

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

Salisbury University
Institution Submitting Proposal

Literacy Educator Certificate Program
Title of Proposed Program

Post Masters Certificate
Award to be Offered

Spring 2017
Projected Implementation Date

0830.00

13.1315

Proposed HEGIS Code

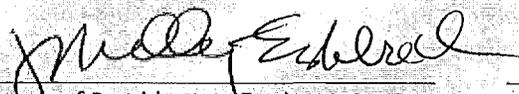
Proposed CIP Code

Department of Education Specialties
Department in which program will be located

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Signature of President or Designee

4-25-16
Date

Mission:

A central tenet of Salisbury University's mission is to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world." The Mission Statement specifically highlights a graduate curriculum "designed to assist students in attaining greater mastery of their fields of specialization, improving skills, and increasing professional knowledge and ability through study of new findings in areas of special interest." The Department of Education Specialties offers a M. Ed. in Reading Education that offers preparation for Reading Specialists. In this proposal, we are requesting to offer a subset of those courses as a Literacy Educator Certificate Program to persons who already have certification in education and a master's degree. The four courses selected for the certificate will allow practicing, experienced teachers a means to improve their skills in teaching reading without completing a second master's degree.

Literacy educators have specialized knowledge in literacy assessment and instruction. They can explain the role of the various components of reading and identify students' strengths and weaknesses. They can intervene when students are not meeting developmental benchmarks providing corrective instruction with appropriate materials. They can articulate the research that grounds their practice. National and state initiatives such as Response to Intervention (RtI), Common Core State Standards (CCSS), and Maryland College and Career Readiness Standards (MCCRS) require deeper understandings of reading processes, skills, and strategies.

There has been an increased need for reading intervention teachers with the advent of RtI, CCSS, and MCCRS. CCSS and MCCRS set grade-specific standards and provide clear signposts to the goal of college and career readiness for all students. While the standards do not define intervention methods or materials, they do indicate that students who are below grade-level expectations should have the opportunity to learn and to meet the same high standards. RtI requires highly effective classroom instruction as well as focused supplemental and remedial instruction for students who are struggling to meet grade-level expectations

Alignment with University's Strategic goals:

The University Mission Statement indicates that "the graduate curriculum is designed to assist students in attaining greater mastery of their fields of specialization, improving skills, and increasing professional knowledge and ability through study of new findings in areas of special interest."

A Literacy Educator Certificate of Successful Completion (LECSC) aligns with Salisbury University's mission enabling education professionals to enhance their knowledge and practice in the field of reading instruction. It would provide the necessary graduate coursework to qualify successful completers for a Maryland State Department of Education Reading Teacher licensure endorsement credential.

The Strategic Plan (2014-2018) states that Salisbury University will: "1.4: Provide high-quality graduate programs and course offerings in formats suitable, convenient, and relevant to students and faculty and in line with workforce needs." In creating this programmatic offering, SU addresses a gap in our program array, adding a career option for educators who already have a Masters degree but who would like to enhance professional knowledge and possibly pursue a different position. Educators in the region continue to need improved skills in teaching reading

and literacy so that increasing numbers of our K-12 students can meet high standards of achievement. The courses are offered in evening face-to-face, hybrid or online formats, meaning that they are convenient for the working professional in our region.

Adequacy of curriculum design and delivery to related learning outcomes:

The Literacy Educator Certificate is aligned with the Maryland State Department of Education Reading Teacher endorsement requirements. The requirements are that candidates:

- a) meet the requirements for certification in early childhood education, elementary education, or a secondary education area;
- b) have 12 semester hours of post-baccalaureate graduate credit from an accredited institution of higher education (IHE) in reading including a foundation or survey course and a course in diagnosis and correction of reading difficulties; and
- c) have 2 years of successful teaching experience.

Students completing the Literacy Educator Certificate would successfully complete at least 12 semester credit hours of graduate study beyond the master's degree. Students will have 2 years of teaching experience. Courses to complete the program are selected with advisement, based on the options listed below.

<u>Courses</u>	<u>Program Credits</u>
REED 516 Foundations of Reading, Elementary (3 credit hours) OR REED 517 Foundations of Reading, Secondary (3 credit hours)	3
REED 515 Written and Oral Language (3 credit hours) OR REED 518 Diversity and Literacy (3 credit hours) OR REED 520 Literature for Children and Adolescents	3
REED 610 Assessment of Literacy Development (3 credit hours)	3
REED 611 Clinical Practicum I (3 credit hours)	3

Educational objectives and intended student learning outcomes:

In addition to the Reading Teacher endorsement requirements noted above, courses in the program provide the following educational objectives and outcomes. Students will be advised to select appropriate course options, based on their transcripts, professional experience and professional development plans.

Courses and their objectives are listed in the order they appear in the required courses list above. Only 4 of the following courses are required for the certificate program. Course objectives are broad in scope and pertain to major course concepts. Where indicated with a reference number, the objectives are closely aligned with specific "performance" and "knowledge/skill" indicators of the International Literacy Association Standards (www.reading.org).

REED 516: Foundations of Reading, Elementary

At the completion of REED 516, students will be able to:

- 1. Discuss the characteristics of effective literacy instruction; model and utilize these characteristics in observing, planning, and teaching. (2.2, 2.3, 5.1)
- 2. Discuss the various aspects of the reading process. (1.1, 2.1)

3. List and discuss the interrelationships among the major reading components/skills. (1.1, 2.1)
4. List and discuss various principles upon which effective reading instruction is based. (1.2, 2.1)
5. Discuss the relationship of reading and the other language arts, especially the reading/writing connection. (1.1, 6.2)
6. Discuss the traditional view of reading readiness, as contrasted with the contemporary concept of emergent literacy. (1.3, 2.1)
7. Discuss the characteristics, advantages, and disadvantages of the major approaches to reading instruction, including the traditional basal, contemporary literature-based models, eclectic, balanced approaches, etc. (2.2, 2.3)
8. Demonstrate a thorough working knowledge of the word recognition skills: context clues, phonemic awareness, phonics, structural analysis, and the dictionary. (2.1)
9. Demonstrate a thorough working knowledge of the terminology and skills related to phonics instruction. (2.1)
10. Develop skills and activities for promoting vocabulary development. (2.1, 2.2, 2.3)
11. Identify various comprehension skills, define various levels/models of thinking/comprehending, and generate questions at a variety of "levels." (2.2, 5.1, 5.4)
12. Discuss the advantages and disadvantages of various school and classroom organizational/grouping patterns. (5.1)
13. Discuss the nature and development of various reading/study skill activities and applications appropriate for various content subjects. 2.2, 2.3, 5.4)
14. Identify Response To Intervention (RTI) programs and activities appropriate for readers with special needs. (2.3, 3.3)
15. Discuss the importance of using authentic, natural, and diverse literature on a regular basis in the reading program, and the importance of wide, independent reading. (2.3)
16. Discuss the appropriate use of shared reading and writing in the emergent literacy stages of reading development. (2.2, 2.3, 5.4)
17. Develop reading skill lessons, mini-lessons, focus-lessons, etc. following an acceptable model of explicit instruction. (2.2, 5.4)
18. Discuss balanced literacy and its influence on contemporary literacy instruction. (2.2, 5.4)
19. Develop and utilize graphic organizers for both narrative and expository materials. (2.2, 5.4)
20. Develop "thematic" unit and cross-curricular connections. (2.2, 5.4)
21. Discuss the components and implications of the Common Core State Standards Initiative. (2.1)
22. Develop understandings about reading and the New Literacies and discuss their implications for literacy development and instruction. (2.2, 5.1, 5.4)

REED 517: Foundations of Reading, Secondary

At the completion of this course, the students will be able to:

1. Explain reading as a process, with the ultimate goal of comprehension;
2. Describe the reader, text and contextual factors that affect reading performance, with particular attention to student diversity;
3. Explain the role of affect, cognition, and metacognition in effective reading behavior;

4. Describe instructional practices and teacher behaviors that promote positive attitudes toward reading among all students;
5. Describe strategies for involving parents/guardians in fostering content learning through reading;
6. Prepare instruction and materials encouraging students' strategic reading for a variety of purposes (for information, for enjoyment, for literary study, to follow directions) and with a variety of responses (connection, recall, interpretation, synthesis, evaluation);
7. Identify characteristics and structural elements of a variety of text levels and types (including non-print) appropriate to particular content areas, and to plan instruction incorporating text elements into the reader's repertoire of reading strategies;
8. Explain the elements of a text that contribute to its level of complexity;
9. Determine the appropriateness of a text for a student, using quantitative and qualitative criteria;
10. Implement instructional strategies for all learners to build conceptual understanding, vocabulary knowledge and application, and word study in the content areas;
11. Implement instructional strategies that support student understanding before, during and after reading a text in ways that meet students' individual needs for support;
12. Implement read aloud strategies and explain how they support students' literacy development;
13. Implement writing-to-learn strategies in instruction;
14. Consider multiple forms of expression (speech, visual, musical, movement, technological) as multiple literacies for content area learning;
15. Implement a multi-text approach to content learning that supports the range of reading achievement among diverse learners in the content classroom;
16. Use the writing process and 6 traits of writing to help students produce the three types of writing required by the Common Core State Standards;
17. Explain and apply possible roles of a reading specialist at the secondary level.

REED 515: Written and Oral Language Development

By the completion of this course, students will be able to:

1. Explain the features and relationships of the components of language (phonology, morphology, semantics, syntax, and pragmatics). (1.1)
2. Compare phonological and symbolic representations of various languages. (1.3)
3. Explain major theories of development of each language component, including cognitive, physiological, and social factors contributing or inhibiting growth. (1.1, 1.3)
4. Explain the role of language development in reading and writing acquisition. (1.3)
5. Explain current research on the development and function of the brain as related to language development. (1.1)
6. Relate knowledge of neurological functioning to cognitive theories of memory and psychomotor, affective and linguistic processing. (1.1, 1.3)
7. Explain the relationship between rich sensory experiences to language development and suggest home and school activities to support this. (1.1)
8. Relate graphophonic, semantic, syntactic, and structural features of various levels and formats of text to demands on emergent, developing and fluent readers. (1.4, 2.3)
9. Evaluate research on the relationship between the arts and literate development. (1.3)

10. Explain the relationship of typical stages of speaking, writing and reading and how these relationships are related to home and school activities for each of these components of language use. (1.1, 1.3)
11. Describe social and cultural differences in English language use. (1.1, 1.3)
12. Describe the principles of second language learning and explain the influence of second language or dialect variation on learning to read. (1.3)
13. Identify physiological factors that may influence language and literacy development. (1.1)
14. Enable students to make connections between texts they read and texts they write, to increase their ability to understand and create written messages. (4.1)
15. Design instruction that supports students in writing a variety of modes within the four purposes of writing. (2.2)
16. Implement instruction utilizing a range of student- and teacher-generated heuristics for developing a writing message. (2.2)
17. Assist students in using convention of writing to organize a clear and interesting message in writing. (2.1, 2.2)
18. Explain the role of expressive writing in the classroom. (2.2)
19. Design instruction that incorporates grammar and spelling instruction into holistic writing experiences. (2.2)
20. Implement a process writing workshop. (2.2)
21. Explain to parents and administrators the research supporting chosen practices for writing experiences. (1.2, 3.4)
22. Assess student writing process and products, formally and informally, in ways that lead to student growth. (3.2, 3.3)

REED 518: Diversity and Literacy

By the completion of this course, students will be able to:

1. Understand the history of critical pedagogy and its implications for understanding the needs of marginalized literacy learners. (1.1, 1.3)
2. Identify and describe how certain societal/political values and traditions reflected in our educational system tend to create marginalized literacy learners. (1.1, 1.3)
3. Identify factors in a student's environment (home, community, school system, school, classroom) that place them at risk for reading failure and its concomitant lifelong negative consequences. (1.1, 1.3)
4. Articulate the interactionist perspective of reading failure that places its cause in the complex ways that personal and environmental factors interact to affect literacy acquisition. (1.1, 1.2, 1.3)
5. Discuss the controversies related to identifying students as having learning and reading disabilities (e.g., labeling, misidentification, over-representation of minority students). (3.3)
6. Matthew's Effects: Identify the cascade of negative effects that develop over time when a student does not learn to read within the typical time frame associated with literacy acquisition. Identify environmental and personal factors that result in learner resistance, avoidance, maladaptive reading strategies and behavior. (1.3, 3.2)
7. Identify instructional interventions (or systems) that have been devised for reading failure. (2.1, 2.2, 2.3)
8. Describe the early intervention programs for students at-risk that lower the chances that they will develop serious reading difficulties. (1.2, 1.3, 3.3)

9. Decide how current models and theories explaining the reading process pertain to students with perceptual and cognitive processing difficulties who are also English Language learners. (1.1, 1.2, 1.3)
10. Identify the assistive and instructional technologies that benefit ELL students who have special needs. (2.2, 4.2)
11. Critically analyze the apparent cultural values conveyed by published texts and discern the political agenda embedded in standardized curricula. (3.3)
12. Identify research-based literacy instructional strategies that meet the needs of ELL students. (1.2)
13. Identify multicultural approaches that enhance literacy learning. (1.4, 2.1, 2.2)
14. Self-assess cultural biases and assumptions that affect your beliefs about teaching diverse students ("cultural responsiveness") (5.1, 5.2)
15. Understand the need for teachers to communicate with parents who have very different social, economic, and/or cultural backgrounds that place them outside the mainstream of "school culture." (3.4, 5.1, 5.2)
16. Develop the skills and process to involve parents in the literacy education of their children. For students from low socioeconomic and minority status backgrounds, plan strategies for building home/school connections. (3.4, 5.1, 5.2)

REED 520: Literature for Children and Adolescents

Upon completion of this course, the teacher candidate will be able to:

1. Recognize various genres of children's literature
2. Review and evaluate numerous books of literature at different grade levels representing all of the genres, utilizing specific criteria for evaluation recommended in major children's literature textbooks
3. Identify authors, illustrators, and titles of contemporary children's literature
4. Identify literary elements and employ them in discussing and responding to literature using a variety of stances including global, personal, interpretive, critical and creative
5. Recognize potentially controversial issues in children's literature and plan appropriate preventative strategies for responding to censorship challenges
6. Develop and utilize numerous authentic and creative learning experiences centered around appropriate trade books and other media for the elementary and middle school curriculum
7. Demonstrate a thorough understanding of children's literature through reading, writing, class discussions and presentations
8. Recognize developmental characteristics of children that affect their reading interests, responses and appreciation
9. Develop strategies for bringing children and books together
10. Utilize resources on the World Wide Web to enhance literature explorations in the classroom/library
11. Read, reflect upon, and write about issues related to the use of literature which affect students, teachers, and schools
12. Demonstrate knowledge of individual and group management skills by micro-teaching, conducting storytelling, reading aloud, and engaging in other participatory learning experiences
13. Develop instructional units based on various response types and reading modes using outstanding children's novels

14. Develop an awareness of how children's literature can enhance the learning experiences of second language learners
15. Use resources of professional organizations and groups that support the integration of technology into instruction

REED 610: Assessment of Literacy Development

At the completion of this course, the students will be able to:

1. Select and administer appropriate formal and informal tests to assess reading, writing, viewing and oral language behaviors
2. Analyze, interpret, and communicate to a variety of audiences test data in terms of reading, writing, viewing, and oral language strengths and needs
3. Develop and communicate instructional priorities for a program of remediation based on the data collection and analysis
4. Develop a detailed, professional Case Study and Summary Reports synthesizing data collection and analysis
5. Demonstrate a working knowledge of various formal and informal tests designed to assess oral language, written language, and reading and reading-related behaviors.
6. Demonstrate knowledge of principles for diagnosing reading difficulties, including those relating specifically to English as a Second Language learners
7. Use print and media resources of professional organizations and groups to support professional development in literacy assessment and development

REED 611: Clinical Practicum 1

Students completing REED 611 will be able to:

1. Analyze and interpret test data in terms of student's reading, writing, and oral language strengths and weaknesses
2. Develop instructional priorities for a student's program of remediation based on the data collection and analysis
3. Develop a detailed remedial/instructional program for a student experiencing reading difficulties
4. Demonstrate a working knowledge of various materials for reading instruction including both print and media resources
5. Develop written lesson plans, which demonstrate a rich understanding of the teaching techniques and strengths and needs of student and teach lessons which address the designated instructional priorities;
6. Demonstrate a working knowledge of formal and informal assessments useful for measuring student progress
7. Demonstrate a growing depth and breadth of knowledge of instructional techniques through wide reading of articles and original works on a topic and present an instructional lesson based on one technique to peers;
8. Develop a resource box with articles and materials about instructional techniques related to reading and writing and related topics that will expand over the course;
9. Develop a student case study document to give parents and other professionals, which includes interview and assessment results, instructional literacy activities engaged in and recommendations for future literacy development.

General education requirements: N/A

Specialized accreditation or graduate certification requirements: None.

Contracting with another institution or non-collegiate organization: There are no contracts with other institutions or organizations.

Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

The M.Ed. Reading Specialist program is written to meet the professional standards of the International Literacy Association, and the courses selected from that program to be part of the Literacy Educator Certificate Program have course embedded assessments that are used to evaluate the quality of student work and course instruction, as outlined below in the "Assessment" section. In addition to reviewing these assessments for the yearly final report, the program director will compile the following data for review: numbers of program students and completers, satisfaction of certificate program students and program completers. These will be included in the Reading Specialists Program Director's yearly report to the Dean of the Seidel School of Education and Professional Studies.

Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Goal #3 of the State Plan is to "Ensure equal opportunity for Maryland's diverse citizenry." The proposed program is consistent with and promotes this plan in several ways. The plan states that to "best serve the needs of these individuals who often require flexible class schedules and locations and non-traditional ways of interacting with their peers and faculty, Maryland's postsecondary institutions will need to offer their academic programs and support services using innovative instructional approaches and a variety of delivery formats." The evening, hybrid and online delivery of the Literacy Educator Certificate Program courses clearly furthers this goal.

Relationship to low productivity programs identified by the Commission:

The program is not related to an identified low productivity program.

Critical and compelling regional or Statewide need as identified in the State Plan:

Goal #1 of the State Plan is to "Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation." This program allows currently practicing teachers to extend their skill set and to advance their careers through application for an additional state credential, as described below.

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

Teachers seeking reading intervention positions would be well served by having this certificate. It is estimated that 12-15 reading intervention positions will be needed each year in the local school systems on the Eastern Shore, based on our study of current employment

conditions. New reading intervention positions will be added and position openings due to retirements will occur.

For example, Wicomico County, in which Salisbury University is located, has 15 reading intervention positions in the general fund. These 15 teachers serve all 17 elementary schools and 5 middle schools. Nine of the 15 teachers are each assigned to two schools. They are adding two intervention positions next year. In addition to the general fund interventionists, there are 23 reading intervention teachers funded through Title I. These positions serve only the 9 schools that receive Title I funding.

Title I schools tend to have a minimum of 1 reading intervention teacher and often more depending on such factors as the size of the school population and the number of students needing reading intervention.

Of the 24 local school systems in Maryland receiving Title I funds, nine are located on the Eastern Shore. Within the nine local school systems, there are 43 Title I schools serving disadvantaged students. In addition to intervention teachers, all teachers in Title I schools are responsible for differentiating reading instruction to accelerate reading development for every student.

<i>School System</i>	<i>Number of Schools</i>	<i>Number of Title 1 Schools</i>
Caroline	10	5
Cecil	29	7
Dorchester	12	4
Kent	5	5
Queen Anne's	15	4
Somerset	9	3
Talbot	8	3
Wicomico	24	9
Worcester	13	3
Total	125	43

Four county school districts on the Eastern Shore (Dorchester, Wicomico, Caroline and Somerset Counties) are geographical areas acknowledged to have critical shortages in teachers. Therefore, these districts have incentives to retain their teachers and to support them as they either move on the salary schedule or move into reading intervention positions. The Literacy Educator Certificate allows teachers to advance on the salary schedule, regardless of whether they actually change positions. The specialized knowledge and skills in literacy assessment and instruction derived from the Literacy Educator Certificate enhances teacher quality and may contribute to teacher retention.

Salary Range for 10-month teachers in Eastern Shore Counties: 2012-2013
(Maryland Fact Book 2013-2014)

County	Beginning	Mid level (Master's or Adv. Prof. License)	Maximum "Master's plus 30"
Caroline	41,310	54,211	75,001
Dorchester	41,500	54,415	76,373
Somerset	41,300	55,277	73,862
Talbot	44,300	59,000	79,200

Wicomico	42,561	55,247	77,518
Worcester	42,222	57,022	82,229

http://www.marylandpublicschools.org/msde/divisions/bus_svcs/docs/fact_book_2012-2013.pdf)

Un-sourced Statistics:

In 2011-2012, while 35.2% of Maryland teachers had a Master's degree, only 17.4% of teachers had reached the "Master's plus 30 hours or more" designation.

Maryland State Department of Education:

Title I, Part A

Title I, Part A is a federal program that provides financial assistance to local school systems and schools with high percentages of poor children to support the academic achievement of disadvantaged students. All twenty-four local school systems in Maryland receive Title I funds which are distributed to high poverty schools within their districts so the schools can provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Title I funds support extra instruction in reading and mathematics, additional teachers, materials of instruction, as well as after-school and summer programs to extend and reinforce the regular school curriculum.

<http://www.marylandpublicschools.org/MSDE/programs/titleI.html>

Reasonableness of program duplication:

Because SU already offers the M. Ed. in Reading Education, this certificate program does not add different content to our offerings, nor does it conflict or duplicate other universities' programs. Other universities, including Loyola University, Frostburg, Towson, University of Maryland – College Park, offer master's degree programs in reading or literacy education. Towson also offers a Certificate of Advanced Study in Reading, based on its M. Ed. in Reading. The Certificate of Successful Literacy Education is a different type of program for a different audience.

Relevance to Historically Black Institutions (HBIs):

Salisbury University has graduate programs that do not duplicate those offered by the University of Maryland Eastern Shore, the closest HBI. A different degree program, the MAT, is offered as a cooperative degree with UMES, and the Certificate of Advanced Study Literacy Educator will not duplicate any program in education currently offered at UMES. These include: Career and Technology Education, Counselor Education, and Special Education.

If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

The Certificate of Successful Completion Literacy Educator is not being proposed as a distance education program. It will have flexible delivery options of hybrid or online courses with one face-to-face course required. The most common graduate program course format at Salisbury University is hybrid courses, where online components of the courses are at least 50% of a course's materials. To ensure course quality, the SU's Instructional Design and Delivery Department provides ongoing faculty training and program evaluation at the university level.

Assessment

Students will be assessed in accordance with the SU graduate programs grading system, which is, "a four-point grading system is used to identify the quality of academic work. . . A cumulative grade point averaged of 3.0 on all graduate work taken at the University is required for graduation."

An integral part of our Reading Specialist program are course embedded assessments that exist for REED 515, 516, 517, 518, 610 and 611. These assessments include: a case study of a child's oral and written language, a literacy action research project (focuses on implementation of a new teaching technique and evaluation of it's success) and reflective summaries of required reading, a case study of an "at risk" student that includes a home visit, a literacy case study, and a program of intervention and correction. These assessments are used to meet the six International Literacy Association standards and are evaluated by faculty teaching the courses. These assessments reflect integral knowledge and components of our program that develop competencies required for Reading Specialists or individuals seeking the post master's Literacy Educator Certificate. Our M. Ed. Reading Specialist program received national recognition from the International Reading Association, which is now the International Literacy Association during our last program review. We are currently preparing for our SPA review in the fall of 2017 and a CAEP review in 2020.

See Appendix A for a description of course based assessments in the certificate program.

Resources and Finance:

Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

The faculty who will teach in this program are highly qualified faculty members in the Departments of Education Specialties and Teacher Education. Their names, degrees, and ranks are listed below:

Laurie Andes, Ed.D, Professor
Ernest Bond, Ph. D., Professor
Shanetia Clark, Ph. D., Assistant Professor
Judith Franzak, Ph.D., Associate Professor
Joyce Wiencek, Ph.D., Associate Professor

Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

No new library resources are required for this program.

Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

No new facilities are required for the program.

Adequacy of financial resources with documentation

No new resources are required for the program.

Resources and Expenditures

This certificate program will be offered at no additional cost, as it uses existing coursework, facilities, equipment and personnel. The additional students in the expected numbers will be absorbed into current class offerings in the M. Ed. Reading Education program.

TABLE 1: RESOURCES

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1. Reallocated Funds ¹	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue ² (c+g below)	\$7,164	\$14,328	\$14,328	\$14,328	\$14,328
a. #F.T Students (12 credits/yr)					
b. Annual Tuition/Fee Rate	\$398/credit	\$398/credit	\$398/credit	\$398/credit	\$398/credit
c. Annual Full Time Revenue (a x b)	\$	\$	\$	\$	\$
d. # Part Time Students	3	6	6	6	6
e. Credit Hour Rate	\$398	\$398	\$398	\$398	\$398
f. Annual Credit Hours	6	6	6	6	6
g. Total Part Time Revenue (d x e x f)	\$7,164	\$14,328	\$14,328	\$14,328	\$14,328
3. Grants, Contracts, & Other External Sources ³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$7,164	\$14,328	\$14,328	\$14,328	\$14,328

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	0	0	0	0	0

Appendix A: Assessment Descriptions in Literacy Educator Certificate of Successful Completion Program.

	Assessment	Type or Form of Assessment	When the Assessment Occurs
1	<p>Literacy Action Research Project and Reflective Summaries of Required Readings</p> <p>[Content Knowledge: Assessment of content knowledge in reading instruction]</p>	Research report, summaries and reflections	REED 516- Foundations of Reading: Elementary
2	<p>Program of Intervention and Correction</p> <p>[Pedagogical and Professional Knowledge, Skills, and Dispositions: Assessment demonstrates that candidate can effectively plan reading and literacy instruction]</p>	Field experiences and teaching. Individualized student literacy program and lesson plans with self-reflection	REED 611- Clinical Practicum I
3	<p>Literacy Assessment Case Study, Staff Report, and Parent Report</p> <p>[Pedagogical and Professional Knowledge, Skills, and Dispositions: Assessment demonstrates that candidate's knowledge, skills, and dispositions are applied in practice.]</p>	Field experience and applied practice. Case study, staff report, and parent report.	REED 610- Assessment of Literacy Development
4	<p>Ecological Research in Literacy Analysis</p> <p>[Additional Assessment that addresses IRA Standards]</p>	Field experiences on language and literacy development to enhance student learning. Case study.	REED 515- Written and Oral Language Development
5	<p>Case Study of "At Risk" Student including Home Visit</p> <p>[Additional Assessment that addresses ILA Standards]</p>	Field experiences and home visit on diverse learners to create a literate environment and enhance student learning. Case study.	REED 518- Diversity and Literacy