

Form F – New Major/Minor/Emphasis/Certificate

Dept/School: Curriculum and Instruction

College: College of Education

1. Proposed Program Title: Literacy Coach

Abbreviation: Lit Coach

Program Type: Certificate

2. Proposed statement of the program as it should appear in the Catalog

Partnerships in Comprehensive Literacy (PCL): Literacy Coach Preparation Program

Partnerships in Comprehensive Literacy (PCL) is a systemic school transformation model. The University of Northern Iowa's Jacobson Center for Comprehensive Literacy is one of seven national preparation sites for the PCL program. Partnerships in Comprehensive Literacy coaches provide professional development to teachers in schools that are implementing PCL.

The Partnerships in Comprehensive Literacy (PCL) Coach programs is administered by the Jacobson Center for Comprehensive Literacy. The PCL program is intended for practicing educators whose school, district, or Area Education Agency apply for admission to the Jacobson Center's PCL program and who seek to be the Literacy Coach in his/her school, district, or Area Education Agency. Students take courses over the course of a full academic year, beginning with a summer course. The program includes 21 hours of UNI graduate-credit coursework. Courses include the following:

Summer (Summer Institute):

ELECTIVE (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

Fall:

LITED 7304 *Literacy Leadership I* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

LITED 7307 *Theories of Reading and Writing Processes* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission)

ELEMECML 6201 *Issues and Trends in Curriculum* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

Spring:

LITED 7305 *Literacy Leadership II* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

LITED 7306 *Theories of Reading Difficulties* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

LITED 6260 *Roles of the Reading Specialist* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

OR

LITED 7397 *Practicum in Reading* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

An abbreviated PCL Coach Certificate Program is proposed for previously trained Reading Recovery Teacher Leaders (Reading Recovery Teacher Leader preparation is an 18-hour graduate level program completed at one of 20 Reading Recovery Training Centers approved by the Reading Recovery of North American Trainers Group. A transcript review will be conducted for all Reading Recovery Teacher Leaders who did not complete their program at UNI.)

UNI-trained Reading Recovery Teacher Leaders, or Reading Recovery Teacher Leaders trained at another university training site and have a satisfactory transcript review, who wish to become CIM Literacy Coaches will take courses over the course of a full academic year, beginning with a summer course. The program includes 6 hours of UNI graduate-credit coursework. Courses include the following:

Summer (Summer Institute):

ELECTIVE (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

Spring:

LITED 7397 *Practicum in Reading* (3 hrs.)

Prerequisite: Master's Degree and completed training as a Reading Recovery Teacher Leader at a Reading Recovery University Training Center as recognized by the North American Trainers Group.

During the fall and spring semesters, PCL literacy coaches-in-preparation begin working on implementation of the PCL model in their schools, districts, or AEAs. This task is the central focus of the preparation program and is tightly integrated with all coursework. Literacy coaches make monthly visits to the UNI Campus for classes that typically last two or three days. Additional coursework occurs via online formats, including Bb Learn 9, Polycom Telepresence, and Adobe Connect. Jacobson Center faculty also conduct site visits to participants' schools, districts, or AEAs.

Coursework generally consists of readings that are directly related to the implementation of the PCL model; small-group discussion of the readings; observation of PCL model schools, classrooms, and meetings; planning for implementation; and reflection on implementation. These tasks are accomplished not only during the on-campus class meetings but also through online activities that occur outside of on-campus meetings. In their schools during the preparation year, coaches can expect to teach a small group of students, work intensely with model classroom teachers, conduct and facilitate professional development sessions of various types with their school faculty, and work with their principal to establish meeting routines as well as school-wide assessment and instructional systems. These tasks also comprise the bulk of the class assignments, in addition to compilation of a portfolio documenting students' completion of the tasks.

Admission Requirements:

Literacy coach applicants must:

- 1) hold a master's degree in literacy education or other related field;
- 2) hold a valid teaching license;
- 3) be employed as literacy coach in their school, district, or AEA or be under contract to be the literacy coach during the preparation year;
- 4) have a minimum of three years of teaching experience; and
- 5) meet UNI requirements for admission to graduate study.

- 3. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard program allow 8 semesters plus a summer session.]**

See #2 above.

- 4. For a new Certificate proposal, identify the academic office that will be responsible for maintaining and publicizing the program and for notifying the Office of the Registrar in a timely fashion of those graduating students who have completed the program.**

Dept. of Curriculum and Instruction – Jacobson Center for Comprehensive Literacy

- 5. Identify any proposed new courses required for this proposed program (list proposed course number and title)**

None.

- 6. Provide an estimate of the expected enrollment in the proposed program**

Applicants to the Partnerships in Comprehensive Literacy Coach Preparation program must obtain administrative support assurances from their immediate supervisor (principal or director) and district superintendent or Area Education Agency Chief Administrator as applicable. Schools, districts, and/or Area Education Agencies are expected to affiliate with UNI for on-going professional development support for a minimum of three years beyond the preparation year. This support is provided during the initial preparation year through two on-site visits by Jacobson Center faculty and subsequently through the Jacobson Center and Reading Recovery Literacy Academy, the Jacobson Center Summer Institute, additional on-going professional development sessions, and access to the PBWorks site for PCL Coaches and Administrators.

Expected enrollment in the PCL Literacy Coach preparation program was 15. Currently 30 PCL coach candidates are enrolled in the 2012-2013 cohort. There are 35 districts that have indicated that they will be or are interested in sending coaches to the preparation program for the 2013-2014 year. In order to maintain a quality program, the enrollment will be capped at 20 for the coming academic year.

- 7. Identify how the proposed program will be staffed to serve the expected enrollment**

The Jacobson Center is currently staffed by two Associate Professors, an Instructor, a Program Administrator, and a secretary. Additional faculty will be prepared as University Reading Recovery Trainers and in the Partnerships in Comprehensive Model as funding is made available.

Model course schedules have been constructed to assure that the expected enrollment can be served. The model schedule for the two proposed certificate programs is provided below:

Reading Recovery Teacher Leader Reading Recovery Teacher Leader Preparation Program (18 credit-hour program)	Literacy Coach Partnerships in Comprehensive Literacy Coach Preparation Program (21 credit-hour program)	Literacy Coach Partnerships in Comprehensive Literacy Coach Coach (abbreviated) Preparation Program (RRTL + 6 credit-hour program)	
	Summer:	Prof:	
	Elective (3 hrs.)	TBD	
	Summer:	Prof:	
	Elective (3 hrs.)	TBD	
Fall: LITED 7304 Literacy Leadership I (3 hrs.)	Prof.: Traw	Fall: LITED 7304 Literacy Leadership I (3 hrs.)	Prof.: Traw
LITED 7307 Theories of Reading and Writing Processes (3 hrs.)	Forbes	LITED 7307 Theories of Reading and Writing Processes (3 hrs.)	Forbes
LITED 7302 Reading Recovery Teacher Leader Clinical I (3 hrs.)	Forbes	ELEMECML 6201 Issues and Trends in Curriculum (3 hrs.)	McGowan
Spring: LITED 7305 Literacy Leadership II (3 hrs.)	Prof.: Traw	Spring: LITED 7305 Literacy Leadership II (3 hrs.)	Prof.: Traw
LITED 7306 Theories of Reading Difficulties (3 hrs.)	Forbes	LITED 7306 Theories of Reading Difficulties (3 hrs.)	Forbes
LITED 7303 Reading Recovery Teacher Leader Clinical II (3 hrs.)	Forbes	LITED 6260 Roles of the Reading Specialist (3 hrs.)	Traw
		O R	LITED 7397 Practicum in Reading (3 hrs.)
			Forbes
			LITED 7397 Practicum in Reading (3 hrs.)
			Forbes

8. Identify any other existing programs with similar purposes, course requirements, and/or titles

Reading Recovery Teacher Leader preparation

9. Identify the impact on majors, minors, certificates, courses, and/or prerequisites within or outside of the department

Literacy Coaches and Coach Candidates are granted temporary graduate faculty status to teach LITED 6233 - *Workshop: Curriculum Planning for Comprehensive Literacy*, an optional one credit hour graduate workshop course conducted during the spring semester. This course is designed to help students learn to construct curriculum units based on Iowa Core standards and according to principles of backward design. Classroom teachers are students in this class. Three sections are offered during the 2012-2013 academic year.

OR

Literacy Coaches and Coach Candidates are granted temporary graduate faculty status to teach two courses, LITED 6233 - *Workshop: Comprehensive Intervention Model I* and LITED 6233 – *Workshop: Comprehensive Intervention Model II*. These two credit hour graduate workshop courses are conducted during the fall and spring semesters. These courses are supervised practicums of the

intervention model for children experiencing difficulty in literacy. Students implement a comprehensive intervention model in a school setting, collect portfolio data to document children's progress over time, and write an intervention report. Intervention teachers are students in these courses. As a result of this year-long preparation, these teachers are identified as Comprehensive Intervention Model (CIM) Teachers. Fifteen sections of each course are offered during the 2012-2013 academic year.

Some students in the current Curriculum and Instruction Ed.D. program may choose to integrate that program of study with the PCL Literacy program. They would be able to choose selected courses from the PCL preparation program to serve as electives or substitutes in their Ed.D. program.

The current impact of the two certificate programs (Reading Recovery Teacher Leader and Partnerships in Comprehensive Literacy) result in over 270 students enrolled in graduate courses during the 2012-2013 academic year. These students are employed as classroom teachers, intervention teachers (including Reading Recovery teachers), or Building, District or AEA Literacy Coaches in 69 schools and five Area Education Agencies across Iowa impacting literacy instruction for approximately 15,500 Iowa children.

10. Justification, including the relationship the proposed program has to other planning processes (ie. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation or re-accreditation requirements)

The Literacy Coach Certificate program exceeds the requirements for an Iowa K-12 Reading Specialist endorsement. Currently, Literacy Coaches have no specific requirements or any specific endorsement to be employed as such in Iowa. The Jacobson Center is committed to preparing high-quality literacy coaches to work in Iowa schools. A subsequent action to obtaining approval for the Literacy Coach Certificate is for the Jacobson Center for Comprehensive Literacy to propose to the Board of Educational Examiners that an endorsement for Literacy Coaches be created.

The Certificate program addresses the following elements of the UNI strategic plan:

Goal 3: Lead the state and nation in PK-12 education.

Goal 3. Objective 3: Expand and improve the network of external partners involved in educator-preparation programs.

Goal 3. Objective 3. Standard 1: Establish additional professional-development partnerships with school districts.

Goal 3. Objective 3. Standard 4: Recognize and support external professional partnerships to promote exemplary teaching, research, scholarship, creative activity, and engagement.

The Certificate program also addresses the following elements of the College of Education (COE) Strategic Plan:

Objective 6. Standard 3: Expand and improve the network of external partners involved in COE programs.

Objective 6. Standard 3.1: Recognize and support external professional partnerships to promote exemplary teaching, research, scholarship, creative activity, and engagement, and other professional development opportunities.

Objective 6. Standard 3.2: Enhance existing and establish additional professional development partnerships with school districts, agencies, organizations, and other institutions.

11. Describe how this new program will affect the usage of computer and library resources and facilities. If there is no affect, type "none."

The Literacy Coach Certificate program will make use of online resources made available through Rod Library, but should not affect usage significantly. The program will also make use of Continuing Education's online teaching tools, including Bb Learn 9, but again, it will not incur usage of a magnitude to require additional resources.

- 12. Consultation summary: Click the appropriate response(s)**
[Must consult with all those identified in #8, #9, and #11 above]. NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed). Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Uhlenberg, Jill M	02/03/2012	Robinson, Victoria L	No impact	02/03/2012
Uhlenberg, Jill M	02/03/2012	Kohler, Frank W	No Impact	03/01/2012
Uhlenberg, Jill M	02/03/2012	Johnson, Kent M	Has Impact – No Objections	02/25/2012
Uhlenberg, Jill M	02/08/2012	Johnson, Kent M	Has Impact – No Objections	02/08/2012
Uhlenberg, Jill M	02/08/2012	Kohler, Frank W	No further consultation needed	03/10/2012

For Library (Form J-L) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 02/03/2012
 Consultation Status: No further consultation needed
 Consultation Status Date: 02/29/12

For Teacher Ed. (Form J-T Ed) Consultations:

No consultation requested

- 13. Will this proposed new program increase the total budgetary requirements of the Department?**

No

- a. If Not, explain why not**

The Jacobson Endowment provides for the funding necessary to run the program. No additional funds will be required from the Department.

- b. If Yes, identify the total costs**

(1)	Staff	\$0.00
(2)	Additional facilities	\$0.00
(3)	Equipment	\$0.00
(4)	Support personnel	\$0.00
(5)	Library requirements	\$0.00
(6)	Computer service	\$0.00
(7)	Educational Technology	\$0.00
(8)	Other services:	\$0.00
TOTAL		\$0.00

NOTE: A NEW MAJOR ALSO REQUIRES FORM G (BOR FORM A)

Note: Consultations were made to the Department of Special Education, Department of Educational Leadership and Postsecondary Education, Continuing Education, and Rod Library. The consultation forms are included as originally sent and received, when separate Comprehensive Literacy Model (CLM) and Comprehensive Intervention Model (CIM) certificate programs were originally proposed. The current proposal requests that these two certificates are blended into one *Partnerships in Comprehensive Literacy (PCL)* certificate.

FORM J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO: Johnson, Kent M – 0223 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 02/03/2102
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for School Literacy Coaches in accordance with the Partnerships in Comprehensive Literacy (PCL) model. Over the past decade, this systemic school transformational model has proven to be one for the most effective approaches to improved literacy achievement.

The Literacy Coach Certificate program will make use of Continuing Education’s online teaching tools, including Bb Learn 9, but it is not anticipated that usage will require additional resources due to the anticipated enrollment of 15 students per cohort.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/25/2012	Has Impact – No Objections	The Office of Continuing and Distance Education supports this request.	Johnson, Kent M

FORM J

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TO: Kohler, Frank W -0601 (Dept. Head affected by proposal)
FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
CONSULTATION REQUEST
DATE: 02/03/2102
RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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The Jacobson Center is seeking consultation with the Department of Special Education as we seek to achieve a common goal of increasing literacy achievement. This program may be of interest to students enrolled in the Special Education doctoral program who may wish to include these courses as part of their electives. The Jacobson Center is seeking consultation with the Department of Educational Leadership in hope that administrators will become aware of this program and support implementation in their schools. Currently, school-based literacy coaches do not have any educational requirements to fill this role. We are hoping that these series of courses, as a university certificated program, will increase the efficacy of literacy coaches working in the schools and be recognized as a rigorous program of study by administrators who are hiring these professionals.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
03/01/2012	No Impact		Kohler, Frank W

FORM J

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TO: Robinson, Victoria L -0604 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 02/03/2102
 RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

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The Jacobson Center is seeking consultation with the Department of Special Education as we seek to achieve a common goal of increasing literacy achievement. This program may be of interest to students enrolled in the Special Education doctoral program who may wish to include these courses as part of their electives. The Jacobson Center is seeking consultation with the Department of Educational Leadership in hope that administrators will become aware of this program and support implementation in their schools. Currently, school-based literacy coaches do not have any educational requirements to fill this role. We are hoping that these series of courses, as a university certificated program, will increase the efficacy of literacy coaches working in the schools and be recognized as a rigorous program of study by administrators who are hiring these professionals.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/03/2012	No Impact	We will be pleased to collaborate with this program and recognize the need for school leaders to be aware of and support the development of increased efficacy of literacy coaches.	Robinson, Victoria L

Form J-L

Complete **Part A** of this form and send the form to:

Kessler, Thomas L
 Head, Collection Management and Special Services Department
 Rod Library – 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Kessler, Thomas L, Head, Collection Management and Special Services, Rod Library 3675

FROM: Uhlenberg, Jill M – 0606 (*Dept. Head initiating proposal*)

CONSULTATION REQUEST

DATE: 02/03/2102

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)

The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for School Literacy Coaches in accordance with the Partnerships in Comprehensive Literacy (PCL) model. Over the past decade, this systemic school transformational model has proven to be one for the most effective approaches to improved literacy achievement.

The program will make use of online resources mad available through Rod Library, but should not affect usage significantly due to the projected enrollment of 15 students per cohort.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/29/2012	No further consultation needed	No specific resources are outlined or requested in the reviews. It is stated that all certificate programs can be maintained with the online resources that are currently available and that these resources are adequate, thus based on the Library's review of your proposed curriculum change and subsequent analysis of the anticipated impact on Library services and resources no further consultation is needed. Library Resources and Services should be adequate under the limitations outlined above. (Response prepared by Dr. Yolanda Hood, Youth Collection Librarian)	Kessler, Tomas L

FORM J

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TO: Johnson, Kent M – 0223 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST

DATE: 02/08/2102

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

This is a follow-up to a request sent last week by the Jacobson Center for Comprehensive Literacy, Department of Curriculum and Instruction. We became aware that the consultation system did not forward our entire proposal, so we are sending you details below in order that you are able to make a more informed decision.

Partnerships in Comprehensive Literacy (PCL) is a systemic school transformation model that focuses on the role of the Comprehensive Literacy Model (CLM) Literacy Coach as a key change agent. The University of Northern Iowa's Jacobson Center for Comprehensive Literacy is one of seven national training sites for the PCL program. Both CLM and Comprehensive Intervention Model (CIM) Literacy coaches provide professional development to teachers in schools that are implementing PCL.

The CLM and CIM Literacy Coach programs are administered by the Jacobson Center for Comprehensive Literacy. The program is intended for practicing educators whose schools apply for admission to the Jacobson Center's PCL program and who seek to be the CLM Literacy Coach in his/her school. Students take courses over the course of a full academic year, beginning with a summer course. The program includes 21 hours of UNI graduate-credit coursework. Courses include the following:

Summer (Summer Institute):

LITED 6289 *Seminar: Comprehensive Literacy Model* (3 hrs.)

Students attend a four-day institute at the Jacobson Center for Comprehensive Literacy in Cedar Falls and complete coursework online following the institute. Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

Fall:

LITED 7304 *Literacy Leadership I* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

LITED 7307 *Theories of Reading and Writing Processes* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

ELEMECML 6201 *Issues and Trends in Curriculum* (3 hrs.)
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Spring:

LITED 6260 *Roles of the Reading Specialist* (3 hrs.)
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LITED 7306 *Theories of Reading Difficulties* (3 hrs.)
 Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

LITED 7305 *Literacy Leadership II* (3 hrs.)
 Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

During the fall and spring semesters, literacy coaches-in-preparation begin working on implementation of the PCL model in their schools. This task is the central focus of the preparation program and is tightly integrated with all coursework. Literacy coaches make monthly visits to the UNI Campus for classes that typically last two or three days. Additional coursework occurs via online formats, including Bb Learn 9, Polycom Telepresence, and Adobe Connect. Jacobson Center faculty also conduct site visits to participants' schools.

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5. meet UNI requirements for admission to graduate study.

Consultation Response History

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TO: Kohler, Frank W – 0601 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST

DATE: 02/08/2102

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Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

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Coursework generally consists of readings that are directly related to the implementation of the PCL model; small-group discussion of the readings; observation of PCL model schools, classrooms, and meetings; planning for implementation; and reflection on implementation. These tasks are accomplished not only during the on-campus class meetings but also through online activities that occur outside of on-campus meetings. In their schools during the preparation year, coaches can expect to teach a small group of students, work intensely with model classroom teachers, conduct and facilitate professional development sessions of various types with their school faculty, and work with their principal to establish meeting routines as well as school-wide assessment and instructional systems. These tasks also comprise the bulk of the class assignments, in addition to compilation of a portfolio documenting students' completion of the tasks.

Admission Requirements:

Literacy coach applicants must:

6. hold a master's degree in literacy education or other related field;
7. hold a valid teaching license;
8. be employed as literacy coach in their school or be under contract to be the literacy coach during the preparation year;
9. have a minimum of three years of teaching experience; and
10. meet UNI requirements for admission to graduate study.

Consultation Response History

Date	Status/Response	Notes	User
02/08/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
03/10/2012	No further consultation needed	Auto-approved due to inactivity.	System

FORM J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO: Kohler, Frank W - 0601 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 02/03/2102
 RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for District Literacy Intervention Coaches in accordance with the Partnerships in Comprehensive Literacy (PCL) model. Over the past decade, this systemic school transformational model has proven to be one for the most effective approaches to improved literacy achievement.

The Jacobson Center is seeking consultation with the Department of Special Education as we seek to achieve a common goal of increasing literacy achievement for students who need more intensive instruction. This program may be of interest to students enrolled in the Special Education doctoral program who may wish to include these courses as part of their electives. As a result of this course of study, CIM Literacy Intervention Coaches are able to train school-based CIM Literacy Interventionists.

The Jacobson Center is seeking consultation with the Department of Educational Leadership in hope that administrators will become aware of this program and support implementation in their districts and schools. This proposed Literacy Intervention Coach Certificate program exceeds the requirements for an Iowa K-12 Reading Specialist endorsement. We are hoping that these series of courses, as a university certificated program, will increase the efficacy of literacy intervention coaches working in the districts and be recognized as a rigorous program of study by administrators who are hiring these professionals. As a result of this course of study, CIM Literacy Intervention Coaches are able to train school- based CIM Literacy Interventionists.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
03/03/2012	No Impact		Kohler, Frank W

FORM J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO: Robinson, Victoria L – 0604 (Dept. Head affected by proposal)
FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
CONSULTATION REQUEST
DATE: 02/03/2102
RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for School Literacy Coaches in accordance with the Partnerships in Comprehensive Literacy (PCL) model. Over the past decade, this systemic school transformational model has proven to be one for the most effective approaches to improved literacy achievement.

The Jacobson Center is seeking consultation with the Department of Special Education as we seek to achieve a common goal of increasing literacy achievement. This program may be of interest to students enrolled in the Special Education doctoral program who may wish to include these courses as part of their electives. The Jacobson Center is seeking consultation with the Department of Educational Leadership in hope that administrators will become aware of this program and support implementation in their schools. Currently, school-based literacy coaches do not have any educational requirements to fill this role. We are hoping that these series of courses, as a university certificated program, will increase the efficacy of literacy coaches working in the schools and be recognized as a rigorous program of study by administrators who are hiring these professionals.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/03/2012	No Impact	We are pleased to collaborate with this certificate program.	Robinson, Victoria L

FORM J

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- Both parties are then expected to work together to attempt to find a solution to their differences.

TO: Johnson, Kent M - 0223 (Dept. Head affected by proposal)
FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
CONSULTATION REQUEST
DATE: 02/03/2102
RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for School Literacy Coaches in accordance with the Partnerships in Comprehensive Literacy (PCL) model. Over the past decade, this systemic school transformational model has proven to be one for the most effective approaches to improved literacy achievement.

The CIM Literacy Coach Intervention preparation program will make use of Continuing Education's online teaching tools, including Bb Learn 9 but it is not anticipated that usage will be of a magnitude to require additional resources based on projected enrollment of 15 students per cohort.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/25/2012	Has Impact – No Objections	The Office of Continuing and Distance Education supports this request.	Johnson, Kent M

Form J-L

Complete **Part A** of this form and send the form to:

Kessler, Thomas L
 Head, Collection Management and Special Services Department
 Rod Library – 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Kessler, Thomas L, Head, Collection Management and Special Services, Rod Library 3675

FROM: Uhlenberg, Jill M – 0606 (*Dept. Head initiating proposal*)

CONSULTATION REQUEST

DATE: 02/03/2102

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)

The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for Comprehensive Intervention Model (CIM) Literacy Intervention Coaches in accordance with the Partnerships in Comprehensive Literacy (PCL) model. Over the past decade, this systemic school transformational model has proven to be one for the most effective approaches to improved literacy achievement.

The CIM Literacy Intervention Coach program will make use of online resources mad available through Rod Library, but should not affect usage significantly due to the projected enrollment of 15 students per cohort.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/29/2012	No further consultation needed	No specific resources are outlined or requested in the reviews. It is stated that all certificate programs can be maintained with the online resources that are currently available and that these resources are adequate, thus based on the Library's review of your proposed curriculum change and subsequent analysis of the anticipated impact on Library services and resources no further consultation is needed. Library Resources and Services should be adequate under the limitations outlined above. (Response prepared by Dr.	Kessler, Tomas L

Yolanda Hood, Youth Collection Librarian)

FORM J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
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TO: Kohler, Frank W - 0601 (Dept. Head affected by proposal)
FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
CONSULTATION REQUEST
DATE: 02/08/2102
RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

This is a follow-up to a request sent last week by the Jacobson Center for Comprehensive Literacy, Department of Curriculum and Instruction. We became aware that the consultation system did not forward our entire proposal, so we are sending you details below in order that you are able to make a more informed decision.

Comprehensive Intervention Model (CIM): Literacy Intervention Coach Preparation Program

The Comprehensive Intervention Model is a required component of the Partnerships in Comprehensive Literacy (PCL), a systemic school transformation model that focuses on the role of the Literacy Coach as a key change agent. The University of Northern Iowa's Jacobson Center for Comprehensive Literacy is one of seven national training sites for the CIM program. Both PCL and CIM coaches provide professional development to teachers in schools that are implementing PCL.

The PCL and CIM Coach programs are administered by the Jacobson Center for Comprehensive Literacy. The CIM program is intended for practicing educators whose districts or Area Education Agencies (AEAs) apply for admission to the Jacobson Center's CIM program and who seek to be the CIM Literacy Coach in his/her school district or AEA. Students take courses over the course of a full academic year, beginning with a summer course. The program includes 21 hours of UNI graduate-credit coursework. Courses include the following:

Summer (Summer Institute):

LITED 6289 *Seminar: Comprehensive Intervention Model* (3 hrs.)
Students attend a four-day institute at the Jacobson Center for Comprehensive Literacy in Cedar Falls and complete coursework online following the institute. Prerequisite: Master's Degree and accepted application from a school district or area education agency (or with instructor's permission).

Fall:

LITED 7304 *Literacy Leadership I* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

LITED 7307 *Theories of Reading and Writing Processes* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

ELEMECML 6201 *Issues and Trends in Curriculum* (3 hrs.) Prerequisite: Master's Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

Spring:

LITED 7305 *Literacy Leadership II* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

LITED 7306 *Theories of Reading Difficulties* (3 hrs.) Prerequisite:

Master's Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

LITED 7397 *Practicum in Reading* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

An abbreviated CIM Coach Certificate Program is proposed for previously trained Reading Recovery Teacher Leaders. (Reading Recovery Teacher Leader preparation is an 18-hour graduate level program completed at one of 20 Reading Recovery Training Centers approved by the Reading Recovery of North American Trainers Group. A transcript review will be conducted for all Reading Recovery Teacher Leaders who did not complete their program at UNI.)

UNI-trained Reading Recovery Teacher Leaders, or Reading Recovery Teacher Leaders trained at another university training site and have a satisfactory transcript review, who wish to become CIM Literacy Coaches will take courses over the course of a full academic year, beginning with a summer course. The program includes 6 hours of UNI graduate-credit coursework. Courses include the following:

Summer (Summer Institute):

LITED 6289 *Seminar: Comprehensive Intervention Model* (3 hrs.)

Prerequisite: Master's Degree and accepted application from a school district or Area Education Agency (or with instructor's permission)

Fall-Spring (course spans both semesters):

LITED 7397 *Practicum in Reading* (3 hrs.) (across fall and spring semesters)

Prerequisite: Master's Degree and completed training as a Reading Recovery Teacher Leader at a Reading Recovery University Training Center as recognized by the North American Trainers Group.

During the fall and spring semesters, CIM coaches-in-preparation begin working on implementation of the CIM model in their school districts or AEAs. This task is the central focus of the preparation program and is tightly integrated with all coursework. CIM coaches make monthly visits to the UNI Campus for classes that typically last two or three days. Additional coursework occurs via online formats, including Bb Learn 9, Polycom Telepresence, and Adobe Connect. Jacobson Center faculty also conduct site visits to participants' school districts or AEAs.

Coursework generally consists of readings that are directly related to the

implementation of the CIM model; small-group discussion of the readings; observation of CIM model schools, classrooms or instruction, and meetings; planning for implementation; and reflection on implementation. These tasks are accomplished not only during the on-campus class meetings but also through online activities that occur outside of on-campus meetings. In their schools during the preparation year, coaches can expect to teach a small group of students, work intensely preparing CIM teachers, and work with principals in the schools they support to establish intervention meeting routines. These tasks also comprise the bulk of the class assignments, in addition to compilation of portfolios documenting students' completion of the tasks.

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- 1) hold a master's degree in literacy education or other related field;
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FORM J

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Consultation Response History

Date	Status/Response	Notes	User
02/08/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/08/2012	Has Impact – No Objections	The Office of Continuing and Distance Education is supportive of this effort.	Johnson, Kent