




SENATE LEGISLATION APPROVAL

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| Date: | February 15, 2013 |
| To: | Wallace D. Loh |
| From: | Martha Nell Smith Chair, University Senate  |
| Subject: | PCC Proposal to Establish a Post-Baccalaureate Certificate in Achievement Motivation & Adolescent Self and Social Processes |
| Senate Document #: | 12-13-31 |

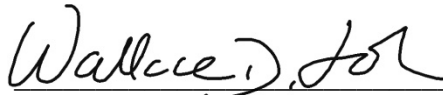
I am pleased to forward for your consideration the attached legislation entitled, "PCC Proposal to Establish a Post-Baccalaureate Certificate in Achievement Motivation & Adolescent Self and Social Processes." Elizabeth Beise, member of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal. The University Senate approved the proposal at its February 14, 2013 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: PCC Proposal to Establish a Post-Baccalaureate Certificate in Achievement Motivation & Adolescent Self and Social Processes
 Senate Document # 12-13-31

MNS/rm

- Cc: Mary Ann Rankin, Senior Vice President & Provost
 Reka Montfort, Executive Secretary and Director, University Senate
 Juan Uriagereka, Associate Provost for Faculty Affairs
 Terry Roach, Executive Assistant to the President
 Janet Turnbull, President's Legal Office
 Elizabeth Beise, Associate Provost for Academic Planning & Programs
 Sylvia B. Andrews, Academic Affairs
 Mike Colson, Senior Coordinator for Academic Programs

Approved:  Date: 02-20-2013
 Wallace D. Loh
 President



**University Senate
TRANSMITTAL FORM**

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|--------------------------------|--|
| Senate Document #: | 12-13-31 |
| PCC ID #: | 12000 |
| Title: | Proposal to Establish a Post-Baccalaureate Certificate in Achievement Motivation and Adolescent Self and Social Processes (AMASSP) |
| Presenter: | William Idsardi, Chair, Senate Programs, Curricula, and Courses Committee |
| Date of SEC Review: | February 1, 2013 |
| Date of Senate Review: | February 14, 2013 |
| Voting (highlight one): | <ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report |
| | |
| Statement of Issue: | <p>The College of Education’s Human Development and Quantitative Methodology (HDQM) department requests to establish a Post-Baccalaureate Certificate in Achievement Motivation and Adolescent Self and Social Processes.</p> <p>This new Post-Baccalaureate Certificate program has been developed for the Montgomery County Public School (MCPS) system, which seeks training in this specific area for their teachers. According to MCPS, many teachers have a need for a specialized certificate program rather than a 30-credit Master’s Degree program. This certificate program is one of two certificate programs that the department is developing for MCPS (see also PCC ID# 12001).</p> <p>The course requirements for this certificate program are as follows: EDHD600: Introduction to Human Development and Child Study (3 credits); EDHD602: Social Bases of Behavior (3 credits); EDHD617: Achievement Motivation in Adolescence (3 credits); EDHD635: Adolescents at Risk (3 credits); and EDHD674: Self Processes in Adolescence: Implications for Academic Achievement and School Adjustment (3 credits). The courses are designed to help teachers understand the motivational, self, and social aspects of development during adolescence. The teachers will also learn how</p> |

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| | <p>different teaching practices can facilitate adolescents' motivation to learn. The department anticipates that each cohort size will be approximately ten students.</p> <p>The Academic Planning Advisory Committee approved the proposal on November 27, 2012. The Graduate PCC committee approved the proposal on November 28, 2012. The Senate PCC committee approved the proposal at its meeting on December 7, 2012.</p> |
| Relevant Policy # & URL: | Not Applicable |
| Recommendation: | The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new Post-Baccalaureate Certificate program. |
| Committee Work: | The Committee considered the proposal at its meeting on December 7, 2012. Maggie McLaughlin, Associate Dean of Education, and Ann Battle of the Department of Human Development and Quantitative Methodology presented the proposal. After discussion, the Committee voted unanimously to recommend the proposal. |
| Alternatives: | The Senate could decline to approve the new Post-Baccalaureate Certificate program. |
| Risks: | If the Senate does not approve the new Post-Baccalaureate Certificate program, the University will lose an opportunity to provide a valuable continuing education opportunity to teachers in Montgomery County, Maryland. |
| Financial Implications: | There are no significant financial implications with this proposal. |
| Further Approvals Required: <i>(*Important for PCC Items)</i> | If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission. |

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

12000

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education

Please also add College/School Unit Code-First 8 digits: 1310101

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Human Development and Quantitative Methodology

Please also add Department/Program Unit Code-Last 7 digits: 1310801

Type of Action (choose one):

- | | |
|---|--|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input checked="" type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action: Creating a new certificate as a subset of an existing degree program

The Department of Human Development and Quantitative Methodology is proposing a new Graduate Certificate Program, comprised of five, 3 - credit courses, all of which are already included in the department's existing 30 – credit Master of Education Program in partnership with Montgomery County Public Schools (MCPS). The certificate program is being designed in response to discussions with Staff Development administrators in MCPS, who have advised us that many teachers have need for a 15 - credit certificate in specialized content areas from an institution of higher education. These teachers wish to complete their master's equivalency requirements, but do not seek an academic degree program. A letter of support from Dr. Russ Fazio, Instructional Specialist, MCPS Staff Development, is included with this proposal. Our intention is to continue our Masters program offering, while simultaneously admitting certificate students who will take five of the nine courses required for the M.Ed. degree. Students will take these courses over the same two year period as the masters students.

Title of Certificate

Graduate Certificate in Achievement Motivation & Adolescent Self and Social Processes (AMASSP)

Courses

EDHD 600: Introduction to Human Development and Child Study (3 credits)

EDHD 602: Social Bases of Behavior (3 credits)

EDHD 617: Achievement Motivation in Adolescence (3 credits)

EDHD 635: Adolescents at Risk (3 credits)

EDHD 674: Self Processes in Adolescence: Implications for Academic Achievement and School Adjustment

Rationale

The courses in this certificate program combine to provide teachers with an understanding of motivational, self, and social aspects of development during adolescence. The courses are designed to help teachers understand better these important aspects of development, and also to understand how different teaching practices can facilitate adolescents' motivation to learn, as well as the quality of their social relations both in and out of the classroom. Adolescence is a time of great change in students' motivation, social relations, and self-concepts, and it is crucial for teachers to understand these changes in order for them to be more effective in the classroom,

both in the ways they teach and how they relate to their students. Teacher training programs often focus primarily on the subject areas teachers will teach and methods of teaching them effectively, but do not provide as much information about aspects of adolescent development covered in this certificate program. Thus this certificate program supports teachers' professional development in unique ways and fills important gaps in their knowledge. It gives them many opportunities to interact with one another in each of the courses, to deal with the specific motivational and social issues they are facing on a daily basis with their adolescent students, and to understand how these non-cognitive aspects of development can influence student achievement and adjustment in school. The course sequence begins with a general overview of adolescent development (EDHD 600), and then moves to particular topics including achievement motivation (EDHD 617) and social aspects of development (EDHD 602). Because adolescence can be a challenging time there also is a course on adolescents at risk (EDHD 635), which looks at factors that produce risk for school failure and how teachers can help students deal with these difficulties. The self-processes course (EDHD 674) focuses on self and identity during adolescence and examines empirical research that links self processes to achievement and school adjustment.

Supplemental Information

The information provided in this section is in response to the following questions, which were issued to the College upon Campus review of the first version of this proposal. The questions are from Dr. Beise, Associate Provost, Academic Planning and Programs, in an email dated 5/23/12:

“It would be helpful to have the following in a proposal...

The full curriculum of the M.Ed. and a short description of the program, who typically enrolls, etc.

A statement of the admissions requirements for the M.Ed., along with a clear statement that they will be the same for the certificate.

How is the M.Ed. program funded and supported?

Is it state-supported or "outreach"?

Where are the classes taught?

What are the current enrollments?

What is the typical schedule of classes?

Who are the faculty who teach in the program?

For the two certificates:

What are the expected enrollments? How will you accommodate the additional students?

What are the learning outcome goals for the certificate and how are they measured?"

Campus approval for the Human Development Master of Education Program in partnership with Montgomery County Public Schools was granted in June, 2000 (see below). The curriculum for the program is as follows:

Semester 1 (Fall, Year 1):

EDHD 600: Introduction to Human Development (3 credits)

EDHD 692: Cognitive Bases of Instruction (3 credits)

Semester 2 (Spring, Year 1):

EDHD 624: Cognitive and Motivational Bases of Reading: Reading in Content Areas I and II (6 credits)

Semester 3 (Summer, Year 1):

EDHD 602: Social Bases of Behavior (3 credits)
EDMS 645: Quantitative Research Methods I (3 credits)

Semester 4 (Fall, Year 2):

EDHD 662: Research Methods in Education Settings (3 credits)
EDHD 617: Achievement Motivation in Adolescence (3 credits)

Semester 5 (Spring, Year 2):

EDHD 635: Adolescents at Risk (3 credits)
EDHD 674: (3 credits) Self Processes in Adolescence: Implications for Academic Achievement and School Adjustment (3 credits)

This is a two year, 30-credit M.Ed. program, from which 139 MCPS secondary education teachers have graduated since 2002, typically in cohorts that range from 10-15 students per year. Students take courses related to adolescent cognitive, social, and emotional development; achievement motivation, reading at the secondary level, cognitive bases of instruction in secondary classrooms; adolescents at-risk and research methods. Admission to University of Maryland graduate programs is competitive and space is limited. At a minimum, applicants must meet the following admission criteria: a 3.0 undergraduate grade point average, three letters of recommendation from supervisory personnel in MCPS or former professors, and an applicant goal statement consistent with the program objectives and content. GRE's are not required for this program. Academic programs review admissions applications and credentials and make recommendations to the Graduate Dean, who makes the final admission decision and notifies applicants. The admissions requirements for the proposed certificate programs will be the same as those for the M.Ed. The M.Ed. program is an Outreach offering from the Department of Human Development and Quantitative Methodology, and as such, is self-supporting.

Courses in the M.Ed. program are taught at the Universities at Shady Grove, with an occasional class scheduled in an MCPS secondary school. Currently, the program enrollments are as follows: 10 students graduated in May, 2012 (Cohort 11); 9 students are entering year 2 (Cohort 12); and 9 students are accepted for a fall 2012 start date (Cohort 13 – applications still under review). Courses are taught primarily by full-time faculty in the department, specializing in developmental science and educational psychology. With Chair approval, selected courses may be taught by post-doctoral graduates who have been trained by our faculty or highly qualified part-time adjunct instructors. Instructors in the program must be approved as members of the Graduate Faculty at the University. In accordance with the new MHEC guidelines for academic programs (April 2012), it will be ensured that at least one-third, or three of the nine courses offered in the M.Ed. program will be taught by full-time faculty; historically, the percentage of full-time faculty teaching in the program has often been higher.

The certificate program under review will be embedded in the existing M.Ed. program, and according to the class schedule above, can be completed in four semesters: Fall Year 1(EDHD 600), Summer Year 1(EDHD 602), Fall Year 2 (EDHD 617), and Spring Year 2 (EDHD 635 & 674). Priority consideration for admission will be given to applicants for the degree granting program. Certificate students will be admitted on a space available basis such that no cohort exceeds a total enrollment of 25 students across both the M.Ed. and certificate students. Typical cohorts in the existing M.Ed. program range from 10 – 15 students. If this trend continues, the certificate cohorts are expected to be comprised of approximately 10 students. Once again, in accordance with new MHEC guidelines, it will be ensured that at least one-third (two of the five courses offered) in the certificate program will be taught by full-time faculty.

Certificate learning outcomes and assessment methods are as follow:

Students will demonstrate understanding of
1. Theories of social development;

2. How children and adolescents interact with and are socialized by parents and caregivers, develop social relationships with peers, and interpret and respond to social-cultural messages and ideologies;
3. How social development relates to school adjustment and academic achievement;
4. The psychological and social issues secondary education minority students face;
5. Strategies (personal and academic) that target at-risk and diverse secondary student populations;
6. The ability to translate understanding of adolescent self processes into models for secondary education teacher practice that will support students' social and emotional adjustment and achievement in school cultures.

Assessment Measures:

Assessments include journals, short reaction papers, end of semester term papers, student presentations and action research projects, and in-class demonstrations of practical application of both theory and research in support of students' social and emotional adjustment in school settings.

Final Approval

RECEIVED

JUN 23 2000



UNIVERSITY OF
MARYLAND

OFFICE OF THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND PROVOST

1119 Main Administration B
College Park, Maryland 207-
301.405.5252 TEL

June 22, 2000

Memorandum

TO: James Cibulka
Associate Dean, College of Education

FROM: Victor Korenman *VK*
Assistant Provost

SUBJECT: Off Campus Master of Education Program in Human Development

This is in response to your memorandum of June 1, 2000, in which you request approval from the Office of Academic Affairs to offer the M.Ed. in Human Development at an offsite location.

Based on your memorandum and a subsequent conversation my understanding is that this will be a closed site program (available only to a specific cohort of secondary school teachers) offered at the request of the Montgomery County Public Schools, and to be given during evenings and on weekends at the Julius West Middle School in Rockville. The program will be substantially identical to the corresponding program offered on campus, and will be delivered mostly by regular University faculty. These faculty will also serve as advisors to the enrolled students and will arrange regular times at which they will be available for this purpose. There will be a staff coordinator who will help ensure the smooth functioning of the program. As the students will be regularly admitted to and enrolled in the Graduate School of the University of Maryland, they will have full access to library materials at College Park and online. In addition, special efforts will be made to ensure easy access to the most important materials needed for the program.

On behalf of the Office of Academic Affairs I am pleased to approve the offering of the M.Ed in Human Development at the Julius West Middle School.

CC: Gregory L. Geoffroy, Senior Vice President for Academic Affairs and Provost
Trudy Lindsey, Director of Graduate Admissions and Records
Mary-Ann Granger, Associate Registrar

Office of Human Resources and Development
45 West Gude Drive
Rockville, Maryland 20850
301-315-7384

Dr. Ann Battle, Assistant Director
Institute for Child Study
University of Maryland at College Park

Ann,

I enjoyed our conversation about the potential for bringing a Human Development 15 credit hour certificate program to the Montgomery County Public Schools (MCPS). Certificate programs have been quite popular in assisting MCPS teachers to reach a new pay level. Those that already have master's degrees find it helpful to apply for a certificate program to reach the Master's plus 30 MCPS pay scale, rather than having to go through another degree program. Also, teachers who want to complete their master's equivalency find certificate programs useful in getting there. Another reason is that those veteran teachers that want to keep up with the latest in their field of education, find these programs a viable less expensive way to continue their professional growth.


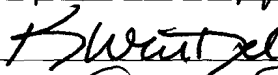


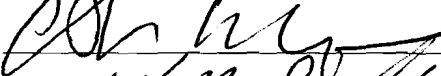
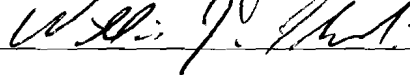
I look forward to discussing with you in the near the potential for bringing just such a certificate program in human development to MCPS.

Best Regards,
Russ Fazio, Ph.D



Instructional Specialist

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

1. Department Committee Chair ROBERT F. MARCUS  6/13/2012
2. Department Chair KATHRYN WENTZEL  6/14/12
3. College/School PCC Chair Denis Sullivan  6-13-2012
4. Dean Margaret J. McLaughlin  MARGARET J MCLAUGHLIN
5. Dean of the Graduate School (if required)  1/23/13
6. Chair, Senate PCC W. Isard  12/7/2012
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____