



PCC Proposal to Rename the Post-Baccalaureate Certificate in “MSDE Administrator I” to “School Improvement Leadership” (PCC 18020)

PRESENTED BY Janna Bianchini, Chair, Senate Programs, Curricula, & Courses Committee

REVIEW DATES SEC – October 29, 2018 | SENATE – November 7, 2018

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT** NA

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

ISSUE

The College of Education proposes to rename its current post-baccalaureate certificate program in “MSDE Administrator I” to “School Improvement Leadership.” The title “MSDE Administrator I” refers to a school administrator certification that is granted by the Maryland State Department of Education (MSDE). When the program began, students enrolled in the program only if they sought this MSDE certification. The curriculum is now more flexible. MSDE certification is still an option, but students do not have to complete all of the MSDE requirements in order to complete the program requirements. In fact, students who already have their MSDE certification can now take this program to develop their school improvement leadership. The new title, “School Improvement Leadership,” is therefore more accurate and appealing to a wider array of students.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on September 28, 2018, and was approved by the Senate Programs, Curricula, and Courses committee on October 5, 2018.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on October 5, 2018. Maggie McLaughlin and Jean Snell of the College of Education presented the proposal, which was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this program title change.

RISKS

If the Senate declines to approve this name change, the program will retain its inaccurate title and be less appealing to potential students.

FINANCIAL IMPLICATIONS

There are no financial implications with this proposal.

University of Maryland PCC
Program/Curriculum/Unit Proposal

PCC Log No: 18020

Program: Post Baccalaureate Certificate in Administrator/Supervisor I Certification

Department/Unit: EDUC

College/School: Education

Proposal Contact Person (with email): Jean Snell

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: Modify and rename existing PBC and move program to college level oversight

- ☐ 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 MARGARET J McLAUGHLIN Margaret J McLaughlin 5-11-18
2. Department Chair _____
3. College/School PCC Chair Denis Sullivan Denis Sullivan 5-17-18
4. Dean Jennifer King Rice Jennifer King Rice 6/7/18
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC Tanna Bianchini Tanna Bianchini 10-5-18
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.

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

This proposal is to rename the post-baccalaureate certificate entitled "MSDE Administrator I" to "School Improvement Leadership." The title change will provide greater flexibility to meet the professional knowledge needs of a wide array of educational practitioners, many of whom already hold the Administrator/Supervisor I certification but who desire to obtain greater knowledge in design-based school improvement. A separate proposal to modify the curriculum has also been submitted.

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



UNIVERSITY OF
MARYLAND

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

1119 Main Administration Building
College Park, Maryland 20742-5031
301.405.5252 TEL 301.405.8195 FAX

October 24, 2018

MEMORANDUM

TO: Jennifer King Rice
Dean, College of Education

FROM: Elizabeth Beise *EB*
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Post-Baccalaureate Certificate in MSDE Administrator I
(PCC Log No. 18011)

At its meeting on October 5, 2018, the Senate Committee on Programs, Curricula and Courses approved the proposal to modify the Post-Baccalaureate Certificate in MSDE Administrator I. A copy of the approved proposal is attached.

The change is effective Spring 2019. Please ensure that the change is fully described in the Graduate Catalog and in all relevant descriptive materials.

MDC/
Enclosure

cc: Janna Bianchini, Chair, Senate PCC Committee
Barbara Gill, Office of Enrollment Management
Reka Montfort, University Senate
Huifang Pan, Division of Information Technology
Pam Phillips, Institutional Research, Planning & Assessment
Kendall Aughenbaugh, University Archives
Linda Yokoi, Office of the Registrar
Ryan Long, Graduate School
Maggie McLaughlin, College of Education

University of Maryland PCC
Program/Curriculum/Unit Proposal

PCC Log No: 18011

Program: Post Baccalaureate Certificate in Administrator/Supervisor I Certification

Department/Unit: EDUC

College/School: Education

Proposal Contact Person (with email): Jean Snell

Type of Action (check one):

☐ Curriculum change (Includes modifying minors, concentrations/specializations and creating informal specializations)

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☐ Rename a program or formal Area of Concentration

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☐ Create an online version of an existing program

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☐ Establish a new Master or Certificate of Professional Studies program

☐ New Professional Studies program will be administered by Office of Extended Studies

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5. Dean of the Graduate School (if required) _____ 10/17/18
6. Chair, Senate PCC Janna Bianchini Janna 10-5-18
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost Elizabeth J Peise 10/24/18

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

This proposal is to modify the existing 18 credit PBC in MSDE Administrator I to 12 credits. The new PBC, unlike the prior 18-credit program, will not result in MSDE certification; however, students who wish to receive that certification will have the opportunity to complete the additional 6 credits that include an internship. The modified PBC will be organized at the College level in order to draw on faculty from each of the 3 departments in the College. The requested changes will provide greater flexibility to meet the professional knowledge needs of a wide array of educational practitioners, many of whom already hold the Administrator/Supervisor I certification but who desire to obtain greater knowledge in design-based school improvement.

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

2017-2018 PCC Program Modification Proposal

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: Post Baccalaureate in School Improvement Leadership

Date of Proposal:

Start Term for New Version of Program: Fall, 2018

A program modification can consist of the following actions: (a) modifying current requirements; (b) adding, modifying or discontinuing a concentration or specialization, (c) changing the delivery method (offering the program online, at a new off-campus location, or in a non-standard term), or (d) renaming a program.

1. Current Catalog Description of Program. Include any special admissions information.

- The approved *MSDE Administrator I Certification* P.B.C. program is described as follows in the current Graduate Catalog: "This certification is cohort-based and is only open to internal candidates." Admission requirements include: To qualify as a Non-Degree Seeking Student, you must: Have achieved a cumulative 3.0 (on a 4 point scale) average for work done at the undergraduate level; OR
- Have earned a master's, doctoral, or a post-baccalaureate professional degree (MD, JD, DVM, etc.) from a regionally accredited institution; OR
- Have attained a letter recommending admission from the PBC Coordinator.
- Submit a personal statement.
- Submit 2 Letters of Recommendation

2. Current Requirements for Program. Include all course requirements for program. See attached accreditation report

Degree Requirements -- completion of the following courses (18 credits total):

- *EDUC 689 *Practicum in Educational Administration and Supervision* (3 credits)
- *EDUC 671 *Education Law, Finance, and Policy* (3 credits)
- *EDUC 640 *Introduction to Educational Leadership* (3 credits)
- *EDUC 645 *Leading Instructional Improvement* (3 credits)
- *EDUC 646 *Leading Instructional Excellence* (3 credits)
- *EDUC 670 *Learning Communities* (3 credits)

3. Description and Rationale for Modifications.

This proposal seeks to modify the requirements, rename, and change delivery method of the existing approved 18 credit PBC in *MSDE Administrator I Certification* to a 12 credit PBC in *School Improvement Leadership* that will be offered in a non-standard schedule and blended format to local school based instructional leaders. The proposed PBC, unlike the current PBC, will not lead to MSDE certification as Administrator/Supervisor I; however, students who wish to receive that certification may enroll in an

additional 6 credits (including the mandatory internship) after completing the PBC in School Improvement Leadership. This modification is requested to provide greater flexibility to meet the professional knowledge needs of teacher and school-level leaders, many of whom hold Administrator/Supervision I certification but desire additional coursework in current practices in design-based school improvement.

4. New course requirements.

Current PBC in MSDE Administrator I Certification (18 Credits)	Proposed PBC in School Improvement Leadership (12 Credits)
EDUC 640 Introduction to Educational Leadership (3)	EDUC 640 Introduction to Educational Leadership (3)
EDUC 645 Leading Instructional Improvement (3)	EDUC 645 Leading Instructional Improvement (3)
EDUC 646 Leading Instructional Excellence (3)	EDUC 646 Leading Instructional Excellence (3)
EDUC 670 Learning Communities (3)	EDUC 670 Learning Communities (3)
EDUC 671 Education Law, Finance, and Policy (3)	EDUC 671 Education Law, Finance, and Policy (3)
EDUC 689 Practicum/Internship (3)	EDUC 689 Practicum/Internship (3)
Total credits (18)	Total credits (12)

5. Use the space below for any additional comments on the courses or other requirements selected for the revised curriculum.

Two courses: EDUC 671 and 689 have been removed from the PBC because both are specific to MSDE certification requirements and not applicable to all potential applicants to the revised PBC. Course prefixes were changed in a prior PCC action and EDUC 671 was renamed and modified in a prior PCC action.

6. Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. For undergraduate programs, this should be the *four-year plan*.

Certificate students would take two courses per semester, Fall and Spring, which would allow them to complete this PBC program in one academic year. For those who opted to take the additional 6 credits to complete the Administration I certification requirements, they would enroll in EDUC 671 in the summer and would complete the Practicum in the Fall semester, thus extending the program from 9 months to 15 months in total.

Sample Plan: *School Improvement Leadership PBC*

Fall Semester	EDUC 640	EDUC 646
Spring Semester	EDUC 645	EDUC 670
Summer (and Fall)*	EDUC 671	EDUC 689
*Only for students who opt to complete full Administrator I Certification program		

7. For new or modified courses, please provide the course catalog information (credits, description, prerequisites, etc.) . 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.

*EDUC 640 (formerly EDHI 640) is listed as a 3-credit course (no pre-requisite):

"The focus of this course is the analysis of the role of education administrators/leaders in the social, political, and legal contexts of schools. Also examines the role of leadership in school improvement."

*EDUC 645 (formerly EDHI 645) is listed as a 3-credit course (no pre-requisite):

"Development of knowledge and skills in the use of data bases, research findings and models of supervision, to improve instruction in schools."

*EDUC 646 (formerly EDHI 646) is listed as a 3-credit course (no pre-requisite):

"Leader's role in fostering high quality teaching and learning. Exploration of the relationship between curriculum instruction assessment and the organizational structure of K-12 public schooling. Development and assessment of frameworks for understanding instructional quality. Analysis of strategies for supporting teachers as they engage in curricular and professional development. Consideration of factors involved in creating and sustaining instructionally centered schools."

*EDUC 670 (formerly EDHI 670) is listed as a 3-credit course (no pre-requisite):

"Reviews contemporary research on student and teacher learning and schools as learning organizations. It aims to build students understanding of opportunities and challenges to implementing learning environments in various educational organizations. Readings, cases and assignments emphasize students' understanding of learning theories and their application to various organizational settings."

Note: Course modifications approved through prior PCC proposals

8. Supporting documentation.

Learning Progressions and outcome assessments

Addition of a new campus site

9. Impact on current students.

There are no students currently enrolled in the PBC in Administration/Supervision I.

10. Additional Information. Depending on the nature of the changes, other information may also be necessary for review.

- New learning outcomes and assessment plan for new concentration or specialization, or if changes to curriculum warrant. See Attached "School Improvement Leadership Course Progression" chart
- New program description for the catalog.
- For online delivery of an existing program, please complete this additional form and add as an appendix:
<https://docs.google.com/document/d/1ojpUBt4mAWINPCiQNzZ48UH68zGPYj31TPgEOfW3q1E/>
- For the addition of a new off-campus site, please complete this additional form and add as an appendix: See Attached Form.
- For non-standard term offerings, identify the term structure that will be used for the program and 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. All courses will be offered within the standard terms.

Attach to Proposal to Modify Program

The following prompts are based on academic policies for off-campus 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.

Indicate the location and describe the suitability of the site for the off-campus program.

The School Improvement Leadership program will be offered to cohorts of teacher leaders who serve in the same school system, in partnership with the targeted District. As the program partner, the district will provide appropriate meeting venues for all class sessions and will ensure these meeting spaces are equipped with the necessary technology and internet access. The first cohort of Certificate students will be located in Prince George's county public schools, where we have established several instructional locations that have been previously vetted for their suitability, such as Eleanor Roosevelt HS and/or Oxon Hill Professional Development Center.

Describe the method of instructional delivery, including online delivery, on-site faculty, and the mix of full-time and part-time instructors (according to MHEC 13B.02.03.20.D(2), "At least 1/3 of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution"). Discuss the resources available for supporting faculty at the location.

This Certificate program will be offered through a blended-delivery format. Two courses will be scheduled per semester and will be organized around weekly in-person sessions as well as on-line extension learning modules. Each course will be led a full-time faculty member from the College of Education (drawn from across the three departments) and, whenever possible, will be paired with a teaching partner who currently serves as an instructional leader from the partner district. College faculty will be co-supported by an identified team/liaison from the district partner, such as the Office of Talent Development in Prince George's County Public Schools.

Discuss the academic oversight for the off-campus program.

This Certificate program will be managed by faculty from the Center for Educational Improvement and Innovation, which is housed in the Dean's Office in the College of Education. The Associate Dean for Research and Partnerships will provide academic oversight. A program manager will be identified to work closely with both the partner district liaison as well as the campus Outreach office and the College's Student Support office. The program manager will guide all candidates through the outreach admissions and selection process and will track the matriculated students through completion of the four-course Certificate program.

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

The course instructors as well as the program manger will offer weekly bi-weekly virtual "office hours" through the Fall and Spring semesters to ensure that students are provided individualized advising and support throughout the progression of the program. Additionally, the program faculty and district partners will host three whole cohort meetings at quarterly intervals throughout the program to share information about campus resources and professional opportunities.

Describe the admissions criteria and procedures for the online program.

Following is the information provided to all PBC applicants regarding admissions:

To qualify as a Non-Degree Seeking Student, you must:

- Have achieved a cumulative 3.0 (on a 4 point scale) average for work done at the undergraduate level; OR
- Have earned a master's, doctoral, or a post-baccalaureate professional degree (MD, JD, DVM, etc.) from a regionally accredited institution; OR
- Have attained a letter recommending admission from the PBC Coordinator.
- Submit a personal statement.
- Submit 2 Letters of Recommendation

To apply, you must:

- Submit a completed **online application**, which includes uploading official transcripts showing a bachelor's degree from a regionally accredited institution and a personal statement, and
Pay the non-refundable application fee.

Discuss how the off-campus 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?

At the end of each cohort sequence, the program will be evaluated internally by the College of Education. The PBC is part of an accredited and state approved program and each course has mandatory assessments that will be evaluated and results aggregated for both accreditation review and internal program faculty review as well as externally by the District partner.

MHEC Required Information:

List the resource requirements for the program and the source of funds to support the program for the first 2 years of program implementation.

This PBC is developed at the request of the PGCPs as part of an overall professional development strategy for the lowest performing schools in the system. No new resources will be required

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.

The PGCPs will support tuition for 30 teachers per year for 2 years.

List similar programs that may be offered within the state. Indicate how your program may differ. Explain how market demand would be sufficient for the state to have an additional program.

As a new offering, this Certificate program integrates Improvement Science as the core pedagogy throughout the modified four-course sequence. Instead of focusing on preparing teachers to become effective principals as is the purpose of the "MSDE Administrator I Certification PBC," this certificate program in School Improvement Leadership is dedicated to developing experienced teachers' skills as instructional leaders and change agents.

CEII School Improvement Leadership Coursework Progression

Course	Overview/Purpose	Modules	PSEL	SPA Assessments*
EDUC 640 <i>Introduction to Educational Leadership</i> (3 credits)	This course will provide an overview of leadership in educational environments and cultures. Historical and traditional perspectives of leadership will be critiqued and students will be introduced to “design focused” leadership for improvement. Students will understand how to align leadership practices and key improvement goals to school mission and values as well as core professional ethics. Students will utilize Improvement Science methodology to investigate persistent challenges to leadership and learning in schools.	*Introduction to School Leadership * School Leadership Standards & Ethics * Introduction to Improvement Science	*Standard 1 (<i>Mission, Vision, and Core Values</i>) *Standard 2 (<i>Ethics and Professional Norms</i>) *Standard 10 (<i>School Improvement</i>)	CAEP Assessment #2 (Assessment of Content Knowledge in Educational Leadership): Students will identify a key school improvement goal and define the problem of practice with respect to the goal. They will develop a Causal Systems Analysis in collaboration with key stakeholders and generate a driver diagram with descriptive narrative which portrays the influence of each driver supported by local data, research literature, and investigation of the current system.
EDUC 646 <i>Leading Instructional Excellence</i> (3 credits)	This course will expand upon the introduction to School Leadership and Improvement Science in EDUC 640 and will specifically focus on student learning. Students will undertake a disciplined inquiry into the effects/impact of current curriculum, assessment, and instructional practices on diverse groups of children, including children living in urban poverty, children who are ELs and children with special education needs. Students will hone their Improvement Science skills in investigating and addressing persistent challenges	* Diverse Student Learners *Highly Effective Instruction *Culturally-responsive Learning Environments * Improvement Science, part 2	*Standard 3 (<i>Equity and Cultural Leadership</i>) *Standard 4 (<i>Curriculum, Instruction, and Assessment</i>) *Standard 5 (<i>Community of Care and Supports for Students</i>)	CAEP Assessment #5 (Assessment that demonstrates ability to support student learning and development): Students will select a targeted instructional problem of practice and will uncover the critical barriers to student achievement through a systematic investigation of the conditions for learning for these students. Students will identify key leverage point(s) to address these instructional barriers (with

	to student learning in schools.			substantiation from the scholarly literature), and will develop an Aim and "Theory of Practice Improvement" to guide the acceleration of student learning at their school.
EDUC 645 <i>Leading Instructional Improvement</i> (3 credits)	This course will provide students with knowledge of strategies and models that foster collaboration among school staff to drive improvement of instructional practices 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.	*Teacher Evaluation (& Supervision) *Teacher Development *Implementing Improvement Science Learning Cycles	*Standard 6 (<i>Professional Capacity of School Personnel</i>) *Standard 7 (<i>Professional Community for Teachers and Staff</i>)	CAEP Assessment #3 (Assessment that demonstrates candidates' instructional leadership skills): Students will design and implement a short-cycle, intervention test (PDSA) with a group of school colleagues, based on their "Theory of Practice Improvement," and will gauge what effect the implemented change has on instructional quality and student growth. Students will adapt and revise their proposed changes and measures based on the 1st round PDSA results.

EDUC 670 <i>Learning Communities</i> (3 credits)	This course will introduce students to the importance of engaging with a broader group of colleagues in the work of continuous improvement, through the development of and participation in a "Networked Improvement Community" (NIC) or "Network for School Improvement" (NSI), which include teachers, administrators, parents, students from a cluster of schools as well and other community stakeholders. Students will learn the conditions that contribute to the successful scaling of new educational reforms that produce meaningful improvement.	* Parent and Community Partnerships * Introduction to Network Improvement Communities	*Standard 8 (<i>Meaningful Engagement of Families and Community</i>)	CAEP Assessment #6 (Assessment that demonstrates candidates' community relations leadership skills): Students will develop a proposal for a new "Networked Improvement Community" (NIC) in their district, including educators, parents, and other stakeholders from 3 or more schools, which includes a purpose statement, an identified Problem of Practice, and an articulated strategy for enlisting and convening the group for mutual learning and improvement. This proposal must consider the constraints and challenges that will likely arise through collective attempts to sustain the proposed NIC, as well as the benefit(s) for mutual engagement.
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- * SPA Assessment #1 is program transcript/course grades for each candidate
- SPA Assessment #4 is linked to Practicum/Internship (EDUC 689)
- SPA Assessment #6 is linked to EDUC 671 (*Education Finance, Law, and Policy*)
- SPA Assessments #7 & 8 are optional and can be developed & incorporated into any of the five courses above.