May 18, 2016

MEMORANDUM

TO: Bonnie Thornton Dill
   Dean, College of Arts and Humanities

   Charles Caramello
   Associate Provost and Dean, Graduate School

FROM: Elizabeth Beise
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Post-Baccalaureate Certificate of Professional Studies in Professional Communication for Enhanced English Fluency (PCC log no. 15057)

On May 18, 2016, Chancellor Caret gave final approval to your proposal to offer a new iteration of the Post-Baccalaureate Certificate of Professional Studies with a focus in Professional Communication for Enhanced English Fluency. A copy of the approved proposal is attached.

This Post-Baccalaureate Certificate program is effective Fall 2016. Please ensure that this program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/
Enclosure

cc: Andrew Harris, Chair, Senate PCC Committee
    Barbara Gill, Office of Enrollment Management
    Reka Montfort, University Senate
    Chip Denman, Division of Information Technology
    Pam Phillips, Institutional Research, Planning & Assessment
    Anne Turkos, University Archives
    Linda Yokoi, Office of the Registrar
    Alex Chen, Graduate School
    Alene Moyer, College of Arts and Humanities
    Shawn Parry-Giles, Department of Communication
May 18, 2016

Dr. Wallace Loh  
President  
University of Maryland, College Park  
1101 Main Administration Building  
College Park, MD 20742

Dear Wallace,

Thank you for forwarding the request of the University to add a new iteration of the Post-baccalaureate Certificate of Professional Studies with a focus in Professional Communication for Enhanced English Fluency.

I am pleased to approve this request. I am confident that the addition of this new option will meet with great success.

Sincerely,

Robert L. Caret  
Chancellor

cc: Mary Ann Rankin, Senior Vice President and Provost  
    Charles Caramello, Associate Provost and Dean, Graduate School  
    Bonnie Thornton-Dill, Dean, College of Arts and Sciences
Program: Graduate Certificate of Professional Studies in Professional Communication for Enhanced English Fluency

Department / Unit: Department of Communication
College/School: College of Arts and Humanities
Proposal Contact Person (with e-mail): Dr. Shawn Parry-Giles, spg@umd.edu

TYPE OF ACTION: Italicics indicate that the proposal must be presented to the full University Senate for consideration.

☐ Curriculum change (including modifying minors, concentrations/specializations, and creating informal specializations)
☐ Curriculum Change is for an LEP Program
☐ Renaming of program or formal Area of Concentration
☐ Establish/Discontinue a formal Area of Concentration
☐ Establish a new academic degree/certificate program
☐ Create an online version of an existing program
☐ Establish a new minor
☐ Suspend/Discontinue a degree/certificate program
✓ Establish a new Master or Certificate of Professional Studies program
✓ New Professional Studies program will be administered by Office of Extended Studies
☐ Other:

Summary of Proposed Action (use additional sheet if necessary):

The Department of Communication submits this proposal to create the Graduate Certificate of Professional Studies in Professional Communication for Enhanced English Fluency in the following delivery options:
1. Face-to-face (College Park): for students preparing to enter the Department of Communication’s Graduate Studies in Interpreting and Translation (GSIT) program; and
2. Online (Asynchronous): for employees of area international organizations and students in other interpreting and translation programs who seek additional English language training.

APPROVAL SIGNATURES: Please print name, sign, and date. Include additional lines for multi-unit programs.

Instructions: When approved by the dean of the college or school, send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, and e-mail the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

1. Department Committee Chair: Kristy Maddux, Kristy Maddux 2/17/2016
2. Department Chair: Shawn Parry-Giles, Shawn Parry-Giles 2/17/16
3. College/School PCC Chair: Thomas C. Moser, Jr. 2/20/16
5. Dean of the Graduate School (if required):
6. Chair, Senate PCC: Andrew Hamer, Andrew Hamer 4/11/16
7. Chair of University Senate (if required): Elizabeth F. Beine 5/18/2016
8. Vice President of Academic Affairs & Provost

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):
(1) 012027001271501 GRAD-Graduate School
(2) 012024001240101 ARHU-Communication (Primary)
I. PROGRAM OVERVIEW

The Graduate Certificate of Professional Studies in Professional Communication for Enhanced English Fluency (GCPC) targets English as a Second-Language (ESL) students and/or students looking to enhance their professional English speaking and writing skills in the context of rhetoric and politics. Developed by the Department of Communication in the College of Arts and Humanities, GCPC will provide specialized instruction in professional speaking (voice, diction, pronunciation), professional writing (style, grammar), speaking and writing across professional communication contexts (e.g., business, health, law, politics, science), and professional speech writing. Students will also advance their critical thinking and vocabulary skills through courses focused on the rhetorical analyses of public texts (e.g., debates, laws, speeches, judicial decisions), which will deepen students’ knowledge of rhetoric and political culture both nationally and internationally.

II. MISSION AND PURPOSE

A. How does the proposed program support the Mission and Strategic Goals of the University? Why is it necessary?

The current mission statement (Mission and Goals Statement, University of Maryland, College Park, April 29, 2014) emphasizes the University’s commitment to “continue to extend our learning community beyond the campus boundaries through the development of programs that fill demonstrated needs for the State and are consistent with the objectives of our academic programs,” (V.1 p.7).

The Department of Communication in the College of Arts and Humanities currently provides course-work in speaking and writing for students seeking BA and PhD degrees in Communication. The department also offers Graduate Certificates and Masters of Professional Studies in the Graduate Studies in Interpreting and Translation (GSIT) program where students are provided coursework in professional speaking and writing for a variety of contexts. Furthermore, the department features a specialization in rhetoric and political culture at the undergraduate, Master’s, and PhD levels.

The connections created by the GSIT program further the possibility of building stronger relationships with international universities, employer organizations, and international institutions. Our partner universities are looking for ways students gain additional English enhancement in the context of rhetoric and political culture (e.g., Shanghai International Studies University, ISIT (Paris), Beijing Foreign Studies University).

The GSIT program attracts students who are fully-funded by their own governments (e.g. Embassy of the United Arab Emirates) and the U.S. government (e.g. Fulbright program, GI Bill). The GCPS would strengthen UM’s already forged international relationships through the GSIT program with the United Nations, European Union, IMF, the World Bank, the Organization of American States, and the Pan-American Health Organization. Many of these institutions are looking for ways to bolster their employees’ English language fluency in the specialized context of rhetoric and politics. Additional training is thus needed for interpreters and translators as well as those in need of enhanced professional communication training in English.

B. Identify all related programs currently offered in the State of Maryland and explain how the proposed program differs in curriculum or otherwise addresses constituencies not currently served.

While a few programs exist that provide courses and other types of language and academic support for international students whose first language is not English, there is no program in the State of Maryland that results in a Graduate Certificate. By offering the GCPC, the Department of Communication uniquely positions itself to provide certification of English proficiency in the context of rhetoric and political culture other programs do not provide.
C. Student Audience and Enrollment Estimates (based on market research analysis).

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Estimated Enrollment</th>
<th>Description of Potential Audience and Market Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online</td>
<td>F2F</td>
</tr>
<tr>
<td>Year 1</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Year 2</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Year 3</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

GCPC is designed to meet the needs of three groups of applicants:

First, GCPC is designed to offer professional communication training in English for students preparing to enter the GSIT program. At least 25% (on average 15-20 students per year) of the applicants for the GSIT program lack an immersion experience in an English-speaking country and/or lack sufficient English fluency skills. These students need to strengthen their language skills in a professional communication program, and gain sufficient knowledge of rhetoric and political culture, and provide a two-semester face-to-face program to students whose ultimate goal is to receive a Master of Professional Studies in either Translation or Interpreting.

Second, GCPC is designed to offer training for instructors and students from partner international universities. Through the GSIT program, the department has established relationships with other interpreting and translation programs seeking additional English language training in professional communication contexts: e.g. Shanghai International Studies University, Beijing Foreign Studies University, Communication University of China, ISIT, France, and Pontifícia Universidade Católica de Rio de Janeiro, Brazil. They have expressed interest in instructors and students receiving professional writing and speaking training through a program specializing in rhetoric and political culture.

Third, GCPC is designed to address requests for professional communication training in English for English as a second-language (ESL) employees of international organizations in the area (e.g., European Parliament, IMF, Organization of American States, Pan-American Health Organization, United Nations, U.S. Department of State, World Bank). Freelance and staff interpreters as well as translators from these organizations teach in our program, help with admissions and degree exams, and provide training sessions for our students. These representatives who are specialists in international and global politics have contacted GSIT about providing professional communication training in English for select employees who need to enhance their English fluency in a program that specializes in rhetoric and politics. While we expect for most of these students to participate in the online program, some may opt to participate in the face-to-face version.

**CHARACTERISTICS OF THE PROPOSED PROGRAM**

A. Educational Objectives

The Graduate Certificate of Professional Studies in Professional Communication for Enhanced English Fluency (GCPC) will provide specialized instruction in professional speaking (voice, diction, pronunciation), professional writing (style, grammar), speaking and writing across professional communication contexts (e.g., business, health, law, politics, science), and professional speech writing. Students will advance their critical thinking and vocabulary skills through
courses focused on the rhetorical analyses of public texts (e.g., debates, laws, speeches, judicial decisions), which will deepen students' knowledge of rhetoric and political culture nationally and internationally.

B. Catalog Description

The GCPC is targeted toward ESL students or students with English speaking and writing deficiencies seeking to develop strong professional communication skills in the context of rhetoric and politics.

C. Program Requirements that include term/semester format with outline of course offerings, a full listing of courses (number, title, semester credit hours), and other components. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

List of Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>New?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>COMM 618</td>
<td>Professional Communication: Rhetoric and Style</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>COMM 638</td>
<td>Professional Communication: Rhetoric and Voice</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>COMM 708</td>
<td>Professional Communication: Rhetoric and Context</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>COMM 655</td>
<td>Seminar in Speech Writing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>COMM 601</td>
<td>Historical, Critical Research in Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 604</td>
<td>Argumentation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 670</td>
<td>Seminar in Listening</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 748</td>
<td>Seminar—Rhetoric of the Presidency</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 760</td>
<td>Seminar in Political Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 768</td>
<td>Seminar in Public Address</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td>COMM 608</td>
<td>Professional Communication Enhancement in English Speaking and Writing</td>
<td>1-6</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Program Requirements and Completion

Full-time students complete the 18-credit program in nine months by taking nine credits (3 three-credit courses) in the fall semester and nine credits (3 three-credit courses) in the spring semester.

<table>
<thead>
<tr>
<th>Offered</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>COMM 618</td>
<td>Professional Communication: Rhetoric and Style</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td>COMM 638</td>
<td>Professional Communication: Rhetoric and Voice</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>See list of all courses for selection options.</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td>Optional: COMM 608</td>
<td>Professional Communication Enhancement in English Speaking and Writing</td>
<td>Optional</td>
<td>F2F or Online</td>
</tr>
<tr>
<td>Spring</td>
<td>COMM 708</td>
<td>Professional Communication: Rhetoric and Context</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td>COMM 655</td>
<td>Seminar in Speech Writing</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
</tbody>
</table>
### Full-Time Program Completion

<table>
<thead>
<tr>
<th>Offered</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elective</td>
<td>See list of all courses for selection options.</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td>Optional:</td>
<td>COMM 608</td>
<td>Professional Communication Enhancement in English Speaking and Writing</td>
<td>Optional</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Optional; May be taken by students in need of English language learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part-time students complete the 18-credit program in twelve months by taking six credits (2 three-credit courses) in each semester.

### Part-Time Program Completion

<table>
<thead>
<tr>
<th>Offered</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>COMM 618</td>
<td>Professional Communication: Rhetoric and Style</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td>COMM 638</td>
<td>Professional Communication: Rhetoric and Voice</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td>Spring</td>
<td>COMM 708</td>
<td>Professional Communication: Rhetoric and Context</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td>COMM 655</td>
<td>Seminar in Speech Writing</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td>Summer</td>
<td>Elective</td>
<td>See list of all courses for selection options.</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>See list of all courses for selection options.</td>
<td>3</td>
<td>F2F or Online</td>
</tr>
<tr>
<td>Fall</td>
<td>Optional:</td>
<td>Professional Communication Enhancement in English Speaking and Writing</td>
<td>Optional</td>
<td>F2F or Online</td>
</tr>
<tr>
<td></td>
<td>COMM 608</td>
<td>*Optional; May be taken by students in need of English language learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following courses require VPAC approval:

**COMM 618: Professional Communication: Rhetoric and Style (3 credits; allowed for 1 to 6 credits)**

COURSE DESCRIPTION: Writing instruction in English for professional communicators with a focus on rhetoric, style, and grammar.

**COMM 638: Professional Communication: Rhetoric and Voice (3 credits; allowed for 1 to 6 credits)**

COURSE DESCRIPTION: Speaking instruction in English for professional communicators with a focus on voice, diction, and pronunciation.

**COMM 708: Professional Communication: Rhetoric and Context (3 credits; allowed for 1 to 6 credits)**

COURSE DESCRIPTION: Speaking and writing instruction in English for professional communicators across such contexts as business, health, law, politics, and science.

**COMM 608: Professional Communication Enhancement in English Speaking and Writing (1 to 6 credits)**

COURSE DESCRIPTION: Speaking and Writing enhancement for students in need of additional English language learning.

D. Will the curriculum of this program rely upon courses provided through other academic units? If so, list both required courses and/or pre-requisites from other units, and include letters from the chairs and/or deans of the appropriate units committing the necessary seats in support of the program.

Not applicable.
E. Describe admission policy, including any special criteria for students selecting this program.

All applicants must meet the following minimum admission criteria as established by the Graduate School:

- Applicants must have earned a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution.
- Applicants must have earned a 3.0 GPA (on a 4.0 scale) in all prior undergraduate and graduate coursework.
- Applicants must provide an official copy of a transcript and diploma for all of their post-secondary work.

Additional Requirements: All Students:

- An assessment test on English language skills.
  - This exam test skills beyond the Graduate School language requirement demonstrated by TOEFL, PTE or IELTS.
- Submission of writing sample in English.

International Students: Additional Requirements

- All international students who apply, either for the face-to-face or the online program, must fulfill all requirements found at: http://www.gradschool.umd.edu/admissions/international-admissions.
- International students who apply and are accepted for the online program participate 100% as online students. Immigration documents (F1 or J1 student visas or an I-20) are NOT issued for the fully online program.
- International students already in the U.S., Permanent Residents, or Holders of Another Visa Status must check with the State Department prior to submitting the application to determine whether or not the visa permits participation in the online or face-to-face program.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. Students will demonstrate the following learning outcomes:

- Demonstrate a strengthening of professional writing skills in English.
- Demonstrate a strengthening of professional speaking skills in English.
- Demonstrate a strengthening of critical-thinking skills.
- Demonstrate a strengthening of vocabulary skills in English.

B. Provide a description of assessment methods.

Applicants will be asked to complete an interview during the admissions process and asked to submit a writing sample in English. These admissions requirements will be designed to assess applicants' English writing, speaking, and vocabulary skills. Each applicant who meets minimum admissions qualifications will be interviewed and asked to submit a writing sample. A rubrics form will be filled out for each interview and each writing sample for those students qualified for admission. These rubrics will be retained as part of the assessment process to provide an aggregate baseline of English writing, speaking, and vocabulary skills before entering the program.

Two assessments points will occur in both the first and the second semester of course work:

- First, the student's critical-thinking skills will be evaluated in the first year to provide a baseline. The elective courses are designed to enhance analytical skills. A random sampling of 30% of the final class papers (from both online and on-campus courses) completed in one elective course in the first year of the program will be reviewed by the Director of GSIT and the administrator of GCPC. Papers will be collected from the second-year elective course (from both online and on-campus courses) to assess the strengthening of critical-thinking skills. A random sampling of 30% of the papers completed in the second year of courses will be
reviewed by the Director of GSIT and the administrator of GCPC. A rubric form will be filled out for each paper reviewed.

- Second, COMM 655: Seminar in Speech Writing—a second year required class—will ask students to write and deliver speeches as part of the course requirements. A random sampling of 30% of the final speech manuscripts will be evaluated by the Director of GSIT and the GCPC administrator. A rubric form will be filled out for each paper reviewed, with each instructor asked to complete a rubric form for the final speeches delivered in class.

Rubric criteria will be created based on the learning outcomes identified above. These criteria will be used during the admissions process and the evaluation of materials collected for the assessment process. The aggregate data from the evaluations of the papers and speeches will be compared against the admissions data to assess the strengthening of writing, speaking, and vocabulary skills. The aggregate data of the critical thinking skills from the first year elective course will be compared to the aggregate data from the second year elective course to assess the strengthening of the critical thinking skills. Data will be separated for the online and on-campus courses to assess the strength of skill building between the two modes of content delivery.

IV. ORGANIZATION AND OVERSIGHT

A. Who will provide academic direction and oversight for the program?

Graduate School Representative
Charles Caramello, Dean of the Graduate School

Graduate Director
Shawn J. Parry-Giles, Professor, Department of Communication

Office of Extended Studies Administrative Support and Oversight
Terrie Hruzd, Director of Programs

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.

The Graduate Certificate in Professional Studies in Professional Communication for Enhanced English Fluency will be housed in the Graduate School, which will be responsible for its oversight. The Program Oversight Committee, or designates, will administer the program. A faculty member from the college will serve as the Graduate Director and will provide academic leadership. The Office of Extended Studies will provide coordination.

Academic Coordination
Faculty selection and appointments are made by the academic unit. The academic unit provides academic and advising oversight to both incoming and admitted students. The academic unit will oversee see program marketing.

Administrative Coordination
The Office of Extended Studies will provide program development support (including budget development and projections), program management that includes scheduling, marketing research, planning and management, financial management (including faculty contracting and faculty pay processing), and student services management (including support for admissions, registration, payment, financial aid, and other campus services).

V. FACULTY, NEEDS, AND RESOURCES
Faculty selection and appointments are made by the academic unit. All faculty must be full or Professional Track members of the Graduate Faculty and approved as instructors by the Dean of the Graduate School. The faculty may include Professional Track faculty, retired faculty, and professionals in the field. University of Maryland faculty who teach in the program will be compensated using overloads. The campus policy on full-time faculty workload [BOR II-1.25(A)] includes the following language: "Presuming that a full-time tenured or tenure-track faculty member meets basic requirements associated with research, scholarship and creative activity, and service, the general standard expectation is that such a faculty member will engage in teaching and advising activities equivalent to five course units (as defined in the Board of Regents policy) per contract year." A faculty member must meet his/her load before considering teaching on an overload basis. A 100% faculty member can only be paid for teaching courses above their regular 100% appointment if s/he has met the requirements of the position and the supervisor has approved the overload. The overload is submitted via PHR. Teaching on an overload basis requires approval each year. Faculty members who buy out of an on-load course (e.g. with research grant funds) would have to consult with a college and agency official to determine if they can be paid for teaching an overload course. Additionally, programs must follow Maryland Higher Education Commission Code of Maryland (COMAR) regulations. In particular, COMAR 13B.03.03.11 requires that at least 50% of the total semester credit hours within the proposed program be taught by full-time faculty. For off-campus programs, COMAR 13B.02.03.20 states that at least 1/3 of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution.

A. List Program Faculty and their Credentials (professional rank/title).

The director of the GSIT program will direct the GSCP program. Department of Communication faculty members and professional track faculty who currently teach in the GSIT program will serve as faculty and professional track faculty in the GCPC program. To date, over 60 instructors have been approved to teach in the GSIT program. A percentage of these instructors have training and experience in English writing and speaking. Others possess specialized education and experience in rhetoric and political culture.

B. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

Approval of all faculty overloads for teaching and advising will be in accordance with University of Maryland policy and procedures. The Oversight Committee is responsible for the overall administrative management of the program.

C. List new faculty needed and indicate the source of the resources for hiring them. Describe the anticipated advising and administrative loads. Indicate the personnel resources (administrative staff and teaching assistants) that will be needed to cover all these responsibilities.

Tuition revenue will be used to support all salaries and benefits. To ensure this self-support program has no impact on the teaching, advising, and administrative resources for the unit’s traditional programs, the following position(s) will be hired:

- A full-time professional track faculty member with an educational background in the following areas of expertise to help administer and teach in the program:
  - Rhetoric (speaking and writing)
  - Second Language Acquisition with a focus in English as a Second Language will be hired to help administer and teach in the program.
  - Help set up the program and teach at least two of the required classes each semester. Additionally, this person would coordinate the program under the direction of the GSIT director.
- A half-time instructor who would help set up and administer the online platform and teach one class in the online program.
- A Graduate Assistant who would help to administer the program.
VI. LIBRARY AND PHYSICAL RESOURCES

A. Required Library Resources. (To be determined in cooperation with the Libraries. A member of the Libraries’ staff will conduct an assessment and prepare a letter describing the collection needs).

See Appendix I.

B. Required additional facilities, facility modifications, and equipment. Include faculty and staff office space, laboratories, special classrooms, computers, etc.

None.

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

This program does not require additional resources.

VII. PROGRAM RESOURCES

A. Identify the source to pay for the required faculty, administrative, advising, and physical resources identified in Sections V. and VI. above.

Tuition revenue will be used to cover all program expenses (salaries, benefits, program materials, and physical resources). All students pay all associated mandatory fees and the graduate application fee. This self-support program will have no impact on the unit’s traditional programs.

B. Complete the financial tables as required by MHEC.

See Appendix II.

VIII. PROPOSED MEANS OF OFFERING PROGRAM

A. Will any or all components of this program be offered off-campus or at another instructional site? If so, provide detailed information. Location must be an approved institutional site. Indicate how students will access student services.

Not applicable.

B. If on-line or through distance learning — describe how the concerns in “Principles and Guidelines for Online Programs” are to be addressed.

1. Program Initiation and Choice: The proposal should initiate with an academic unit, and must have the approval of the appropriate Dean (or Deans). It must develop naturally from the institution’s strengths and be consistent with its strategic goals. The proposal should have a clear and well-thought-out financial plan, providing net revenue to the institution over time, and should include a thorough analysis of the potential market.

The online version of the program is being developed by the Department of Communication (COMM), College of Arts and Humanities, whose mission is dedicated to the study of the strategic use of discourse in the public sphere. The Office of Extended Studies and COMM conducted a marketing research study that identified target audiences and comparable competitors. The research determined that, while a few programs exist that provide courses and other
types of language and academic support for international students whose first language is not English, there is no comparable online program that results in a Graduate Certificate. By offering the GCPC, the Department of Communication uniquely positioned itself to provide certification of English fluency in an online format.

The online version of the GCPC has been developed to address requests for professional communication training in English for English as a second-language employees of area international organizations (e.g., European Parliament, IMF, Organization of American States, Pan-American Health Organization, United Nations, U.S. Department of State, World Bank). Freelance and staff interpreters as well as translators from these organizations teach in our program, help with admissions and degree exams, and provide training sessions for our students. These representatives who are specialists in international and global politics have contacted GSIT about providing professional communication training in English for select employees who need to enhance their English fluency in a program that specializes in rhetoric and politics. While we expect for most of these students to participate in the online program, some may opt to participate in the face-to-face version.

2. **Program Development, Control, and Implementation by Faculty:** Although professional help may be used in adapting it to the online medium, the academic content of the curriculum must be developed by institutional faculty. The instructional strategy proposed must be appropriate for this content. UMCP faculty must have overall control of the program, and should provide the bulk of the instruction. Appropriate resources, including technical support personnel, must be made available for course development and also for faculty support during the offering of these courses. The business plan for the proposal must spell out the arrangements whereby this will be accomplished.

The University of Maryland’s Division of Information Technology has identified vendors who provide instructional design and technical support for faculty and staff in self-support programs. The Office of Extended Studies provides oversight of all administrative services, and management of the instructional design and quality assurance for all course development and conversion processes. Program tuition and fees are used to support this resource.

3. **Access to Academic Resources and Student Services:** The proposal must indicate how students will have access to needed resources, such as library materials, other information sources, laboratory facilities, and others as appropriate. The arrangements in place for interaction with instructors, for advising, and for help with technical problems must be described. It must be shown how student services such as admissions, enrollment, financial aid, bursar services, career advisement, bookstore, and similar services available to on-campus students will be provided.

As officially admitted students to the University of Maryland, students in this program will have access to all University resources accessible in the online environment. Students are assessed the online student services fee which supports access to online University resources. Students obtain a UID and may use these services as required. The academic unit provides academic and advising oversight. Extended Studies provide management of all student services.

4. **Intellectual Property Rights:** The proposal must clearly delineate ownership and usage rights for materials that may be developed for courses in the program.

Intellectual property rights for both the program and online courses will be addressed in a separate contract executed by the University of Maryland and the developer. Please see Article VIII On-Line Studies and Technology-Mediated (Enhanced) Courses in the UNIVERSITY OF MARYLAND POLICY ON INTELLECTUAL PROPERTY (Policy IV-3.20(A) (Approved by the President on March 13, 2003 and by the Chancellor on July 18, 2005) on-line at [http://www.president.umd.edu/policies/iv320a.html](http://www.president.umd.edu/policies/iv320a.html).

5. **Full Disclosure, Standards, and Evaluation:** All published materials describing the program must carefully lay out the instructional methods to be used, the skills and background required for success, and the arrangements in
place for access to instructors, to technical help, to academic resources, and to student services. There should be a means available whereby potential students can evaluate their readiness for the special demands of the program. Academic admission standards must be clearly described, and must be consistent with those for the on-campus program. Outcome expectations must also be consistent. The proposal must set out a continuing process of evaluation that will determine if these requirements are being met.

The Oversight Committee will ensure that all printed and digital materials provide comprehensive information about the program. The Web site, administered through the Office of Extended Studies, will provide complete and transparent policies and procedures regarding admission requirements (in full compliance of the Graduate School), including registration, financials, technical assistance, digital access to university resources, academic and university policies, and all issues relating to the successful completion of the program. Potential students will be given the opportunity to complete a self-assessment ensuring they possess the skill sets and mental models for online learning as well as technical resources for program accessibility. The academic unit provides both incoming and admitted students with all advising assistance.

C. If in cooperation with another institution, provide detailed information.

Not applicable.

D. If through a non-traditional schedule (weekends, intensive course offerings), provide detailed information.

Not applicable.

IX. OTHER ISSUES

A. Access to Academic Resources and Student Services: Indicate how students will have access to needed resources, such as library materials, other information sources, laboratory facilities, and others as appropriate. Describe arrangements for interaction with instructors, for advising, and for help with technical problems. Describe how student services such as admissions, enrollment, financial aid, bursar services, career advisement, bookstore, and similar services available to on-campus students will be provided.

As officially admitted students to the University of Maryland, all students in the GCPC program will have access to University resources that are accessible to admitted students. Students in the face-to face program are assessed the campus student services fee which supports access to University resources. Students in the face-to-face program obtain a UID, a campus ID card, and may access services as required. Students in the online program are assessed the online student services fees which supports access to online University resources. Students in the online program obtain a UID and may access online services as required. The academic unit provides academic and advising oversight to both incoming and admitted students. Extended Studies provides management of all student services.

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

Not applicable.

C. Are students in other programs permitted to enroll in courses in this program? Can students substitute courses from other institutions?

Courses offered in the proposed programs are limited solely to students who have been admitted to the program. Students in the face-to-face program may not take courses in the online program or vice-versa. Other UMD students are not permitted to register for courses in this program. Students are not allowed to substitute courses from another institution to satisfy the program requirements.
D. What are the protocols for students unwilling or unable to follow courses in sequence, e.g. would they have to wait for the next cycle or next cohort?

For a student who does not complete the courses in the proposed sequence, the student may enroll in any courses offered in a particular term if the prerequisites are met. The student may continue in the program by taking the necessary courses when offered. If the department recognizes a significant need to offer a particular course in a specific term, the department may opt to offer the course to meet students’ needs.

E. What is the exit strategy if the program proves not to be viable? How are canceled courses handled?

The Department fully expects to offer courses each semester as proposed; however, if a course is canceled, it will be offered either in a subsequent semester or students may take one term/semester longer to complete the program. If the program does not prove viable, the department will ensure courses are offered in a manner that permits all existing students to complete the program.

X. COMMITMENT TO DIVERSITY

The University of Maryland is an equal opportunity institution with respect to both education and employment. The University does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations. Through its actions and statements of policy the University of Maryland has demonstrated a commitment to diversity by creating programs of study which explore the experiences, perspectives, and contributions of a wide variety of cultures, groups, and individuals; and as sought to create a campus environment which encourages tolerance and respect for individuals regardless of differences in age, race, ethnicity, sex, religion, disability, sexual orientation, class, political affiliation, and national origin.
Appendix I: Libraries Assessment
## Appendix II. Budget

### Graduate Certificate in Professional Communication for Enhanced English Fluency (F2F & Online)

[This program is self-supportive. Instructors may not teach on-load.]

<table>
<thead>
<tr>
<th>Estimated Program Revenue &amp; Support</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Total Tuition Revenue</strong></td>
<td>$215,136</td>
<td>$276,091</td>
<td>$342,604</td>
<td>$415,078</td>
<td>$493,943</td>
</tr>
<tr>
<td><strong>A. Face-to-Face Program</strong></td>
<td>$95,616</td>
<td>$125,496</td>
<td>$158,125</td>
<td>$193,703</td>
<td>$232,444</td>
</tr>
<tr>
<td>1. Total number of students (per year)</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>2. Total Credits (6 courses x 3 credits each)</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3. Tuition rate; Assumes 5% increase</td>
<td>$664</td>
<td>$697</td>
<td>$732</td>
<td>$769</td>
<td>$807</td>
</tr>
<tr>
<td><strong>B. Online Program</strong></td>
<td>$119,520</td>
<td>$150,595</td>
<td>$184,479</td>
<td>$221,375</td>
<td>$261,499</td>
</tr>
<tr>
<td>1. Total number of students (per year)</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>2. Total Credits (6 courses x 3 credits each)</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>3. Tuition rate; Assumes 5% increase</td>
<td>$664</td>
<td>$697</td>
<td>$732</td>
<td>$769</td>
<td>$807</td>
</tr>
<tr>
<td><strong>II. Total Student Services Fees</strong></td>
<td>$14,280</td>
<td>$18,111</td>
<td>$22,090</td>
<td>$26,220</td>
<td>$30,507</td>
</tr>
<tr>
<td>A. Campus Student Services Fees (Face-to-Face Program)</td>
<td>$12,400</td>
<td>$15,810</td>
<td>$19,351</td>
<td>$23,028</td>
<td>$26,844</td>
</tr>
<tr>
<td>1. Campus Rate Per Term; assumes 2% increase</td>
<td>775</td>
<td>791</td>
<td>806</td>
<td>822</td>
<td>839</td>
</tr>
<tr>
<td>2. Total number of terms (per year) (fall/spring 16-week)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. Total number of students (per year)</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>B. Online Student Services Fees (Online Program)</td>
<td>$1,880</td>
<td>$2,301</td>
<td>$2,738</td>
<td>$3,192</td>
<td>$3,663</td>
</tr>
<tr>
<td>1. Online Rate per term; assumes 2% increase</td>
<td>94</td>
<td>96</td>
<td>98</td>
<td>100</td>
<td>102</td>
</tr>
<tr>
<td>2. Total number of terms (per year) (fall/spring 16-week)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. Total number of students (per year)</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td><strong>III. Student Fee: Graduate School Application Fee</strong></td>
<td>$1,350</td>
<td>$1,650</td>
<td>$1,950</td>
<td>$2,250</td>
<td>$2,550</td>
</tr>
<tr>
<td>A. Fee (one-time)</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>B. Total students in new incoming cohort</td>
<td>18</td>
<td>22</td>
<td>26</td>
<td>30</td>
<td>34</td>
</tr>
</tbody>
</table>

**Total Estimated Program Revenue & Support** | $230,766 | $295,852 | $366,644 | $443,548 | $527,000 |

### Estimated Program Expenses

<table>
<thead>
<tr>
<th>Estimated Program Expenses</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Total Instructional and Academic Administration</strong></td>
<td>$150,195</td>
<td>$169,926</td>
<td>$174,824</td>
<td>$179,870</td>
<td>$185,066</td>
</tr>
<tr>
<td><strong>A. Instructional Salary Totals for F2F Program</strong></td>
<td>$13,000</td>
<td>$13,390</td>
<td>$13,792</td>
<td>$14,205</td>
<td>$14,632</td>
</tr>
<tr>
<td>1. Instructor Salary: assumes a 3% annual increase</td>
<td>6,500</td>
<td>6,695</td>
<td>6,896</td>
<td>7,103</td>
<td>7,316</td>
</tr>
<tr>
<td>2. Total # of Instructors (4 courses taught by academic coordinator)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>B. Instructional Salary Totals for Online Program</strong></td>
<td>$26,000</td>
<td>$26,780</td>
<td>$27,583</td>
<td>$28,411</td>
<td>$29,263</td>
</tr>
<tr>
<td>1. Instructor Salary: assumes a 3% annual increase</td>
<td>6,500</td>
<td>6,695</td>
<td>6,896</td>
<td>7,103</td>
<td>7,316</td>
</tr>
<tr>
<td>2. Total # of Instructors (2 courses taught by online coordinator)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>C. Total Academic Admin Salary (assumes 3% increase)</strong></td>
<td>$83,325</td>
<td>$99,400</td>
<td>$102,232</td>
<td>$105,149</td>
<td>$108,153</td>
</tr>
<tr>
<td>1. Academic Coordinator, (teaches 2 F2F classes per semester)</td>
<td>50,000</td>
<td>51,500</td>
<td>53,045</td>
<td>54,636</td>
<td>56,275</td>
</tr>
<tr>
<td>2. Academic Online Coordinator, 50% time (teaches 1 online class per semester)</td>
<td>25,000</td>
<td>25,750</td>
<td>26,523</td>
<td>27,318</td>
<td>28,138</td>
</tr>
</tbody>
</table>
## Appendix II. Budget

### Graduate Certificate in Professional Communication for Enhanced English Fluency (F2F & Online)

[This program is self-supportive. Instructors may not teach on-load.]

<table>
<thead>
<tr>
<th>3. Graduate Assistant</th>
<th>8,325</th>
<th>17,150</th>
<th>17,665</th>
<th>18,194</th>
<th>18,740</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Graduate Assistant (Summer Support only)</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>D. Benefits</td>
<td>$27,870</td>
<td>$30,356</td>
<td>$31,217</td>
<td>$32,104</td>
<td>$33,018</td>
</tr>
<tr>
<td>1. Instructional Benefits: Total FICA (8%)</td>
<td>3,120</td>
<td>3,214</td>
<td>3,310</td>
<td>3,409</td>
<td>3,512</td>
</tr>
<tr>
<td>2. Administrative Benefits: Total FICA (33%; on state lines)</td>
<td>24,750</td>
<td>27,143</td>
<td>27,907</td>
<td>28,695</td>
<td>29,506</td>
</tr>
<tr>
<td>II. Marketing</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>A. Program Marketing</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>III. Materials &amp; Supplies</td>
<td>$2,700</td>
<td>$3,300</td>
<td>$3,900</td>
<td>$4,500</td>
<td>$5,100</td>
</tr>
<tr>
<td>A. Cost per course (estimated)</td>
<td>$25</td>
<td>$25</td>
<td>$25</td>
<td>$25</td>
<td>$25</td>
</tr>
<tr>
<td>B. Total number of courses</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>C. Total number of students</td>
<td>18</td>
<td>22</td>
<td>26</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td><strong>Subtotal: Estimated Program Expenses</strong></td>
<td>$157,895</td>
<td>$178,226</td>
<td>$183,724</td>
<td>$189,370</td>
<td>$195,166</td>
</tr>
<tr>
<td>IV. Student Fees (100% returned to campus)</td>
<td>$15,630</td>
<td>$19,761</td>
<td>$24,040</td>
<td>$28,470</td>
<td>$33,057</td>
</tr>
<tr>
<td>A. Total Student Services Fees</td>
<td>14,280</td>
<td>18,111</td>
<td>22,090</td>
<td>26,220</td>
<td>30,507</td>
</tr>
<tr>
<td>B. Graduate School Application Fee</td>
<td>1,350</td>
<td>1,650</td>
<td>1,950</td>
<td>2,250</td>
<td>2,550</td>
</tr>
<tr>
<td>V. Net OES Administrative Fee (OES absorbs UM Campus Overhead as an expense; reduces OES Administrative Fee)</td>
<td>$19,023</td>
<td>$25,025</td>
<td>$31,581</td>
<td>$38,732</td>
<td>$46,519</td>
</tr>
<tr>
<td>A. OES Administrative Fee = 10% of tuition revenue</td>
<td>21,514</td>
<td>27,609</td>
<td>34,260</td>
<td>41,508</td>
<td>49,394</td>
</tr>
<tr>
<td>C. UM Campus Overhead Rate = 5% of direct expenses</td>
<td>2,491</td>
<td>2,584</td>
<td>2,679</td>
<td>2,776</td>
<td>2,875</td>
</tr>
<tr>
<td>VI. Graduate School Administrative Fee</td>
<td>$2,160</td>
<td>$2,640</td>
<td>$3,120</td>
<td>$3,600</td>
<td>$4,080</td>
</tr>
<tr>
<td>A1. Fee assessed per each academic semester/term</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>A2. Total number of semesters/terms per year</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>A3. Total number of students</td>
<td>18</td>
<td>22</td>
<td>26</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total Estimated Program Expenses</strong></td>
<td>$197,199</td>
<td>$228,236</td>
<td>$245,145</td>
<td>$262,948</td>
<td>$281,698</td>
</tr>
</tbody>
</table>

| Total Estimated Program Revenue & Support | $230,766 | $295,852 | $366,644 | $443,548 | $527,000 |
| Total Estimated Program Expenses | $197,199 | $228,236 | $245,145 | $262,948 | $281,698 |
| **Net Revenue (for Distribution)** | $33,567 | $67,616 | $121,499 | $180,601 | $245,302 |
DATE: 11/6/2015
TO: Shawn Parry-Giles
   Professor, Department of Communication
FROM: On behalf of the University of Maryland Libraries:
   Alan Mattlage, Public Services Librarian
   Maggie Saponaro, Head of Collection Development
   Daniel Mack, Associate Dean, Collection Strategies & Services
RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Department of Communication in the College of Arts and Humanities to create a program leading to a Graduate Certification of Professional Studies in Professional Communication and English Literacy. The Department of Communication asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—all almost all in online format—that focus on the fields of study relevant to the proposed program, e.g., communication, linguistics, education, rhetoric, composition, and speech.

The Libraries subscribe to most of the top ranked journals that are listed in the relevant subject categories in Journal Citation Reports. Other top journals have been identified through the MLA Directory of Periodicals, listed under “Rhetoric and Composition.” These journals include the following, most of which are available online:

- Bilingual-Language and Cognition
- College Composition and Communication
- College English
- Communication Research
- Communication Theory
- Composition Studies
- Discourse Studies
- English for Specific Purposes
- European Journal of Communication
- Human Communication Research
*Note: *Journal Citation Reports is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the Science Citation Index and Social Sciences Citation Index database tools.

**Databases**

The Libraries’ Database Finder ([http://www.lib.umd.edu/dbfinder](http://www.lib.umd.edu/dbfinder)) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of Communication, Linguistics, and Education are Communication & Mass Media Complete, Linguistics and Language Behavior Abstracts, ERIC, and Education Source. Also several general/multidisciplinary databases, Academic Search Premier, MasterFILE Premier, Web of Science, and ProjectMUSE are good sources of articles relevant to this topic.

In many -- likely in most -- cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through either the Libraries’ Article Express Program ([http://www.lib.umd.edu/access/article-express](http://www.lib.umd.edu/access/article-express)) or via Interlibrary Loan. (Note: see below.)

**Monographs**

The Libraries regularly acquire scholarly monographs in second language acquisition and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

A search of the University of Maryland Libraries’ WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own. A further search revealed that the Libraries’ membership in the Committee on Institutional
Cooperation (CIC) dramatically increases these holdings and citations. Results for searches on specific sample subject terms are as follows:

- English Language Rhetoric
  - UMCP: 2,191
  - CIC: 6,607
- English Language Composition and Exercises
  - UMCP: 1,172
  - CIC: 3,993
- Second Language Acquisition
  - UMCP: 883
  - CIC: 2,278
- Language and Languages – Study and Teaching
  - UMCP: 1,480
  - CIC: 5,984

As with our own materials, graduate students can request that chapters be copied from these CIC books if the books are not available electronically.

**Article Express and Interlibrary Loan**

These services offer online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Article Express and Interlibrary Loan are available free of charge. A special amenity for graduate students and faculty, the Article Express service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, Article Express will automatically refer the request to Interlibrary Loan (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland. Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

**Additional Materials and Resources**

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Library Media Services ([http://www.lib.umd.edu/lms](http://www.lib.umd.edu/lms)) houses media in a variety of formats that can be utilized both on-site and via ELMS course media. GIS Datasets are available through the GIS Data Repository ([http://www.lib.umd.edu/gis/dataset](http://www.lib.umd.edu/gis/dataset)) while Statistical consulting and additional research support is available through the Research Commons ([http://www.lib.umd.edu/rc](http://www.lib.umd.edu/rc)) while technology support and services are available through the Terrapin Learning Commons ([http://www.lib.umd.edu/tlc](http://www.lib.umd.edu/tlc)).

The subject specialist librarian/s for the discipline/s, Alan Mattlage, 314-301-1320, also serves as an important resource to programs such as the one proposed.
Other Research Collections

Because of the University’s unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country. These include the Library of Congress, the National Archives, [include as appropriate: Folger Shakespeare Library, United States Holocaust Memorial Museum, National Library of Medicine, National Agricultural Library, and the Smithsonian to name just few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in Communication, Linguistics, and Second Language Acquisition. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Article Express and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Graduate Certification of Professional Studies in Professional Communication and English Literacy.