



## PCC Proposal to Establish a Post-Baccalaureate Certificate in Supporting Children with Intensive Behavior Needs in a Public School Setting (PCC 19009)

**PRESENTED BY** Janna Bianchini, Chair, Senate Programs, Curricula, and Courses Committee

**REVIEW DATES** SEC – November 20, 2019 | SENATE – December 4, 2019

**VOTING METHOD** In a single vote

**RELEVANT POLICY/DOCUMENT** NA

**NECESSARY APPROVALS** Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

### ISSUE

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The Department of Counseling, Higher Education, and Special Education (CHSE), within the College of Education (EDUC), proposes to establish a Post-Baccalaureate Certificate in Supporting Children with Intensive Behavior Needs in a Public School Setting. The purpose of this certificate is to offer professional development to Maryland public school educators who work with students with disabilities identified as having intensive behavior needs. Intensive behavior needs are defined as behaviors that significantly disrupt the learning of the student and/or his/her peers; these behaviors are typically considered a danger to the student, his/her peers, and/or his/her teacher. The target group of educators will include special educators, general educators, and related service providers who directly work with the identified population of students and who are seeking specialized training and leadership skill development. The program is designed to strengthen practicing educators' understanding and application of topics such as the neuroscience of learning, principles of behavior change, school leadership, educational law, and team management, so they may become school leaders in supporting students with intensive behaviors.

The certificate will be offered in collaboration with the Kennedy Krieger Center for Innovation and Leadership in Special Education (CILSE) in Baltimore. Select courses will be co-taught by Kennedy Krieger faculty, and field placements will be held on CILSE's Baltimore campus. CILSE currently offers a one-year, full-time fellowship to select Baltimore City teachers, which is designed to strengthen their ability to support students with intensive behavior needs. While successful in improving the capacity of educators to support the targeted population of students, the program has been offered at a limited scale, has required participants to take a leave of absence from teaching, and does not lead to a degree or certificate. In response to these needs, the proposed Post-Baccalaureate Certificate would expand the training to multiple school district cohorts. Online and hybrid course offerings will allow teachers to maintain their current teaching positions while obtaining the necessary skills and expertise to work with the targeted population of children.

The program is 15 credits, consisting of four courses and field placement. Coursework includes Special Education Policy (3 Credits), Principles of Behavior Management (3 Credits), Neurodevelopment and Disability for Educators (4 Credits), and Leading Instructional Improvements (3 Credits), along with two one-credit field placement courses. The first field placement course,

EDSP402, is taken in the beginning of the program and serves as an orientation to CILSE. The other field placement course, EDUC 689, will also be taken at CILSE, but in the final semester. The field placement courses will allow students to interact with the target population of children.

The program will be offered to cohorts of 10-20 students from partnering Maryland school systems. The program will be self-supported from tuition revenue. The Kennedy Krieger Institute will also share in both the tuition revenue and in the financial and administrative support of the program.

This proposal was approved by the Graduate School Programs, Curricula, and Courses Committee on October 25, 2019, and the Senate Programs, Curricula, and Courses Committee on November 1, 2019.

## **RECOMMENDATION(S)**

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The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new certificate program.

## **COMMITTEE WORK**

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The committee considered this proposal at its meeting on November 1, 2019. Gulnoza Yakubova, from the Department of Counseling, Higher Education, and Special Education, presented the proposal and responded to questions from the committee. The PCC Committee discussed with the proposer ways in which the Department might expand its efforts to recruit a diverse student body, and recommended that the Department include in its recruitment efforts outreach to professional organizations representing minority educators. This advice was enthusiastically accepted. After discussion, the proposal was approved by the committee.

## **ALTERNATIVES**

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The Senate could decline to approve this new certificate program.

## **RISKS**

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If the Senate declines to approve this certificate program, the University will lose an opportunity to serve a state need for more teachers who are prepared to support this population of children in their local public schools.

## **FINANCIAL IMPLICATIONS**

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Because this program is self-supported, there are no significant financial implications for this proposal.

University of Maryland PCC  
Program/Curriculum/Unit Proposal

PCC Log No: 19009

Program: EDSP

Department/Unit: CHSE

College/School: EDUC

Proposal Contact Person (with email): Gulnoza Yakubova, gulnoza@umd.edu

Type of Action (check one):

- Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)
- Curriculum change is for an LEP Program
- Rename a program or formal Area of Concentration
- Establish/Discontinue a formal Area of Concentration
- Other:
- 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

*Italics indicate that the proposal must be presented to the full University Senate for consideration.*

**Approval Signatures** - Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

1. Department Committee Chair Cixin Wang, Cixin Wang 5/10/2019
2. Department Chair William Ming Lin, WML 5/10/19
3. College/School PCC Chair John F. O'Flaherty, JFO 5/16/19
4. Dean Jeffrey K. Pini, JKP 5/20/19
5. Dean of the Graduate School (if required) \_\_\_\_\_
6. Chair, Senate PCC Jane Banchini, JB 11-1-19
7. University Senate Chair (if required) \_\_\_\_\_
8. Senior Vice President and Provost \_\_\_\_\_

**Instructions:**

When approved by the dean of the college or school, please 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** email the proposal document as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

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

The Department of Counseling, Higher Education, and Special Education (CHSE) in collaboration with the Kennedy Krieger Center for Innovation and Leadership in Special Education, Baltimore, MD is proposing a joint Post-Baccalaureate Certificate (PBC) in Supporting Children with Intensive Behavior Needs in a Public School Setting. The purpose of this certificate is to offer professional development to Maryland public school educators who work with students with disabilities identified as having intensive behavior needs. The course sequence will consist of four courses and a field placement (15 credits) and will be offered to cohorts of 10 - 15 students from partnering Maryland school systems. In order to accommodate practicing teachers' schedules, courses will be offered online during the fall and spring semesters, and face-to-face during the summer terms. Upon completion, participants will receive a Post-Baccalaureate Certificate in Supporting Children with Intensive Behavior Needs in a Public School Setting from the University of Maryland. Completers will also have the option of applying a portion of these credits to the Master of Education (M.Ed.) in Special Education program or Administration I Certification program within the College of Education.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):

*In order to complete this form, you will need to copy this template to your own document, then complete, print, and submit this proposal with the PCC Cover Sheet*

**Program:** Special Education

**Date of Proposal:** May 6, 2019

**Start Term for New Program:** Summer Session I, 2020

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A new degree program proposal will need to be approved not just by campus but also by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission (MHEC). New certificate programs need to be approved by the USM Chancellor and MHEC. The following prompts are based on academic policies for programs and reflect campus requirements and MHEC requirements. The prompts also include questions frequently asked by review committees. See [http://mhec.maryland.gov/institutions\\_training/Pages/acadaff/AcadProgInstitApprovals/NewAcademicProgramProposals.aspx](http://mhec.maryland.gov/institutions_training/Pages/acadaff/AcadProgInstitApprovals/NewAcademicProgramProposals.aspx) for more information about MHEC requirements. Please feel free to add additional information at the end of this document or in a separate appendix.

### **Mission and Purpose**

**1. Describe the program and explain how it fits the institutional mission statement and planning priorities. The University Mission Statement and Strategic Plan can be found on this site: <https://www.umd.edu/history-and-mission>.**

The Department of Counseling, Higher Education, and Special Education (CHSE) in collaboration with the Kennedy Krieger Center for Innovation and Leadership in Special Education, Baltimore, MD is proposing a joint Post-Baccalaureate Certificate (PBC) in Supporting Children with Intensive Behavior Needs in a Public School Setting. The purpose of this certificate is to offer professional development to Maryland public school educators who work with students with disabilities identified as having intensive behavior needs. Intensive behavior needs are defined as behaviors that significantly disrupt the learning of the student and/or his/her peers; these behaviors are typically considered a danger to the student, his/her peers, and/or his/her teacher. The target group of educators will include special educators, general educators, and related service providers who directly work with the identified population of students and who are seeking specialized training and leadership skill development. The program is designed to strengthen practicing educators' understanding and application of topics such as the neuroscience of learning, principles of behavior change, school leadership, educational law, and team management, so they may become school leaders in supporting students with intensive behaviors.

The course sequence will consist of four courses and a field placement (15 credits) and will be offered to cohorts of 10 - 20 students from partnering Maryland school systems. In order to accommodate practicing teachers' schedules, courses will be offered in hybrid formats.

Upon completion, participants will receive a Post-Baccalaureate Certificate in *Supporting Children with Intensive Behavior Needs in a Public School Setting* from the University of Maryland. Completers will also have the option of applying a portion of these credits to the Master of Education (M.Ed.) in Special Education program or Administration I Certification program within the College of Education.

### **Program Characteristics**

**2. Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.**

The Department of Counseling, Higher Education, and Special Education, in collaboration with the Kennedy Krieger Center for Innovation and Leadership in Special Education, is pleased to offer a joint Post-Baccalaureate Certificate in Supporting Students with Intensive Behavior Needs in a Public School Setting. The program is designed to strengthen practicing educators' ability to work with students who have intensive behavior needs as a result of an identified disability. Candidates enrolled in the program engage in a series of courses and field experiences designed to strengthen their understanding and application of topics such as the neuroscience of learning, principles of behavior change, school leadership, educational law, and team management so they may help build the capacity within their school system to support the learning of students who have intensive behavior needs.

### 3. What are the educational objectives of the program?

The PBC will have three educational objectives. First, the course sequence and field placement experiences are designed so educators will understand the theoretical, legal, and policy underpinnings that underlie programs and practices for students with intensive behavior needs. Second, it will help strengthen educators' understanding of the intersection of research, clinical, and educational practices pertaining to children with intensive behavior needs. Finally, it will provide educators with the knowledge and skills to help build the capacity of their school systems to support the learning of students who have intensive behavior needs.

### 4. Describe any selective admissions policy or special criteria for students interested in this program.

The PBC will be limited to experienced special education teachers, general education teachers, and related service providers (e.g., physical therapists, school counselors) who have tenure and/or 3 or more years of Maryland public school teaching experience working directly with students with intensive behavior needs. In addition to University of Maryland Graduate School requirements, candidates applying to the program must receive a letter of support from their school district and will be required to submit a personal statement highlighting their interest in pursuing this training. Candidates will be subject to an interview with program coordinators.

**5. Indicate the course requirements with course numbers, titles and credits. If applicable, indicate if any course will also count for a general education requirement. In an appendix, provide the course catalog information (credits, description, prerequisites, etc.) for all of the courses. Note that suffixed "selected" or "special" topics courses should be avoided. If suffixed-selected or special topics courses are offered regularly in the new program, you should make the courses permanent. Also, please review the basic requirements of degree programs or certificate programs to ensure that they meet the minimum policy requirements.**

**Please note: new courses or modifications to courses need to be submitted through the Testudo Curriculum Management system and will need to follow the normal VPAC course proposal review process. You may submit individual course changes to VPAC concurrently with the PCC proposal; however, the course changes may be held depending on the outcome of the PCC proposal.**

#### **EDSP 402: Field Placement Course**

EDSP 402 is a field placement course. This course is taken in conjunction with courses in the first semester of the joint PBC program. For the field experience, students will be at Kennedy Krieger's clinical instructional setting using face-to-face or hybrid formats. These formats are necessary so students will be able to interact with the target population of children and apply skills learned.

**EDSP 675: Special Education Policy (3 credits).** The course will review the statutory and regulatory foundations of U.S. policies pertaining to the education and treatment of individuals with disabilities. Key judicial interpretations of those policies will also be reviewed. The course will provide comprehensive overviews of: The Every Student Succeeds Act (ESSA); The Elementary and Secondary Education Act (ESEA); The Individuals with Disabilities Education Improvement Act (IDEA), The No Child Left Behind Act (NCLB), The Americans with Disabilities Act (ADA), and The Vocational Rehabilitation Act section 504. In addition, students will gain an awareness of other legislation pertaining to the education of students with disabilities, including significant court cases as well as significant decrees. Also reviewed in detail are the major Supreme Court cases that impact the education and development of individuals with disabilities

#### **EDSP 613: Principles of Behavior Management (3 credits)**

This course provides students with examples of how behavior is supported in classroom and school contexts. The focus in the main portion of the course are the principles that underlie learned behavior and how they apply in various settings to support or teach new behaviors. This course is designed specifically for teachers and other professionals working with individuals with disabilities who require some form of behavior support planning. We focus on applying specific strategies for the purposes of positively and proactively managing individual and group behaviors that encourage and support academic, behavioral, and social learning for all students.

**EDSP 610: Neurodevelopment and Disability for Educators (4 credits; 3 credits online lecture; 1 credit face-to-face lab)**

EDSP 610 is designed for educators of students with Disabilities interested in understanding cognition and learning from a neurodevelopmental perspective. This course is restricted to students in the joint Post-Baccalaureate Certificate program between University of Maryland Special Education Program and Kennedy Krieger Institute. Students will be introduced to the basics of neuroanatomy as well as typical and atypical brain development as it relates to children from birth to age 21. This course will focus on understanding the neurodevelopmental skills impacted by developmental disabilities and investigate means for supporting and developing these important skills.

**EDUC 645: Leading Instructional Improvements (3 credits)**

This course will provide students with knowledge of strategies and models that foster collaboration among school staff to drive improvement of instructional practice and/or engage in broader school-wide change. Students will gain understanding of effective teacher development and evaluation practices, and will consider the effectiveness of various models of contemporary instructional improvement supports such as PLCs, coaching, learning walks, demonstration classrooms, etc. Students will also identify and develop measures to gauge student progress and change parameters.

**EDUC 689: Field Placement Course (1 credit)**

EDUC 689 is a field placement course. This course is taken in conjunction with courses in the final semester of the joint PBC program. For the field experience, students will be at Kennedy Krieger's clinical instructional setting using a face-to-face format. These formats are necessary so students will be able to interact with the target population of children and apply skills learned.

**6. Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).**

The Kennedy Krieger Center for Innovation and Leadership in Special Education (CILSE) currently offers a one-year, full-time fellowship to select Baltimore City teachers, which is designed to strengthen their ability to support students with intensive behavior needs. While successful in improving the capacity of educators to support the targeted population of students, the program has been offered at a limited scale, has required participants to take a leave of absence from teaching, and does not lead to a degree or certificate.

In response to these needs, CILSE and CHSE are partnering to offer a joint 15 credit PBC that would expand the training to multiple school district cohorts. Online and hybrid course offerings will allow teachers to maintain their current teaching positions while obtaining the necessary skills and expertise to work with the targeted population of children. As a result, the program will reach a greater number of educators without removing them from their current teaching posts. Further, the resulting post-baccalaureate certificate may provide some teachers with an increase in salary and/or the opportunity to continue into other graduate programs in the College of Education such as the Administration I Certification program or the Master of Education (M.Ed.) in Special Education program.

**7. Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.**

The PBC will be run as a four-semester cohort program. Each cohort will be comprised of 10 - 20 educators; no more than two cohorts will be offered at a time. Cohorts of participants will progress through the program courses sequentially following standard summer term and academic semester calendars. The program will begin during Summer Session II and end during Summer Session I the following academic year. The course sequence will be as follows:

Semester	Course(s)	Course Delivery
<b>Semester I:</b> Summer Term Session II	EDSP 402: Field Placement Severe Disabilities I (1 credit)	Face-to-Face
	EDSP 675: Special Education Policy (3 credits)	Online

<b>Semester II:</b> Fall Semester	EDSP 613: Principles of Behavior Management (3 credits)	Online
<b>Semester III:</b> Spring Semester	EDSP 610: Neurodevelopment and Disability for Educators (4 credits: 3 credits online lecture; 1 credit face-to-face lab)	Hybrid
<b>Semester IV:</b> Summer Term Session I	EDUC 645: Leading Instructional Improvements (3 credits)	Hybrid
	EDUC 689: Practicum in Educational Administration and Supervision (1 credit)	Face-to-Face

**8. Indicate whether the program will be offered either online or off-campus. Please note that MHEC requires a separate proposal for off-campus delivery. If the program will be offered exclusively online or will have both a face-to-face and online version of the program, please complete this additional form and add as an appendix: <https://docs.google.com/document/d/1o1pUBt4mAWINPCiONzZ48UH68zGPYj31TPgEOfW3q1E/>**

In order to meet the needs of our targeted population of educators, community schools, and school district partners, courses will be delivered using a combination of face-to-face, hybrid and online formats. Online courses (EDSP 675, EDSP 613, and the lecture portion of EDSP 601) will embed asynchronous and synchronous instruction following a traditional semester or term calendar. This will allow cohorts of educators to continue in their current teaching positions while they are enrolled in the program. Field placements (EDSP 402 and EDUC 689) and labs (EDSP 610) will be held off-campus at Kennedy Krieger's clinical instructional setting using face-to-face or hybrid formats. These formats are necessary so participants will be able to interact with the target population of children and apply skills learned. Please see **Appendix A** for additional information about the online and hybrid components.

**9. If the program will be offered in a non-semester format, identify the term structure that will be used for the program:**

- **Approved Campus 12-Week Term (see Academic Calendars)**
- **\*Non-Standard Term**

**\*If you are using a non-standard term structure, indicate whether relevant offices, such as the Registrar's Office and International Scholar & Student Services, have been notified and support the program. Non-standard terms need to fit within the university's scheduling system calendar, and non-standard terms need to work with international student visa requirements.**

**Term structure:**

The program will be offered in a standard term format. Cohorts of students will progress through the program courses sequentially following standard summer term and academic semester calendars. The program will begin during Summer Session II and end during Summer Session I of the following academic year.

**10. For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.**

N/A

**11. List the intended student learning outcomes. In an appendix, provide the plan for assessing these outcomes.**

Students will demonstrate the ability to:

1. Consider the cognitive neuroscience of learning to develop meaningful and effective interventions for students with intensive behavior needs.
2. Conduct Functional Behavior Assessments to develop effective Behavior Intervention Plans based on the principles of applied behavior analysis.
3. Understand how relevant case law, legislation, and policy impact decision-making about the interventions and services provided to students with disabilities in a public school setting.

Please see **Appendix B** for information about assessing each of these learning outcomes.

**12. Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.**

The College of Education at University of Maryland is committed to recruiting and retaining a diverse student body. The program will target specific Maryland counties that have been identified as having educators and students who would benefit from the training. Educators who teach in Title I schools and schools with diverse student populations will also be targeted during recruitment efforts.

**Relationship to Other Units or Institutions**

**13. If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, add supporting correspondence as an appendix.**

Courses will be offered by the Special Education program in Counseling, Higher Education, and Special Education (EDSP 610, EDSP 675, and EDSP 613) and by the College of Education Admin I Certification program (EDUC 645 and EDUC 689). A favorable faculty vote was obtained from the special education program faculty and CHSE program faculty supporting this program; they are attached in **Appendix C**.

**14. Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.**

No, the program will not need to be accredited.

**15. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.**

The PBC is offered in collaboration with the Kennedy Krieger Center for Innovation and Leadership in Special Education (CILSE). CILSE has been offering the program at a limited scale for several years. CILSE and CHSE are collaborating to offer the program to a wider population of teachers and expansion of courses and practica. Select courses will be co-taught by Kennedy Krieger faculty, and early field placements will be held on CILSE's Baltimore campus. An MOU is being established between the two institutions.

**Faculty and Organization**

**16. Faculty and organization. Who will provide academic direction and oversight for the program?**



**As an appendix, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.**

CILSE has committed to hiring and funding a program coordinator to oversee and support the field placements and courses associated with CILSE's Baltimore, MD campus. This coordinator will work in collaboration with Special Education Program faculty in the Department of Counseling, Higher Education, and Special Education, who will oversee course and instructor scheduling. Additionally, CHSE has identified a program point person. This point person will be responsible for coordinating on-campus resources and assisting with the scheduling and instruction of courses. CILSE faculty and CHSE faculty will jointly teach courses in the certificate program. Please see **Appendix D** for a complete list of affiliated faculty.

### **Resource Needs and Sources**

**17. Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. Please contact your departmental/programmatic library liaison or Daniel Mack at [dmack@umd.edu](mailto:dmack@umd.edu), Associate Dean of Collections, to request a library assessment that will be added as an appendix.**

Gulnoza Yakubova has submitted a request for an assessment, which will be supplied when it is received.

**18. Discuss the adequacy of physical facilities, infrastructure and instructional equipment.**

All course content will be delivered online using the University of Maryland's current ELMS/Canvas system; physical facilities are not needed. Field placements (EDSP 402 and EDUC 689) and course labs (EDSP 610) will be conducted at Kennedy Krieger's Baltimore facility.

**19. Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.**

CILSE has committed to hiring and funding a program coordinator to oversee and support the field placements and courses associated with the CILSE's Baltimore campus. This coordinator will work in collaboration with Special Education program faculty in CHSE to identify instructors from CHSE and CILSE to teach the PBC courses. CHSE instructors will be comprised of a combination of full-time tenure-track, and professional-track faculty. CILSE faculty will be submitted for as graduate faculty by the College of Education. Courses will be taught individually by CILSE or CHSE faculty, or co-taught by both CILSE and CHSE faculty. Tuition revenue will be sufficient to cover instructional costs.

**20. Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.**

CILSE has committed to hiring and funding a program coordinator to oversee and support the field placements and courses associated with Kennedy Krieger's Baltimore campus. This coordinator will work in collaboration with the Special Education program point person and other faculty in CHSE, who will assist with instruction and course scheduling.

**21. Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years:**  
<https://docs.google.com/spreadsheets/d/1V6iSZG05edMitWP6CAOXjCoGO58Gf6VXxPaacKfrhZA/edit#gid=0>.  
**Add these tables as attachments. Use the space below for any additional comments on program funding.**

The MOU between KKI and CHSE indicates that the revenue will be split with one-third of the income going to UMD and two-thirds to KKI. Each respective institution will subtract their expense from that revenue. The program will admit between 10 and 20 students per cohort, which result in a net income of \$11,967 to \$37,552 per academic year for UMD. Please see Appendix E (E.1 and E.2) for additional details.

### **Implications for the State (Additional Information Required by MHEC and the Board of Regents)**

If the proposed program is for a Post-Baccalaureate Certificate that is derived entirely from existing courses within an existing Master's degree program, then you **only** need to respond to prompts 22 (on market demand) and 25 (curriculum of current master's degree program).

**22. Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education.**

Children with intense behavior needs are often sent to regional schools or private special education schools because their home schools do not have the capacity to support their needs. This creates a financial burden on the local school systems and results in this population of children being segregated from their peers. Local school systems have expressed a need to have teachers who are prepared to support this population of children so they may be educated in an inclusive environment with their peers in their home schools or districts.

**23. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.**

The PBC will meet the professional needs of Maryland public schools, which face a critical shortage of special education teachers. While the PBC will not be certifying new teachers, it will be providing existing teachers with the necessary skills needed to support a population of students who have challenging and intense behavior needs. Further, by targeting veteran educators, the PBC will be supporting a population of professionals who in a recent report identified as having a higher rate of attrition from the profession than early career teachers (Janulis, 2017). Additionally, the PBC offers participants the opportunity to earn 15 credits toward the 30 credits that all practicing teachers in Maryland are required to obtain within their first 10 years of teaching. As a result, the PBC is not only strengthening the teaching skills of a population of educators who are more likely to leave the profession than others, it is also ensuring that these teachers meet long-term licensure requirements set by the State of Maryland.

**24. Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state:**

[http://mhec.maryland.gov/institutions\\_training/pages/HEPrograms.aspx](http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx).

This program is not similar to any other PBCs offered in the State of Maryland. While other PBCs may focus on severe disabilities

(e.g., Johns Hopkins University, Education of Children with Severe Disabilities), none offers the specific focus on supporting educators to become school leaders in teaching students with intensive behavior support needs.

**25. Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?**

This program is not expected to impact any HBIs in the State of Maryland.

**26. For new Post-Baccalaureate Certificates derived from existing master's programs only, include the complete curriculum of the existing master's program.**

n/a

## **Appendix A: Online/Hybrid Course Offerings**

### **Attach to Proposal to Modify Program**

According to the Maryland Higher Education Commission, a new offering of “more than 50 percent” of an existing program in an online format requires MHEC approval. The following prompts are based on academic policies for online programs as well as questions frequently asked by review committees. Please feel free to add additional information at the end of this document or in a separate appendix.

**Discuss the role of faculty in the development, oversight, and teaching of this online program. Note that MHEC 13B.02.03.11(F) requires that “at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.” Indicate any other unit or vendor that will be used to administer or deliver the program.**

**Development.** The PBC was developed in collaboration with Kennedy Kreiger Institute (KKI) faculty, whose outreach and scholarship focuses on supporting children with intensive behavior needs. Full time tenure-track and professional track special education faculty from the Department of Counseling, Higher Education, and Special Education (CHSE) contributed to the development of all the PBC courses, as well as the scope and sequence of the program as a whole.

**Teaching.** All courses will be individually taught by CHSE faculty or co-taught by CHSE and KKI faculty with the exception of the EDSP 610, which will be exclusively taught by KKI.

**Oversight.** Three CHSE faculty and three KKI faculty will serve on an advisory board overseeing the program’s implementation. One of these CHSE faculty members (e.g., Gulnoza Yakubova), will serve as the program point person on campus; this faculty member will be responsible for assisting with the organization of course instructors, scheduling, and so on.

**Discuss the resources available for training and supporting faculty in regard to course development and instructional technology.**

In addition to the advisory board mentioned above, University of Maryland campus resources will be available to all course instructors (KKI and CHSE) to assist in the development and instruction of online and hybrid courses. All courses will be delivered using the ELMS/Canvas platform. The College of Education has a dedicated staff member who is responsible for providing Canvas support and training. This person will be available to train and support all course instructors (KKI and CHSE) and will assist with providing a uniform online presence across all courses.

**Discuss how courses will be taught using online technologies. Will courses be synchronous, asynchronous, or a combination of both? What technologies will be used to present material and evaluate the quality and authenticity of student work? How will these technologies be assessed?**

Courses will be taught using the Canvas platform. Course content will be organized in asynchronous modules, and will include synchronous (e.g., live) online activities and instruction. Asynchronous content will be completed in preparation for synchronous events. Hybrid courses will meet at the KKI campus so students will be able to engage with the targeted population of children.

Assessments for online courses will be in the form of online self-grading quizzes, projects, and papers. Course instructors will use pre-determined scoring criteria to grade projects and papers. In order to ensure the authenticity of student work, quizzes will be taken using Canvas’s respondus lockdown feature, which prevents students from accessing other websites, applications, or documents when taking a quiz. Papers and projects will be pre-screened by TurnItIn software designed to monitor student work for plagiarism. Finally students will be made aware of the University’s academic dishonesty policies and practices at the start of the program and each course.

**Discuss how the online program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program? How will the program be evaluated?**

The academic rigor and learning outcomes for the program and its courses are identical to those identified for the face-to-face offerings of these courses. The learning outcomes can be found in the PCC proposal. The advisory board will evaluate the program

annually by analyzing course evaluations, program exit survey data, and student work. The advisory board will specifically be looking at the reasonableness of course workload given the educator's current employment, course scope and sequence, and usefulness of course content and activities.

**Describe the admissions criteria and procedures for the online program.**

The admissions criteria and procedures for the online program do not differ than that for the program as a whole. Please see the PCC application for more details.

**Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility, disability support, and financial aid) needed to support their learning activities.**

Students will be made aware of and have access to the same range of campus resources as students who are enrolled in face-to-face programs. All course content, including library materials, will be accessible online through the Canvas platform. Students will be advised each semester by the program point person who will assist with course enrollment and access to University resources such as financial aid and disability support services (ADS). All online and face-to-face content will be Section 508 accessible to learners and additional accommodations will be made for students with identified disabilities per ADS procedures.

**Discuss how the program will provide students with clear, complete, and timely information on the curriculum, technological competence and equipment needed for the program, admissions criteria, financial aid resources, complaint procedures, and cost and payment policies.**

All pre-enrollment information (e.g., admissions criteria, financial aid resources) will be made available online as part of CHSE and the College of Education's website. The advisory board will work in collaboration with the College of Education's Office of Outreach to spread this information to the targeted population of educators.

Once enrolled in the program, students will engage in a Program Orientation. The orientation will take place at KKI as part of the first field placement course. It will include all necessary information about how to access online course content, the types of technology needed to engage in the program, and procedures and policies related to formal complaints, academic dishonesty, and so on.

**Intellectual Property Policy. Units developing online programs should be familiar with the university's intellectual property policy. See <https://www.president.umd.edu/iv-320a>. Please indicate that the unit will comply with the university's intellectual property policy.**

The unit will comply.

**Discuss the instructional and administrative resources (faculty, staff, and teaching assistants) that will be needed to cover the cost of the program. Indicate the source of resources for covering these costs. These formatted tables can be used to indicate the resources and expenditures for the program:**

<https://docs.google.com/spreadsheets/d/1V6iSZG05edMitWP6CAOXiCoGO58Gf6VXxPaacKfrhZ4/edit#gid=0>.

The MOU between KKI and CHSE indicates that the revenue will be split with one-third of the income going to UMD and two-thirds to KKI. Each respective institution will subtract their expense from that revenue. The program will admit between 10 and 20 students per cohort, which result in a net income of \$11,967 to \$37,552 per academic year for UMD. Please see **Appendix E (E.1 and E.2)** for additional details.

**Describe the market demand for the program. Evidence may be research from industry or the discipline, and should also consider state and federal employment projections. Indicate the job opportunities available to those who would graduate from this program.**

The purpose of this certificate is to offer professional development to Maryland public school educators who work with students with disabilities identified as having intensive behavior needs. Intensive behavior needs are defined as behaviors that significantly disrupt the learning of the student and/or his/her peers; these behaviors are typically considered a danger to the student, his/her peers, and/or his/her teacher and often result in students being educated outside their home school district. The program is designed to strengthen practicing educators' understanding and application of topics such as the neuroscience of learning, principles of behavior change, school leadership, educational law, and team management, so they may become school leaders in supporting this population of students. Online and hybrid course offerings will allow teachers to maintain their current teaching positions while obtaining the necessary skills and expertise to work with the targeted population of children. As a result, the program will reach a greater number of educators without removing them from their current teaching posts. Further, the resulting post-baccalaureate certificate may provide some teachers with an increase in salary and/or the opportunity to continue into other graduate programs in the College of Education such as the Administration I Certification program or the Master of Education (M.Ed.) in Special Education program.

## **Appendix B: Program Learning Outcomes Assessment**

- 1. Consider the cognitive neuroscience of learning to develop meaningful and effective interventions for students with intensive behavior needs.**

EDSP 610: Neurodevelopment and Disability for Educators and its accompanying lab experiences at KKI are designed to introduce students to the cognitive neuroscience associated with learning and behaviors. Course assessments will be designed to measure students' understanding of these concepts and lab assignments will ask students to apply this knowledge in a clinical setting.

Assignments associated with EDUC 645 and 689 (Leading Instructional Improvements and corresponding field placement) focus on helping students apply program knowledge to a training setting. These courses will assess students on their ability to develop and implement trainings that apply the content knowledge from EDSP 610 and other courses in developing trainings for fellow educators.

- 2. Conduct Functional Behavior Assessments to develop effective Behavior Intervention Plans based on the principles of applied behavior analysis.**

EDSP 613: Principles of Behavior Management will introduce students to the underlying principles of behaviorism. Course assessments will ask students to develop and, if possible, implement Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) in their classroom. Students will be asked to reflect upon children who they observed in previous field placements (EDSP 402) when engaging in course content when completing course assignments.

Assignments associated with EDUC 645 and 689 (Leading Instructional Improvements and corresponding field placement) focus on helping students apply program knowledge to a training setting. These courses will assess students on their ability to develop and implement trainings that apply the content knowledge from EDSP 613 in order to assist other educators in their building develop and implement BIPs and FBAs.

- 3. Understand how relevant case law, legislation, and policy impact decision-making about the interventions and services provided to students with disabilities in a public school setting.**

EDSP 675: Special Education Policy focuses on the case law, legislation, and policy associated with educating students with intensive behavior needs in a public schools setting. Course assessments will evaluate students' knowledge of these policies, while a corresponding field placement (EDSP 402) will expose students to collaboratively working with a Maryland attorney who focuses on this area of law.

Assignments associated with EDUC 645 and 689 (Leading Instructional Improvements and corresponding field placement) focus on helping students apply program knowledge to a training setting. These courses will assess students on their ability to select appropriate interventions for a school setting and train fellow educators in relevant special education policy and law.

## Appendix C: Program and Department Votes

As you are aware, Maggie and I have been working with Kennedy Krieger to develop a joint PBC. Gulnoza Yakubova has agreed to take over this initiative and move it through the PCC process. The Dean is eager to see us start the PCC process this year, so I will be working with Gulnoza to get it through the College before I leave. The first step is to obtain a positive EDSP and CHSE vote. Will has agreed to call a vote at the faculty meeting this Friday so I am seeking to complete the EDSP vote by the close of business (5pm) Wednesday.

I have attached a brief overview of the PBC/PCC proposal summarizing the most important details. I have also included the draft PCC proposal, which has been vetted by our EDSP PCC reps (thanks, Francey and Gulnoza!). Please review the new PBC and vote on this motion by the close of business (5 pm) on Wednesday May 8, 2019 by replying to Stefanie.

Yes

No

**Ylesia Stefanie C James**

to me ▾

Thu, May 9, 10:23 AM (4 days ago) ☆ ↶ ⋮

Hi Sarah,

The DS Minor have 17 Yeses and the Kennedy Krieger vote have 15 Yeses. So you have a quorum for both votes.

Thanks,  
Stefanie

...



## **Appendix D: Program Faculty**

The following special education faculty will serve on the advisory board and may teach and/or consult on the following courses:

### **Kelli Cummings**

Assistant Professor, Special Education  
EDSP 613, EDSP 402

### **Gulnoza Yakubova**

Assistant Professor, Special Education  
EDSP 675, EDUC 645, EDUC 689

Appendix -- Resources and Expenditures

**TABLE 1: RESOURCES**

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$219,300	\$225,879	\$232,655	\$239,635	\$246,824
a. #FT Students	20	20	20	20	20
b. Annual Tuition/Fee Rate	\$10,965	\$11,294	\$11,633	\$11,982	\$12,341
c. Annual FT Revenue (a x b)	\$219,300	\$225,879	\$232,655	\$239,635	\$246,824
d. # PT Students					
e. Credit Hour Rate	\$731	\$753	\$776	\$799	\$823
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1 - 4)</b>	<b>\$219,300</b>	<b>\$225,879</b>	<b>\$232,655</b>	<b>\$239,635</b>	<b>\$246,824</b>

**TABLE 2: EXPENDITURES**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b+c below)	\$21,843	\$22,499	\$23,174	\$23,869	\$24,585
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$16,894	\$17,400	\$17,922	\$18,460	\$19,014
c. Total Benefits	\$4,950	\$5,098	\$5,251	\$5,409	\$5,571
2. Admin. Staff (b+c below)	\$6,770	\$6,973	\$7,182	\$7,398	\$7,620
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
c. Total Benefits	\$1,770	\$1,823	\$1,878	\$1,934	\$1,992
3. Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.1	1.0	1.0	2.0	2.0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
d. Benefits	\$0	\$0	\$0	\$0	\$0
5. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational Expenses	\$0	\$0	\$0	\$0	\$0
8. Kennedy Krieger Share of revenues	\$146,200	\$150,586	\$155,104	\$159,757	\$164,549
@ 2/3 of gross tuition					
<b>TOTAL (Add 1 - 8)</b>	<b>\$174,813</b>	<b>\$180,058</b>	<b>\$185,460</b>	<b>\$191,023</b>	<b>\$196,754</b>