

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

**PROPOSAL FOR:**

- NEW INSTRUCTIONAL PROGRAM  
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Mount St. Mary's University

Institution Submitting Proposal

Fall 2017

Projected Implementation Date

Certificate

Award to be Offered

Post-baccalaureate Certificate in Instructional Leadership

Title of Proposed Program

13.0401

Suggested HEGIS Code

Suggested CIP Code

Education Department

Dr. Barbara Marinak

Department of Proposed Program

Name of Department Head

Dr. Barbara Marinak

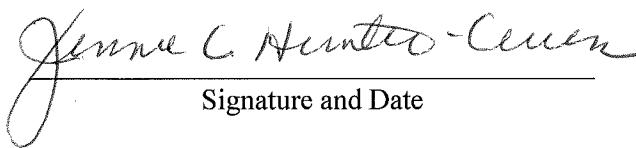
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Contact Name

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Signature and Date

President/Chief Executive Approval

Oct. 17, 2016

Date

Date Endorsed/Approved by Governing Board

## **MARYLAND HIGHER EDUCATION COMMISSION ACADEMIC PROGRAM PROPOSAL**

### **New Certificate in Existing Degree Programs (as outlined in COMAR 13B.02.03.25.D)**

**Mount St. Mary's University  
School of Education and Human Services**

#### **Post-baccalaureate Certificate in Instructional Leadership**

##### **A. Centrality of the proposed certificate program to the mission of the institution**

Mount St. Mary's is a Catholic university committed to education in the service of truth; we seek to cultivate a community of learners formed by faith, engaged in discovery, and empowered for leadership in the Church, the professions, and the world. (Mission Statement, 2010)

The School of Education and Human Services envisions itself as a body dedicated to the creation of innovative programs that are rooted in the University's Catholic liberal arts mission and responsive to the changing needs of society (SEHS Vision). The School is dedicated to educating women and men who are thoroughly grounded in the content and methodologies of their disciplines so they are able to think creatively, reason logically, and communicate effectively. They also act ethically and compassionately to apply the principles of social justice (SEHS Mission). The proposed post-baccalaureate certificate in Instructional Leadership advances both the university's mission and the School's vision and mission by providing a challenging and relevant academic experience that prepares students to think creatively, reason logically, and communicate effectively about leadership practices in education. The certificate program is essential to the mission because it builds on the School of Education and Human Services' commitment to service and outreach in a nationally recognized program and it allies Mount St. Mary's University with its colleagues in P-12 schools.

The university's current strategic plan includes a goal to "develop new academic programs and systematically review existing programs in order to meet the needs of society." The strategic plan also includes a goal to "strengthen" our Frederick campus. The proposed post-baccalaureate certificate in Instructional Leadership will help the university attain these goals by educating future administrators in north central Maryland. The certificate consists of 18 graduate credit hours, and those 18 graduate credit hours may be counted toward the existing M.Ed. in Instructional Leadership (36 credits).

##### **B. Provides evidence of the market demand for the proposed certificate program**

The Maryland State Department of Education identified critical shortage areas in the 2014-2016 Maryland Teacher Staffing Report. The Maryland State Department of Education has collected information for several years from local school systems and institutions of higher education on the supply and demand for select non-classroom professional positions (page 25). These positions are: principal, guidance counselor, library/media specialist, reading specialist, and school psychologist who currently hold a master's degree in their respective fields. As per the report, there is currently no critical shortage for the position of principal, however, this

certification is required and/or preferred for numerous other leadership roles including assistant principal, specialists and teacher leaders. The following counties are in our targeted population: Frederick, Montgomery, Carroll, and Washington County. It is the priority of these counties to cultivate strong educational leaders in their schools.

The Instructional Leadership program follows the standards and assessments aligned to the Educational Leadership Constituent Council (ELCC). Although McDaniel College, Hood College, Johns Hopkins University, University of Maryland, and Loyola University Maryland offer leadership programs that share the same standards, the Mount program will be distinguished by the eight-week hybrid/online delivery mode. This delivery method plus the speedier pace will meet the needs of educators who often have after school responsibilities as well as family obligations to consider when choosing a program.

### **C. Sets out the curriculum design**

The proposed post-baccalaureate certificate in Instructional Leadership consists of six three-credit courses. Each of the courses has been reviewed by MSDE and is part of our existing Master of Education in Instructional Leadership program.

MEDUC 621 Principles of School Leadership and Administration (3cr.)

MEDUC 623 Curriculum, Instruction and Assessment (3cr.)

MEDUC 624 Improving Instructional Practice through Supervision (3cr.)

MEDUC 626 Educational Policy and School Law (3cr.)

MEDUC 628 School Leadership Practicum I (3cr.)

MEDUC 629 School Leadership Practicum II (3cr.)

#### **Course Descriptions**

##### **MEDUC 621 Principles of School Leadership and Administration (3 credits)**

This course introduces the student to the principles of administration for education. Topics covered include governance, the principal as school leader, leadership self-assessment skills, and the central role of parents in education. Special emphasis will be placed on the development of the professional needs of administrators.

##### **MEDUC 623 Curriculum, Instruction and Assessment (3 credits)**

In this course strategies for curriculum design, implementation and assessment are developed and evaluated in response to political, social, economic, legal and cultural contexts. Specific attention will be given to instructional outcomes and content standards, technology integration and differentiated instruction. School leaders will develop strategies for assessment and analysis.

##### **MEDUC 624 Improving Instructional Practice through Supervision (3 credits)**

This course examines theory and research on teacher formation, the role of the school leader in professional development, models of supervision, and human resources management. School leaders will learn the competencies and skills of supervision such as observation, conferencing, evaluation and communication to improve instructional practices, classroom environment, and school culture. Helping school personnel attend to needs of the whole learner is the responsibility of the school leader.

### **MEDUC 626 Educational Policy and School Law (3 credits)**

This course offers the student an overview of the current legal framework in which the school administrator works. Topics covered are the application of civil law to public and non-public schools, governance structures, and how the law impacts the school policy and operations.

### **MEDUC 628 School Leader Practicum I (3 credits)**

This course is the first stage of the full-year practicum. This course provides practical experience to apply what has been learned about communication and leadership. Experiences will include management of the organization, effective leadership skills, and the use of technical skills to support teacher development. Students will also have the opportunity to deal with the day-to-day issues that typically confront school leaders. Students work with an administrator in a school. Students will be supervised and assessed by the administrator and a university supervisor. Students will begin developing a portfolio that will showcase their experiences as they relate to relevant national and state standards.

### **MEDUC 629 School Leader Practicum II (3 credits)**

This course is the second stage of the full-year practicum. In this stage, students continue to develop and apply their skills in understanding the role of the leader while working in a school with their assigned administrator. Students will be supervised and assessed by the administrator and a university supervisor. In addition to experiences in management of schools, effective leadership skills, and the use of technical skills to support teacher development, students will also focus on applicable legal issues, managing school finances, supervision, and curriculum development and assessment. Additionally, students will address the day-to-day needs that arise within the school. Students will complete a portfolio that showcases their experiences as they relate to relevant national and state standards. This practicum follows the successful completion of 628 (Practicum 1).

A student may apply the six certificate courses to the existing M.Ed. in Instructional Leadership and earn the M.Ed. degree by completing the following courses (18 credits):

MEDUC 501 Current Trends in Education (3 credits)

MEDUC 622 Strategic Planning and Leadership (3 credits)

MEDUC 625 Managing School Finances (3 credits)

MEDUC 613 Integrating Technology in Teaching and Learning or MEDUC 615 Distance Education  
3 credits)

MEDUC 524 Fundamentals of Educational Research (3 credits)

MEDUC 525 Research Thesis (3 credits)

**MEDUC 501 Current Trends in Education (3 credits)**

A study of the political, social, economic and intellectual forces currently shaping American education. Special attention is given to educational reforms since the 1960s, the role of the teacher in a democratic society, the challenges facing the contemporary teacher in an era of cultural diversity, changing family structures, technological change, drugs, the pressures for reform, and professionalism in teaching.

**MEDUC 613 Integrating Technology in Teaching and Learning (3 credits)**

Focuses on methods and management strategies for teaching with technology and assessing both student-generated and teacher-generated technology products. Students will use technology tools to collect and interpret data for the purpose of instructional planning.

**MEDUC 615 Distance Education (3 credits)**

Students explore relevant concepts and issues in distance education through exploration of existing practices and theoretical foundations. In this course, students will collaboratively develop a distance education module and team teach/ facilitate an asynchronous learning environment.

**MEDUC 622 Strategic Planning and Leadership (3 credits)**

The viability and sustainability of a school rests on two major factors: effective strategic planning and sound leadership. In this course students will be introduced to the fundamental principles of strategic planning for the school community in a collaborative process that charts the future direction of a school. Students will be acquainted with the tools for the development of appropriate goals, management of human resources, collection and use of data for decision making and the execution of the vision.

### **MEDUC 625 Managing School Finances (3 credits)**

The school leader must exercise good stewardship in assuring that the fiscal well-being of a school is maintained. In this course the student will learn the essential elements in developing a sound and workable budget. The student will be exposed to the budget language and the use of a chart of accounts in budget planning, the function of technology in monitoring a budget, and the inclusion of institutional advancement in thorough budget preparation.

### **MEDUC 524 Fundamentals of Educational Research (3 credits)**

This course is designed to introduce students to quantitative and qualitative research methods. Students will apply their knowledge of research methods by conducting a critical review of the research in an area of interest.

### **MEDUC 525 Research Thesis (3-6 credits)**

This course requires the completion of a research project and the production of a thesis. The research project is individually determined and pursued by the student in consultation with a faculty member who serves as thesis advisor. Review and approval by the University's Institutional Review Board may be required prior to the investigation. Guidelines on the research process and thesis will be published separately.

#### **D. Shows that adequate faculty resources exist for the proposed certificate program**

Dr. Stacey Brown Hobbs  
Accreditation Liaison  
Director of Instructional Leadership  
Assistant Professor  
Ph.D. Notre Dame of Maryland University  
Curriculum and Supervision

Dr. Laura Frazier  
Associate Professor  
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Dr. Barbara Marinak  
Chair, Education Department  
Associate Professor  
Ph.D., University of Maryland  
Policy and School Governance

Dr. Barbara Martin Palmer  
Dean, School of Education and Human Services  
Professor  
Ph.D., University of Maryland  
Educational Leadership

**NOTE: The proposed certificate program does not require new resources.**