SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
SUBSTANTIVE CHANGE PROSPECTUS
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
Graduate Certificate in Instructional Coaching

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Location: 9201 University City Blvd, Charlotte, NC 28223	
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List of Degrees

[List degrees](#) that the institution is authorized to grant. As a subset of each degree, list majors available.

Abstract

The Graduate Certificate in Instructional Coaching is a 12 credit hour program designed for those interested in becoming instructional leaders who facilitate job-embedded professional development in P-12 schools. The certificate offers teachers and other school personnel an opportunity to develop the knowledge and skills necessary to become an instructional coach. The need was identified as a result of communication between the Dean of the Cato College of Education and local education agencies (school districts) who were seeking support and methods to provide career pathways and leadership opportunities for educational personnel, especially teachers.

The Graduate Certificate in Instructional Coaching will require completion of 12 graduate credit hours. Each course (3 hours) aligns with the New Teacher Center Instructional Coaching Practice Standards (http://p.widencdn.net/2bev1d/IC-Practice-Standards-2018).

It is anticipated that the first cohort of the Graduate Certificate in Instructional Coaching will include 15 students. An additional cohort of approximately 15-20 students will be added in subsequent years. Educators who have completed a Bachelor's degree in education or a related field from an accredited institution may enroll to obtain the certificate.

The proposed date to enroll the first students in the Graduate Certificate in Instructional Coaching is August 2022. Classes will be offered online on an ongoing basis. There are no plans to offer the program in any other locations.

UNC Charlotte's Cato College of Education has many institutional strengths that facilitate the offering of the Graduate Certificate in Instructional Coaching:
- Faculty who are certified instructional coaches and currently facilitate professional development for teachers across the state;
- Strong partnerships with multiple, area school districts; and
- A proven track record of developing and sustaining rigorous teacher education programs.

Determination of Need and Program Approval

The Graduate Certificate in Instructional Coaching is a 100% online program, made to be accessible and affordable to teachers across the country. This program seeks to prepare teachers to pursue and achieve this graduate certificate while enhancing their professional growth. While completing this program, candidates will develop knowledge and skills in coaching to support novice and veteran teachers to improve instruction and design quality curriculum. Additionally, it will help teachers to effectively use data to guide instruction, as well as determine areas for development.

Assessment of Need

Teachers across the United States have shown increasing interest in professional leadership opportunities that extend beyond their individual classroom (Berry, 2019; Rodman, 2018). As a result, positions such as a multi-classroom leader and an instructional coach are increasingly found in school districts across North Carolina and the country. These positions require skills associated with supporting other teachers, both experienced in and new to the profession, in addressing the needs of their students. The Graduate Certificate in Instructional Coaching coursework is designed to prepare candidates to analyze and respond to individual teacher needs through differentiated support, as well as to lead professional learning communities. Subsequently, through this instructional coaching, there will be improvements in PreK-12 classroom teaching and learning, and subsequently, increased PreK-12 student achievement.

Below are three examples of a local education agencies engaging in these processes. Goal 2 of the Charlotte-Mecklenburg Schools' 2018 Strategic Plan is to recruit, develop, retain, and reward a premier workforce; two of the five focus areas are "identify multiple career pathways" and "leadership development." As part of its school improvement plan, Mooresville High School developed the Teacher Leadership Academy to support personalized student education within the district. Finally, the North Carolina School Improvement Planning Implementation document references the coaching of staff as a way to develop and implement school improvements; a rubric for self-assessment is provided (pp. 58-61).

Program Planning

The Cato College of Education's strategic plan and its goals were reviewed and endorsed by the program's stakeholders, including department faculty and external school partners. The proposed Graduate Certificate in Instructional Coaching program contributes to the Cato College of Education's Strategic Plan, specifically Goal 2, Objective 2.2, which is focused upon supporting our graduates to become transformative local, state, and national leaders in their academic endeavors. The Graduate Certificate in Instructional Coaching program also supports the UNC Charlotte Academic Affairs Goal 2 of "expanding the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in graduate education" and the University Goal 1 of "delivering high quality, affordable, and integrated academic experience that produces responsible global citizens and a competitive workforce."

Program Approval

The approval process for graduate courses within the Cato College of Education stipulates that proposals must pass through collegiate curriculum committees and deans before reaching the Graduate Council; this is a subcommittee of the Faculty Council and consists entirely of faculty. The Graduate Council is also responsible for ensuring the quality and content of the curriculum, as well as the resulting course and curriculum approvals. Finally, any proposals to establish new courses or programs (or modification of existing courses or programs) are reviewed by the Faculty Executive Committee and the Faculty Council for approval and implementation consideration.

Copies of meeting minutes documenting faculty involvement and development of the Graduate Certificate in Instructional Coaching proposal development are provided. The proposal was reviewed and approved by the Cato College of Education Graduate Curriculum Committee on Nov. 10, 2020. Subsequently, the UNC Charlotte Graduate Council approved the Graduate Certificate in Instructional Coaching on December 22, 2020.

Program Details

The Graduate Certificate in Instructional Coaching will include an in-depth exploration of the role of coaches and models of coaching. Through exposure to various coaching approaches and direct enactment of these approaches, candidates will be prepared for planning coaching conversations, leading professional learning communities, and responding to individual teacher needs. Upon completion of this certificate, students will have the knowledge and skills necessary to serve in roles such as instructional coach or multi-classroom leader, among others.

Programmatic objectives are focused on developing candidates' ability to:

1. Examine and articulate the foundational principles of instructional coaching, including coaching cycle frameworks;
2. Analyze teacher needs and classroom context to effectively provide individualized support;
3. Facilitate development of teachers' knowledge for creating and maintaining equitable learning environments; and
4. Plan and facilitate productive professional learning communities.

Course Requirements

The Graduate Certificate in Instructional Coaching consists of 12-credit-hours. Students must take the courses listed below to complete the program.

Course Number	Course Title
EDUC 6150	Principles of Coaching I (3)
EDUC 6151	Coaching for an Equitable Learning Environment (3)
EDUC 6152	Principles of Coaching II (3)
EDUC 6153	Application of Coaching Principles (3)

Table 1 indicates course offerings for the new program. Course descriptions are attached.

Table 1. Schedule of Anticipated Course Offerings

Course Number	Course Title	Fall	Spring	Summer
EDUC 6150	Principles of Coaching I	X		X
EDUC 6151	Coaching for an Equitable Learning Environment	X		X
EDUC 6152	Principles of Coaching II		X	X

EDUC 6153	Application of Coaching Principles		X	X

Program Admissions and Graduation

The online application system can be accessed at graduateschool.uncc.edu/future-students/admissions/apply-now. Students are required to have:

1. an undergraduate degree in education or closely related field from a college or university accredited by an accepted accrediting body,
2. a minimum GPA of 2.75, and
3. three years of successful teaching experience or other professional education experience.

The following items must be submitted online through the Graduate School's application system:

1. two letters of reference from current or past supervisors (must include principal) that document leadership and/or administrative experiences and potential for success as an instructional coach,
2. a statement of purpose, and
3. a criminal background check.

There are four required courses for the certificate and transfer credit is not accepted. Students are expected to achieve a commendable or satisfactory grade (A or B) in all coursework attempted for graduate credit. Students who fail to maintain satisfactory progress toward their program or who do not achieve commendable or satisfactory grades in all their graduate coursework are subject to suspension and/or termination from their program of study and/or the Graduate School.

Student Learning Outcomes

The Student Learning Outcomes (SLOs) for the program are that students will: 1) demonstrate and apply content knowledge and skills specific to their content area or discipline, and 2) use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments. The SLO assessment plan for the program is included in the attached.

Definition of a Credit Hour

The course and curriculum development process are governed by the Standing Rules of the Faculty Council. Faculty members in academic departments develop and complete the required steps in Curriculog, the University's online course and curriculum change system, for new courses and revisions to courses. As part of the proposal, faculty are asked to provide a draft catalog copy for the course which includes the amount of credit to be awarded. Undergraduate faculty must also submit a draft course syllabus that includes the number of credits. The departmental and collegiate curriculum committees are responsible for verifying the credit hours for new courses and revisions to courses based on documentation of the amount of work expected by faculty in the class.

Existing and new courses represent best practices of credit calculations nationwide by following the federal definition of Carnegie Units. It is recommended that faculty members include the Suggested Standard Syllabus Policies (p. 2). All departments are required to verify that the credit awarded for new courses conform to federal and Commission policy and will indicate such through required steps and documentation submitted during the Curriculog course proposal process.

Program Oversight

This program will be overseen by a program director who is a faculty member within the Cato College of Education. This director, who will report to the Associate Dean of Graduate Programs in the Cato College of Education, will be responsible for the scheduling of courses, admission of students, communication with the Distance Education department, and the writing of annual planning and SLO reports. This director will confer with the department chairs of the Department of Reading and Elementary Education (REEL) and Department of Middle, Secondary, and K-12 Education (MDSK) to identify the specific faculty from within the departments who will teach the relevant courses in the program each semester. The program director will engage in oversight of and provide support to these faculty in the delivery of the coursework.
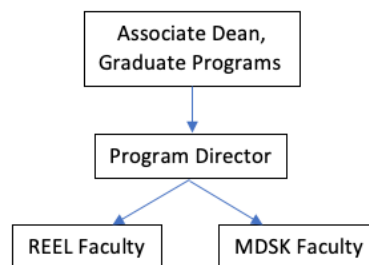

Figure 1: Organization Chart for the Program

Faculty Qualifications

All faculty members directly involved in the program will be from the Department of Middle, Secondary & K-12 Education and the Department of Reading and Elementary Education in the Cato College of Education. There are faculty members in each department who have the relevant knowledge of instructional coaching and coaching experience to teach the courses in the program.

The Department of Middle, Secondary and K-12 Education faculty is composed of 18 full-time faculty members and several part-time faculty members. The Department of Reading and Elementary Education faculty is composed of 29 full-time faculty members and several part-time faculty members. The faculty members expected to teach in this proposed program are identified in the faculty roster. This demonstrates that faculty possess the required credentials or demonstrated competencies and achievements to teach in the Graduate Certificate for the Instructional Coaching program.

Overall, the percentage taught by part-time faculty and graduate teaching assistants is expected to be 0%. This demonstrates that both the number and percentage of full-time faculty is adequate to perform the basic functions of the academic programs.

During the academic year, faculty assignments will be made within their normal course load and there will be no increased workload on current faculty. Thus, the new program will not impact faculty activity, including course load, public service activity, and scholarly research.

Library and Learning Resources
J. Murrey Atkins Library at UNC Charlotte will be the main library for the Graduate Certificate in Instructional Coaching. The Atkins library has 91 employees, including 35 faculty members and 56 support staff. The Atkins Library facilities contain approximately 285,000 square feet, most of which is devoted to the Library's million-volume collection. The Library's main collections consist of materials in many formats: over 3.8 million volumes, including 1.2 million e-books, over 650 databases, and approximately 222,000 journals, the vast majority available electronically.

Graduate students will have off-campus access to all of the resources provided on-campus through the Atkins Library website homepage. These resources include journal articles, workbooks, e-books, print books and videos. They can request research assistance either in person, or by phone, chat, text or email from the Library's homepage. Students may contact a research librarian who has specialty knowledge of their discipline area(s) for assistance with research or for help identifying and using the many electronic databases available. Research Guides are available electronically 24/7 for assistance with a specific course or particular subject area.

The Atkins Library also provides interlibrary loan service to all students and faculty. If students are unable to find a particular journal article or book within the library's own collection, they may request to have the item delivered from another library, either electronically or by mail. Articles take 24-48 hours to arrive and books take 5-7 business days. There is no charge for this service.

As shown in table 2, the present library holdings for the proposed program are adequate to support the instructional and research needs of this program. The Atkins Library analyzes the collection on a three-year cycle, including individual electronic serials, print serials, standing orders, and electronic databases. It will continue to provide access to updated readings which will include mostly journal articles.

Table 2 Library Holdings for Graduate Certificate in Instructional Coaching's Primary Research Areas

	Print books	e-books	ERIC+	Journals*
Instructional Coaching Methods	99	31	622	
Instructional Coaching general	114	68	3,176	
Teacher leadership	934	457	2,153	1
Education Leadership	528	254	15,059	28
Reflective practice in teaching	498	238	4,867	2
Reflective practice in education	316	171	311	2
Student learning (1990-2021)	517	284	21,783	1
Differentiated instruction (1990-2021)	67	28	14,855	
Classroom environment (1990-2021)	235	82	17,927	
Classroom management (1990-2021)	801	177	27,726	1

Total number of education e-books – 43,805
Total number of education books – 66,461
*Total number of education journals – 2,532 (majority are electronic). Many of these topics do not have specific journals dedicated to them; articles will appear in a wide variety of education journals.
+Includes journal articles and ERIC documents.

There are currently no plans to formally partner with other libraries to provide services for the students in the program.

Use of Technology
Multiple UNC Charlotte departments are involved in fostering, training, and supporting the use of technology to enhance student learning. The primary mission of the Center for Teaching and Learning (CTL) is to help faculty develop meaningful and pedagogically sound approaches to their teaching. The Center provides professional development workshops, software, and support to allow faculty to teach effectively with technology. Working in conjunction with the Center are the Office of OneIT (OneIT), Audiovisual Integration Support for Learning Environments (AISLE), and the Atkins Library.

The Center for Teaching and Learning (CTL) hosts the platform for the University's Learning Management System (LMS). Canvas is the center point for the delivery of technology in support of teaching. Every student enrolled at the University automatically has access to Canvas, which has online, chat, and telephone support systems available twenty-four hours a day. In addition, Canvas is the single point of entry for other important learning tools such as Video Content Management, Document Collaboration, Secure Testing, Synchronous Learning, Integrated Response Systems (clickers), and plagiarism detection. The Center for Teaching and Learning provides training to faculty

who teach online and blended courses. The Center offers courses on Canvas, course design, Quality Matters, etc.

Working in conjunction with CTL is the [Information and Technology Services (ITS) (now known as the Office of OneIT)](). OneIT provides both the [software]() and the [training]() for students to make the best use of the technology resources available on campus. In addition, a wide variety of professionally developed training courses are available through [Percipio]().

The Atkins Library Information Commons (IC) staff provides online resources and classes for students in the Library. The curriculum ranges from foundational instruction for the first-year writing program to differentiated instruction for upper-level courses in the WRDS major.

[Audiovisual Integration Support for Learning Environments (AISLE)]() provides support for the video conferencing and teleclass facilities that support both traditional educational programs and distance learning programs. The state-of-the-art technology for the classrooms on campus ensures that faculty have access to modern tools such as smartboards and video capture. The Academic Media Production Team works with individual faculty to create custom, high quality, and engaging digital media elements for academic courses.

Additionally, faculty are provided with training through a full range of workshops on the utilization of electronic tools such as Respondus, e-portfolios, and Zoom. Students that work full or part-time and may be geographically removed from the Charlotte area; therefore, they will have access to faculty by phone and Zoom conferencing tools. Assistance is also provided by the AISLE team which designs and installs the technology located in the learning and common spaces.

Student Support Services

The Graduate School's role is to foster excellence in all dimensions of post-baccalaureate studies as the primary advocate for graduate education and for graduate students at the University. It administers student admissions, financial aid, orientation, professional development, student mentoring, peer advising, funding support, and training for Teaching Assistants.

- The [Graduate School strategically plans](), implements, and evaluates services and programs to facilitate student enrollment and success. This unit collaborates with many offices in Academic Affairs, such as Financial Aid, Residency Determination, and Registrar, to facilitate seamless services for graduate students. The Graduate School also coordinates with graduate program directors in each program to ensure that admitted students receive the faculty support needed to be successful.

- The [Center for Graduate Life]() provides graduate students with centralized space dedicated to their needs and creates a stronger graduate community by promoting shared experiences, discourse, and activities designed to support interdisciplinary learning. Professional development courses and workshops which are provided support the development of "core competencies" in

teaching, research, writing, leadership and ethics of graduate students. Mentoring support, teaching assistant training, and personal development programs are also offered through the Center.

- Consistent with the institution's mission of promoting student learning and development of its students, the Graduate and Professional Student Government works closely with the Assistant Dean for Student Affairs in the Graduate School to promote student self-governance and student leadership.

The Graduate School partners with many units on campus to offer services that enrich and support the graduate student community. Working with offices in the divisions of Academic Affairs and Student Affairs, students have access to a broad range of services that support their educational experience and success. Examples of university level student support programs, services, and activities that support student learning and success include, but are not limited to:

- Dean of Students Office manages a variety of activities such as women's programs, new student programs, volunteer outreach, student conduct, off-campus student services, SAFE mentoring program, sorority and fraternity life, Niner Nation Family program, and veteran student outreach.

- Disability Services ensures access to academic programs and campus facilities by providing verification of medical documentation, academic accommodations, counseling, testing, note-taking, and scholarships.

- Office of International Programs works with international students and scholars, and organizes activities related to acclimating to an American model of higher education. International graduate students benefit from specialized orientations and trainings, coordinated through this office.

- University Career Center offers career assessment, internships, co-ops, service-learning, job preparation, and job interview opportunities. This center connects industry and community partners with graduate students in a variety of ways.

- Writing Resources Center offers one-to-one writing instruction in writing across the disciplines from first-year to graduate, presentations, and workshops. Consultations, on-line services, and a library of writing-related instructional materials are also available. The Writing Resources Center hires graduate students as tutors, helping to meet the need for advanced writing assistance.

Physical Resources

Since this program will be offered 100% online, university facilities needed are minimal. Faculty who teach the courses in this program will use their offices to deliver primarily online asynchronous class materials, as well as online synchronous class sessions. Students will use their own electronic devices for the courses. Technical support for both faculty and students is provided by the UNC Charlotte help

desk which can be accessed in person, via phone, and via email. This service is available throughout the week and on weekends. Canvas support is also available directly from the Canvas help desk which is available 24/7 via phone and chat.

This program will have little effect on physical facilities since it is a 100% online program. Therefore, the current physical facilities are adequate to implement the program. The Office of OneIT provides the appropriate technical infrastructure, services and support for students, faculty, and staff including access to hardware and software in virtual environments that support virtual learning and teaching needs.

Financial Support
The United States Department of Education has imposed no limitations, suspensions, or terminations with respect to the Title IV student financial aid programs. UNC Charlotte operates on the electronic transfer/advance payment method with respect to its federal funds and has not been placed on the reimbursement method. It has not been obligated to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agency. There have been no complaints filed with the Department of Education regarding UNC Charlotte, and there are no impending litigation issues with respect to financial aid activities. The University is not aware of any infractions to regulations that would jeopardize Title IV funding.

The North Carolina Legislature, as part of the overall State budget, allocates funding for the University of North Carolina system, including UNC Charlotte. Within the UNC Charlotte budget, the State allocates a building reserve fund to cover maintenance and operation of existing facilities (housekeeping, maintenance, information technology, utilities, security, etc.), administered by UNC Charlotte's division of Business Affairs. Day-to-day operating costs (office supplies, phone service, student workers, etc.) are funded through the division of Academic Affairs, under the direction of the Provost. The year one budget for the Graduate Certificate in Instructional Coaching program is shown in Table 3.

Table 3 Estimated Year One Budget for Graduate Certificate in Instructional Coaching

Expenses	Reallocation of Present Institutional Resources	New Allocations	Total
Personnel			
Graduate Program Director Stipend	$0	$2,000.00	$2,000.00
Graduate Faculty Pay	$0	$0	$0
Advertising and Recruiting	$0	$0	$0
TOTAL ADDITIONAL COSTS ($)	$0	$2,000.00	$2,000.00

No new faculty or departmental administrators will be added. Existing faculty and departmental administrators will be utilized. The Graduate Director will be responsible for scheduling courses, admitting students, processing appeals, writing annual reports, collecting/analyzing program data, advertising and recruiting. An annual stipend of $2,000 will be provided.

No facility renovations are required to deliver this program. There will be no expenditures to external institutions or organizations for contractual or support services. Funding for equipment necessary to deliver the program has been expended and equipment is in place to deliver the program. Library resources have been budgeted/expended in advance of program initiation. Ongoing library appropriations are sufficient to support the program.

The advertising and recruiting will be integrated into existing ads and recruitment materials for dissemination through various channels, including websites, social media, and direct mailings.

Evaluation and Assessment

Student Learning Outcomes

As part of the Annual Report, departments must submit an annual Student Learning Outcomes Assessment Plan and Report. For each program this report documents student learning outcome assessment plans (which consist of student learning outcomes, effectiveness measures, assessment methodology, and performance outcomes), assessment data, changes made based on assessment data, and the impact of changes on student learning. Student learning outcomes for programs offered through the online delivery mode are the same as for programs offered face-to-face. Student Learning Outcomes Assessment Plans and Reports from all colleges at both the undergraduate and graduate levels, and from online and face-to-face delivery modes, are required to be completed. .

College Assessment Directors (CADs) are appointed to oversee the student learning outcomes assessment process in their respective Colleges. CADs work with department chairs and program coordinators on developing Student Learning Outcomes Assessment Plans and Reports, and documenting assessment data and the impact of changes on student learning. Also, CADs act as liaisons with faculty and Office of Assessment and Accreditation (OAA) team members to improve the quality and completion of reports. OAA reviews and provides feedback on the evaluation and improvement of program student learning outcomes; the Office also conducts faculty and staff professional development workshops.

Planning

Each year, each division develops expected outcomes and measurement plans to assess the accomplishment of its goals and objectives. Upon completion, the units subsumed in each division aligned plans with their division's plan. At the division level, vice-chancellors use report templates and scorecards to note the accomplishment of division goals and objectives. The Institutional Effectiveness Oversight Committee (IEOC) uses these completed reports and scorecards to annually review and prepare a University scorecard of findings to the Chancellor and her Cabinet for discussion.

As indicated previously, all colleges and departments within Academic Affairs complete five-year strategic plans. In addition, colleges and departments submit an Annual Report which highlights the major accomplishments for the year. A strategic plan and report from the Cato College of Education is provided. These reports are used to complete the Academic Affairs Annual Highlights.

References

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Rodman, A. (2018). Learning together, learning on their own. *Educational Leadership, 76*(3), 12-18.