy coaches in low performing middle and high schools.

Literacy coaches are skilled content area collaborators who function effectively in middle school and/or high school settings
for secondary teachers in the core content areas of English language arts, mathematics, science, and social studies.

They are skilled evaluators of literacy needs within various subject areas and are able to collaborate with secondary school
leadership teams and teachers to interpret and use literacy assessment data to inform instruction.

In addition, literacy coaches are accomplished middle and high school teachers who are skilled in developing and
implementing instructional strategies to improve academic literacy in the four targeted content areas.

The proposed six-course, graduate literacy coach certificate program will serve cohorts of highly qualified, fully licensed, and
experienced middle and high school teachers. Each cohort will not exceed twenty (20) participants. The nature of the program is
evident in the course titles: a) Reading, cognition, and instruction across content areas, b) Diagnostic reading assessment and
instruction, c) Teaching English for Speakers of Other Languages (ESOL) reading and writing in secondary content areas, d)
Assessing, diagnosing, and teaching writing across content areas, e) Special education, and oral language development in TESOL
(Teaching English to Speakers of Other Languages), and f) Coaching and mentoring teachers.

In addition, literacy coach candidates will participate in public school professional development workshops mapped onto the
literacy coach coursework. Both University of Maryland courses and public school professional development workshops adhere to the
Standards for Middle and High School Literacy Coaches (International Reading Association, 2006).

Upon successful completion of the University of Maryland literacy coach program, we are proposing that candidates will
receive a graduate literacy coach certificate from the University of Maryland.

The first literacy coach program consists of a cohort of Montgomery County Public School (MCPS) teachers and is funded\footnote{The grant provides approximately one-half the tuition support of literacy coach candidates; the remainder of the tuition is covered by the Montgomery County Public Schools through their program, which covers graduate tuition reimbursement for its professional staff.} by a grant from the Maryland Higher Education Commission (MHEC), Annapolis, Maryland, to the University of Maryland and the
Montgomery County Public Schools, MHEC Grant No. ITQ-06-407, May 24, 2006.

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of
potential students, onsite or offsite, are you expecting to draw?

Based on the College of Education’s Department of Curriculum and Instruction (EDCI) resources, the proposed graduate
literacy coach certificate program will admit cohorts of literacy coach candidates. Each cohort will consist of a maximum of twenty
(20) candidates. These candidates will be highly qualified teachers recruited from high-need (low performing) school districts in the
State of Maryland and will represent a new population of students in offsite programs

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

The Graduate Literacy Coach Certificate Program in the College of Education’s Department of Curriculum and Instruction
(EDCI) is designed to provide advanced preparation in literacy instruction (reading and writing) based on current theory and
scientifically warranted best practice for cohorts of twenty (20) experienced middle (MS) and high school (HS) teachers recruited
from the lowest performing schools to serve as literacy coaches for classroom teachers across content areas, e.g., English,
mathematics, social studies, science, etc., in diverse (ESOL, FARMS, minority, Special Education) middle and high schools with the
greatest literacy deficiencies.

Released from classroom teaching, literacy coaches will provide leadership and work collaboratively across content areas
with individual teachers, small groups of teachers, and entire school faculties to ensure the delivery theory based and scientifically warranted best practice in reading and writing to assist these lowest performing schools in meeting all pupils’ literacy needs, adequate yearly progress (AYP), and success on Maryland State Assessments (MSAs) (Maryland State Department of Education, 2005a, 2005b, 2005c, 2005d, 2005e, 2003; International Reading Association, 2006).

The educational goals for the certificate program include the following:

I. Knowledge Goals for Literacy Coaches
   • Understanding of literacy development in diverse school settings
   • Understanding of contextual influences on literacy development and growth
   • Understanding of English language development and growth
   • Understanding of development and growth in reading and writing
   • Understanding of the effects of reading and writing development on literacy development and growth
   • Understanding of historical and political perspectives on literacy development
   • Understanding of effective coaching and mentoring strategies to be used with individual teachers, small groups of teachers, and entire school faculties

II. Skills Goals for Literacy Coaches
   • Effective performance in reflecting on literacy teaching performance in diverse school settings
   • Effective performance in contributing to the literacy learning community of classroom, school, family, and profession
   • Effective performance in taking responsibility for understanding and adapting to change in literacy education
   • Effective performance in collaborating with others
   • Effective performance in striving for personal mastery of literacy theory and research based best practice
   • Effective performance in translating literacy theory and scientifically based best practice for individual teachers, small groups of teachers, and entire school faculties

III. Dispositional Goals for Literacy Coaches
   • Demonstrates willingness to design literacy learning experiences and print-rich and writing-rich environments in diverse school settings
   • Demonstrates willingness to document literacy development and growth in diverse school settings
   • Demonstrates willingness to talk and listen to students as capable readers, writers, and language learners in diverse school settings
   • Demonstrates willingness to analyze and interpret observations of reading and writing behaviors in diverse school settings
   • Demonstrates willingness to select and support instructional decisions using literacy theory and scientifically based best practice in diverse school settings
   • Demonstrates willingness to provide leadership and direction for individual teachers, small groups of teachers, and entire school faculties in diverse school settings

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

1. Literacy Coach Candidates must complete the six (6) University of Maryland, College Park, graduate courses (18 credits) listed below with a minimum grade point average (GPA) of 3.0. The required courses are as follows:

   **EDCI 763: Reading, Cognition, and Instruction: Reading in Content Areas (3 cr.)**
   Description: Provide students with an understanding of the interactive nature of the reading process, the use of search based instructional strategies, the relationship between vocabulary development and student concept development, the design of strategic reading instruction, the methods for assessing content area literacy, and the ability to plan instruction and communicate with students, parents, and allied professionals.

   **EDCI 662: Diagnostic Reading Assessment and Instruction (3 cr.)**
   Description: Survey course in diagnostic reading assessment and instruction for graduate students not majoring in reading.

   **EDCI 788: Coaching and Mentoring Teachers (3 cr.)**

---

3 This course has been offered once and will be offered again in the Spring of 2007. It will then be submitted for approval.
Description: This course is a summative experience that provides knowledge and background for literacy coach candidates on how to coach and mentor classroom teachers to infuse theory based and scientifically warranted best literacy practices in their classrooms. One of the major goals of this course is to ensure that literacy coach candidates understand how to support and integrate the expectations of Literacy Coach Standards I – VI (International Reading Association, 2006).

**EDCI 638: Teaching ESOL Reading and Writing in Secondary Content Areas** (3 cr.)

Description: Analysis of approaches to curriculum, current research, theory and pedagogy of reading and writing to second language students from diverse cultural and linguistic backgrounds.

**EDCI 673: Assessing, Diagnosing, and Teaching Writing Across Content Areas** (3 cr.)

Description: Application of theory and research on composition instruction to review assessment and diagnostic procedures useful to writing teachers including the development of curricular materials for implementing appropriate individual, small group, and large-group instruction.

**EDCI 632: Special Education and Oral Language Development in TESOL** (3 cr.)

Description: Understanding of pre-referral, referral, assessment, and identification processes, as well as instruction of English Language Learners with learning disabilities. Required for TESOL Certification program.

TOTAL GRADUATE CREDITS: 18 in hard-numbered University of Maryland courses.

2. Literacy Coach Candidates must complete the Public School District Practicum for Literacy Coaches with a minimum grade of B for three (3) public school in-service credits. The school district in-service instructor assigns the grade for school district purposes. The proposed graduate literacy coach certificate will be granted after the successful completion of the 18 credits. The public school practicum has no bearing on the granting of the University of Maryland certificate.

**Public School District Practicum for Literacy Coaches**

Description: Based on Literacy Coach candidate needs gathered from both University of Maryland and public school formative and summative assessments, their reflections and journal entries in public school professional development sessions, and EDCI 788, this Public School District Practicum for Literacy Coaches will provide additional professional development to meet candidate needs. One of the major goals of this practicum is to ensure that literacy coach candidates understand how to support and integrate the expectations of Literacy Coach Standards I – VI (International Reading Association, 2006).

3. Literacy Coach Candidates must achieve a minimum summative performance of three (3) on a five point scale (5 = Outstanding through 1 = Unsatisfactory) on each literacy coach standard included on the Literacy Coach Formative and Summative Assessment (https://www.education.umd.edu/EDCI/litcoach/lcpas/).

4. All requirements for the proposed graduate literacy coach certificate must be completed within a five-year period.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

**Eligibility**

Literacy coach applicants, highly qualified, fully licensed, and experienced public school teachers, will be reviewed for admission to the program by a joint university and public school screening committee consisting of the university literacy coach program coordinator, the Chair of the Department of Curriculum and Instruction (ex officio), the Associate Chair of the Department, the Department Director of Graduate Studies, and public school central office literacy program supervisors.

After the review and preliminary acceptance into the graduate literacy coach certificate program, literacy coach candidates will then be required to achieve admission to the University of Maryland Graduate School to achieve full admission to the literacy coach program.

**Program Enrollment**

Based on Department resources, the proposed graduate literacy coach certificate program will admit cohorts of literacy coach
candidates. Each cohort will consist of a maximum of twenty (20) candidates. It is anticipated that the program will be offered as an outreach initiative in partnership with one or a pair of Maryland county school systems, although the Department will also be willing to offer the program as an on-campus option. The Department does not anticipate offering the program to more than one new cohort per year.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the program's learning outcomes and explain how they will be measured.

I. Knowledge Goals for Literacy Coaches
   • Understanding of literacy development
   • Understanding of contextual influences on literacy development and growth
   • Understanding of English language development and growth
   • Understanding of development and growth in reading and writing
   • Understanding of the effects of reading and writing development on literacy development and growth
   • Understanding of historical and political perspectives on literacy development
   • Understanding of effective coaching and mentoring strategies to be used with individual teachers, small groups of teachers, and entire school faculties

II. Skills Goals for Literacy Coaches
   • Effective performance in reflecting on literacy teaching performance
   • Effective performance in contributing to the literacy learning community of classroom, school, family, and profession
   • Effective performance in taking responsibility for understanding and adapting to change in literacy education
   • Effective performance in collaborating with others
   • Effective performance in striving for personal mastery of literacy theory and research based best practice
   • Effective performance in translating literacy theory and scientifically based best practice for individual teachers, small groups of teachers, and entire school faculties

III. Dispositional Goals for Literacy Coaches
   • Demonstrates willingness to design literacy learning experiences and print-rich and writing-rich environments
   • Demonstrates willingness to document literacy development and growth
   • Demonstrates willingness to talk and listen to students as capable readers, writers, and language learners
   • Demonstrates willingness to analyze and interpret observations of reading and writing behaviors
   • Demonstrates willingness to select and support instructional decisions using literacy theory and scientifically based best practice
   • Demonstrates willingness to provide leadership and direction for individual teachers, small groups of teachers, and entire school faculties

In addition to the Literacy Coach candidate requirement of successful completion of the six (6) graduate courses in the program, a web-based Literacy Coach Formative and Summative Assessment Instrument (see Appendix A or refer to https://www.education.umd.edu/EDCI/litcoach/lcpas/) has been developed to collect both quantitative and qualitative data. As we proceed with the program, we will continue to develop and validate it collaboratively with EDCI faculty, public school central office administrators, professional development administrators, central office content area supervisors, building principals, teachers, University of Maryland administrators, literacy, English, and linguistics professors using the Standards for Middle and High School Literacy Coaches (International Reading Association, 2006), Literacy Specialist Endorsement: Description and Standards Matrix (Ohio Department of Education, 2003), the Maryland (MSDE) Voluntary State Curriculum Standards in Reading and Writing (2003), the Maryland (MSDE) Teacher Professional Development Standards (2004) as guides.

The Formative and Summative Assessment Instrument (Refer to https://www.education.umd.edu/EDCI/litcoach/lcpas/) consists of six (6) sections: I. Knowledge and Dispositions, II. Curriculum, Instructional Strategies, and Materials, III. Assessment, Diagnosis, and Evaluation, IV. Creating a Literate Environment, V. Professional Development, and VI. Literacy Research. In each section, we identify specific performances that literacy coach citation candidates are expected to master across the program courses and a public school district practicum at a minimum level: 3 = Effective.

Using the validated literacy coach assessment instrument, course instructors and public school professional development staff in the program will work collaboratively to determine which performances will be addressed in each of the six courses across the program and the concurrent public school professional development series. EDCI faculty and public school professional development staff will create a comprehensive matrix to ensure that all performances are addressed in the six (6) program courses, the public school professional development series, and public school practicum.

The instructor or public school professional development staff, and the candidates will complete this web-based instrument at the end of each course or each public school professional development presentation to assess mastery of the certificate program performances specific to that particular course or presentation. Upon completion of the program, candidates will have been assessed on all performances. Quantitative and qualitative data collected from the Literacy Coach Formative and Summative Assessment Instrument will also be used to advise candidates as they make progress in the program and to make program adjustments as the
candidates proceed to completion.

In addition, public school building administrators will be conducting formative and summative assessments of the Literacy Coach candidates throughout the literacy coach program of studies using public school approved performance assessment guidelines. Data from these assessments will be used in concert with the Formative and Summative Assessment Instrument to determine candidates’ satisfactory progress.

Finally, journal reflections and assessments collected from literacy coach candidates in the concurrent public school professional development sessions sponsored by the public schools throughout the duration of this initiative will be used for formative and summative assessment, and program modification.

B. Include a general assessment plan for the learning outcomes. (In lieu of a narrative for both IIIA and IIIB, you may attach the program's learning outcomes assessment forms.)

Refer to https://www.education.umd.edu/EDCI/litcoach/lcpas/. We will make a hard copy available upon request.

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program? [This might be a department, a departmental subgroup, a list of faculty members, or some other defined group.]

   Administration of the Program

In the College of Education’s Department of Curriculum and Instruction (EDCI), a graduate certificate program coordinator (an EDCI faculty member) will chair a Literacy Coach Advisory Committee for each cohort. Each committee will include the Chair of the Department (ex officio), the Associate Chair of the Department, the Department Director of Graduate Studies, and two central office public school literacy program supervisors.

This committee will determine the eligibility of literacy coach applicants, the applicability of credits of non-degree seeking students, and the structure and content of the applicant’s program to ensure compliance with University, Graduate School, and program requirements.

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure. This should include at least the following:

   Does not apply.

   i. Participating units.

   ii. Academic home and reporting relationship of the program director.

   iii. Composition and authority of a faculty oversight committee. Process for appointment of this committee.

   iv. Process for assigning faculty to needed courses, and agreements with departments for releasing faculty or for allowing faculty overload for this purpose. Source for teaching assistants, if needed.

   v. Arrangements for student advisement. For a graduate program, arrangements for research mentoring, assistantships, laboratory access, access to other resources, etc., as applicable.

   vi. Process for recommending and proposing program changes. Process and schedule for program review.

V. OFF CAMPUS PROGRAMS

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

The first one or two cohorts of the Literacy Coach Program will be offered at the Universities at Shady Grove, but the program will also be offered on campus and potentially at other off-campus sites. At least one-half of the courses will be taught by tenure-line
faculty; the remainder will be taught by adjunct faculty in the College of Education’s Department of Curriculum and Instruction (EDCI). As is currently standard and accepted practice, the Dean of the College of Education and the Chair of the Department of Curriculum and Instruction ensure student access to a full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities, if needed).

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

    Does not apply.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

    Currently, we negotiate letters of agreement with participating school districts, e.g., the Montgomery County Public Schools and the Prince George’s County Public Schools to ensure understanding and responsibilities.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

    We are not seeking accreditation or licensure at this time.

VII. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The University of Maryland, College Park is committed to recruiting and retaining a diverse student body. The University’s accreditation by the Middle States Association of Colleges and Secondary Schools, the College of Education’s accreditation by the National Council for Accreditation of Teacher Education and the Maryland State Department of Education; and program approval by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) ensure this commitment.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

IX. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities. Staffing for the course described above is in line with the department’s goals. Support from tuition revenues, from county systems, and from grant support are expected to be sufficient.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them. Support for the instruction is coming from arrangements with participating county school systems. Classes are also taught by adjunct
faculty whose job description involves courses of this nature. Funding comes from tuition revenues, grant support, and in-kind contributions from counties.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources. As existing faculty teach in this initiative, other classes that they would have been taught are being supported by graduate assistants and other faculty. The tuition revenues from the Certificate initiative helps support these costs.

D. Identify the source to pay for the required physical resources identified in Section VIII.
See above.

E. List any other required resources and the anticipated source for them.
Literacy Coaching Certificate Proposal

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC)

<table>
<thead>
<tr>
<th>Resources Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reallocated Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Tuition/Receivable</td>
<td>$74,000*</td>
<td>$74,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g. below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. FT/FT Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Annual Tuition/Fee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Annual Full Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue (a x b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. # Part Time Students</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Credit Hour Rate</td>
<td></td>
<td>$411</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Annual Credit Hours</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Total Part Time</td>
<td></td>
<td>$74,000*</td>
<td>$74,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue (d x e x f)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Grants, Contracts, &amp; Other External Sources</td>
<td>Applied for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (Add 1 - 4)</td>
<td>$74,000</td>
<td>$74,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*per year per cohort

1 Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan. 2 This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrollment continuing students in the new program should be considered when determining the percentage.

3 Whenever external funds are included among the resources, the following information must be provided in a footnote—source of the funding and alternative methods of funding the program after the cessation of external funding.
### TABLE 2: EXPENDITURES – per cohort

<table>
<thead>
<tr>
<th>Expenditure Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Faculty Expenses (b + c below)</td>
<td>$18,700</td>
<td>$18,700</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. # FTE</td>
<td>.3</td>
<td>.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$18,700</td>
<td>$18,700</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Total Benefits</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Total Administrative Staff Expenses</td>
<td>$22,000</td>
<td>$22,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b + c below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. # FTE fac + 1 full time grad assist</td>
<td>.05 FTE</td>
<td>.05 FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$22,000</td>
<td>$22,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) faculty leadership</td>
<td>$4,000</td>
<td>$4,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) grad assistant – 12 month</td>
<td>$18,000</td>
<td>$18,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Total Benefits</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Total Support Staff Expenses (b + c below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. # FTE</td>
<td>.10 FTE</td>
<td>.10 FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$4,000</td>
<td>$4,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Total Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. New or Renovated Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other Expenses</td>
<td>a. $2,500</td>
<td>b. $22,200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other Expenses</td>
<td>$2,500</td>
<td>$22,200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. SG classroom/technology fees</td>
<td>$2,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. COE/Univ Outreach Overhead</td>
<td>$22,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (Add 1 - 7)</td>
<td>$69,400</td>
<td>$69,400</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Adjunct—no fringe benefits.  # Classroom/technical support
Literacy Coaching Certificate Proposal

Table 1. Resources.

2. Tuition and Revenue: This is based on the expectation of 20 candidates in a cohort with the Certification option offered as a College of Education Outreach initiative in partnership with county schools. Candidates enroll in 9 credits each year for two years.

3. Grants and Contracts: EDCI has applied for Improving Teacher Quality grant funding to support the participation of experienced teacher in Montgomery County Public Schools and Prince George's County Public Schools in the Literacy Coaching Certificate option.

Expenditures: Table 2. Elaborations

1. Faculty: The .3 FTE per year reflects expects cost for three clinical faculty (or regular faculty on summer overload) to teach the three courses each year.

2. Administrative Staff: The .05 FTE for a faculty member is paid as summer overload to the faculty Coordinator of the Literacy Certification Program who oversees the program throughout the year. The full time graduate assistant serves as an administrative assistant to the faculty Coordinator supporting recruitment, communications, student progress monitoring, advising, and program assessment.

3. Support Staff: This is .1 FTE of the current staff support person for the Center for Literacy and Language Studies faculty. This individual will provide staff support for this certificate program.

4. Other Expenses: these are the expected classroom fees and technology fees expected as part of offering the courses for the Montgomery County Public School teachers at the Universities at Shady Grove campus.

5. COE/UNIV Outreach Overhead: This reflects 30% of the expected tuition revenue, which is allocated for College of Education/University support.
MEMO

TO        Dr. Wayne Slater
          College of Education

FROM:  Desider Vikor, Director of Collection Management and Special Collections
        Susanna VanSant, Collection Management Team Leader
        Paula Hayes, Education Librarian

RE: Proposal for Post-Baccalaureate Certificate in Literacy Coaching

This memo is to affirm that the University of Maryland Libraries can adequately support the proposed Post-Baccalaureate Certificate in Literacy Coaching. The print and electronic collections and associated services at the College Park campus in the field of education currently support curriculum and research for masters and doctoral level programs in reading and literacy, including all the courses that will be offered as part of this new certificate program.