TOPIC: Coppin State University: Masters of Education in Contemporary Educational Leadership

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: March 24, 2010

SUMMARY: The proposed Masters of Education in Contemporary Educational Leadership is the result of the conceptual and collective efforts of community leaders, local education agency, retired educators, and Coppin State University who are all committed to meeting the educational needs of its urban population and improving the quality of life in its urban community. Convening in the spring of 2008 and meeting for over a year and a half, the stakeholders believe that the program supports the overall objectives of CSU with (1) weekend classes, (2) hybrid/blended courses, (3) the use of practitioners, (4) the use of the Urban Education Corridor as its laboratory and (5) the teaching of a 21st century leadership skills, knowledge, practices and attributes that meet the needs of today's challenges.

The program addresses the demand for highly qualified and effective instructional leaders for local school districts as outlined in the *Maryland Teacher Staffing Report for 2006-2008.* In addition, within the University System of Maryland (USM) Coppin State University has the unique mission of primarily focusing on the problems, needs, and aspirations of the people of Baltimore's central city and its immediate metropolitan area.

The course offerings will meet a variety of needs – (1) obtaining Administrator I certification; and (2) a Masters of Education; as well as (3) flexible scheduling to meet the needs of the Adult Learner. The courses offered in this program are open to educational professionals who hold a Bachelors degree seeking a Masters of Education with an emphasis on School Leadership. Upon completion of this course of study graduates will also be prepared to take the School Leadership Licensure Exam.

It is anticipated that the program will initially enroll fifteen students and grow to forty students by 2014.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary; the program will be supported through tuition.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy recommend that the Board of Regents approve the proposal from Coppin State University to offer the Masters of Education in Contemporary Educational Leadership.

COMMITTEE RECOMMENDATION: Approval   DATE: March 24, 2010

BOARD ACTION: DATE:

SUBMITTED BY: Irwin Goldstein   (301) 445-1992   irv@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

<u>   x   </u> New Instructional Program
_____ Substantial Expansion/Major Modification
_____ Cooperative Degree Program

Coppin State University
Institution Submitting Proposal

Contemporary Educational Leadership
Title of Proposed Program

Masters of Education	Fall 2010
Degree to be Awarded	Projected Implementation Date

Proposed HEGIS Code	Proposed CIP Code

	Dr. Jacqueline Williams
	Dr. Marjorie E. Miles
Adult and General Education	
Department in which program will be located	Department Contact

410-951-6481	JWilliams@coppin.edu
410-951-3072	Mmiles@coppin.edu
Contact Phone Number	Contact E-Mail Address

Signature of President or Designee	Date

Mission
This program proposal is in concert with Coppin State University's mission "to offer innovative programs grounded in the CSU undergraduate and graduate conceptual framework" and "to meet the growing need for access to higher education through a development of competitive new modalities of teaching and learning" Program graduates will be educational leaders accomplished in knowledge skills, practice and attributes necessary for leading change.

The primary mission and purpose of the proposed program is to cultivate leadership indoctrinated with a skill set that will facilitate cross-organizational collaboration, inclusiveness, openness, shared responsibility in a school environment that must be managed and supervised. The program is aligned with the goals of the School of Education's conceptual framework that specifically addresses the following goals:
  - To add new programs and offerings at the graduate and under graduate levels
  - To educate competent teachers and educational personnel in grades PreK-12

Characteristics of the Proposed Program
*   *Educational objectives of the Program*
The Masters of Education in Contemporary Educational Leadership addresses with urgency the demand for highly qualified and effective instructional leaders for local school districts as outlined in the *Maryland Teacher Staffing Report for 2006-2008.* Within the University System of Maryland (USM) Coppin State University has the unique mission of primarily focusing on the problems, needs, and aspirations of the people of Baltimore's central city and its immediate metropolitan area.

The program is the result of the conceptual and collective efforts of community leaders, local education agency, retired educators, and Coppin State University who are all committed to meeting the educational needs of its urban population and improving the quality of life in its urban community (see appendix B). Convening in the spring of 2008 and meeting for over a year and a half, the stakeholders believe that the program supports the overall committed objectives of CSU with (1) weekend classes, (2) hybrid/blended courses, (3) the use of practitioners, (4) the use of the Urban Education Corridor as its laboratory and (5) the teaching of a 21st century leadership skills, knowledge, practices and attributes that meet the needs of today's challenges.

*   *Description of program as it would appear in the catalog*
Coppin State University's Department of Adult and General Education offers a 33 credit hour Master of Education in Contemporary Educational Leadership. The course offerings will meet a variety of needs – (1) obtaining Admin I certification; and (2) a Masters of Education; as well as (3) flexible scheduling to meet the needs of the Adult Learner. The courses offered in this program are open to educational professionals who hold a Bachelors degree seeking a Masters of Education with an emphasis on School Leadership. Upon completion of this course of study graduates will also be prepared to take the School Leadership Licensure Exam.

The key to effective school administration and supervision in the 21st century is school leadership. The essence of this key concept is inherent in the Masters of Education in Contemporary Leadership and begins with the selection of its participants.

*   *General requirements for degree*
1. A Bachelor's Degree
2. A Certified Teacher (with a minimum of 5 years of experience)
3. 3 Letters of Recommendations (of which 1 must be from the applicants immediate supervisor)
4. Resume/CV

5. Portfolio for Evaluation
6. Undergraduate GPA of "B" [3.0 on a 4.0 scale]. If GPA is below 2.5, a provisional acceptance will be considered.
7. Interview
8. Writing Sample (completed at the time of the Interview)
9. A statement of educational philosophy (submitted with application)

- *Total number of credits and their distribution*

The proposed 33-credit Masters of Education in Contemporary Education Leadership provides for the inclusion of the 18-credit hours that are included in the University's Public School Administration Certificate Program approved by the Maryland State Department of Education. The proposed program will add the Master's Degree Thesis I (3 credit hours) and Masters Degree Thesis II (3 credits hours); the addition of Seminar I (3 credit hours) and Seminar II (3 credit hours) in Contemporary Educational Leadership; and a course in Building School/Family/Community Partnerships (3 credit hours).

- *List of courses by title and number*

EDUC 660	Seminar I – Contemporary Educational Leadership	3 Credit Hours
EDUC 661	Seminar II – Contemporary Educational Leadership	3 Credit Hours
EDUC 681	Building School Family Community Partnerships	3 Credit Hours
EDUC 646	Human Relations and Interpersonal Communications	3 Credit Hours
EDUC 655	Supervision of Instruction	3 Credit Hours
EDUC 667	Internship in Education Administration	3 Credit Hours
EDUC 701	School Law	3 Credit Hours
EDUC 705	Strategies for Curriculum Development	3 Credit Hours
EDUC 707	Administration of Education Programs	3 Credit Hours

- *Description of thesis option for graduate programs*

ThesisOption

EDUC 583 – Master's Degree Thesis I   (3 Credits)
This course is designed to assist students who elect to write a thesis, teaching them to apply techniques of research and documentation to technical writing.

EDUC 584 – Master's Degree Thesis II   (3 Credits)
This course is designed to assist students who elect to write a thesis, teaching them to apply techniques of research and documentation to technical writing.

* *Expected student learning outcomes*

Aligned with a set of beliefs and in concert with the standards the program outcomes that support the Contemporary Educational Leadership initiatives will result in:
- Highly qualified and effective leaders who will acquire the necessary skill set to supervise, administer, motivate, cross-collaborate, build consensus, think critically, and make ethical decisions in education
- Highly qualified and effective leaders who will have the knowledge of computer based technology to assess the need and improvement in the use of technology for teachers and staff through professional development and training as well as improving student achievement in academic subjects
- Highly qualified and effective leaders who have skills and knowledge to use state, local and national assessment data to improve teachers' delivery of instruction through the alignment of curriculum, instruction, and assessment; and the creation of small professional development communities for the purpose of impacting student achievement

- Highly qualified and effective leaders that facilitate a shared vision and a collaborative school climate conducive for learning; as well as create a culture that builds school, family, community partnerships that embrace shared responsibility for the purpose of improved student achievement and over all school improvement.
- Highly qualified individuals who can bridge theory with practice, self-analyze and self reflect..

* *Demonstrable quality of program faculty*

Faculty Name	Degrees	Date of Appt./Rank	Institution	Area of Expertise	Area(s) of Teaching
Dr. Theresa Harris	Ph.D.	Fall 1989	Howard University	Adult Education, Sociology, Criminal Justice, Anthropology	Adult & General Education
Dr. Jacqueline Williams	Ed.D.	Fall 2005	Morgan State University	Adult Education, Distance Education, Education Administration	Adult & General Education
Dr. Alfred Sutton	Ph.D.	Fall 1996	Nova Southeastern University	Adult Education	Adult & General Education
Dr. Joseph Durham	Ph.D.	Fall 1965	Temple University	Adult Education	Adult & General Education
Dr. Martina Hales	Ph.D.	Fall 1998	University of Maryland	Adult Education	Adult & General Education
Dr. Marjorie Miles	Ed.D. ABD of a Ph.D.	Spring 2000	Morgan State University University of Maryland	Urban Educational Leadership, Special Education, Education Administration, Curriculum & Instruction, Organizational Leadership	Adult & General Education

* *Student audience to be served by program and enrollment estimates*

CSU has experienced success with the Public School Administrators program. Since 2007 when the program was implemented, there have been over 300 enrollees and 133 program completers. Many of the people who have come through the program have expressed the desire to participate in a master's level program that focuses on leadership, as well as school administration. The Public School Administrator Program provides a natural segue to the Masters Degree for Contemporary Educational Leadership

An initial cohort of 15 students will be recruited. Participants in the program will be focused on career development and by way of entry requirement – experienced teachers. Recruitment will include (but is not limited to) teachers, school administrators and second Master Degree seekers. Enrollment estimates are as follows: fall 2010 – 15; spring 2011 - 25; fall 2011- 30; and spring 2012- 40.

*   *Impact on student's technology fluency*

Professionals enrolled in the Administrator I Certification program will have access to all resources available on campus and electronically provided by the institution. The Education Resource Center (ERC) is a supplemental resource center for education students. The Center, which was completely remodeled through support from the Provost, reopened in fall 2005. The ERC is committed to providing resources and materials that assist professionals as they move through the Administrator I program. Designed to support education professionals in the classroom, the ERC is comprehensive, easy-to-use, searchable resource library of education-related resources, and state-of-the-art equipment. ERC's collection consists of current reference books, classic reference books, basal readers, activity books, assessment instruments, lesson plan books, professional journals and periodicals, pamphlets and newsletters, educational videos, and CDs and DVDs.

Technological support is critical to the success of any program. The Education Technology Center (ETC) is the School of Education's primary technology resource lab. However, all students have access to the computer labs in the GJ building, the library, the science building, and the residence halls. All professionals and faculty members have access to electronic mail and other software needed to facilitate academic efforts. In addition to services provided by the ETC, the Information Technology Division (ITD) offers assistance and training to all faculty members, departments, and school as requested. Resource personnel perform various services, and may be contacted for individual or group assistance. The number of smart classrooms or technology enhanced classrooms has been significantly increased. There are 22 computer labs campus-wide and most classrooms are equipped with technology enhanced equipment. Faculty members are able to connect to the internet, use the computer, document camera, video or television in almost all classrooms.

Coppin State University is ranked number 19 among the 50 most wireless U. S. college campuses by the *U. S. News & World Report* for its wireless Internet accessibility. In 2005, CSU received the EDUCAUSE prestigious Award for Excellence in Networking: Innovation in Network Technology, Services, and Management. Coppin's selection marks the first time a school in Maryland has received the award. Coppin is also the first HBCU (Historically Black Colleges and Universities) to be honored with that recognition. Courses may be offered on Blackboard or through use of Tegrity. In Tegrity courses, students are required to create web pages, PowerPoint presentations, e-portfolio, brochures, and other technology requirements as program requirements. Easy access to technology, as is evident in the resources on campus, facilitates the fulfillment of students' technology requirements.

Blackboard is an E-learning solution, which gives instructors the ability to teach courses online. Instructors may also use Blackboard as an additional teaching platform in which they can post lecture notes and assignments, test on-line and even hold class discussions via the web. All on-line courses utilize blackboard and many courses are web enhanced with blackboard features to engage students in technology use as part of their regular instruction. The Tegrity software allows faculty to record their face-to-face lectures in multimedia rich format, video, audio, and data. It then posts the recorded content to the Web for anytime anywhere review by the students. It also digitizes the students' notes and automatically synchronizes those notes to the corresponding faculty recordings for easy review.

* Fordice Impact Analysis – Masters Program

The University has examined the new proposal to assess whether or not it is traceable to Maryland's history of de jure racial segregation practices. It has been determined that the program is not based on the responses to the following criteria:

1. The new program is not in and of itself traceable to prior segregation, nor would it produce or promote such policies and practices.

2. The new program will not produce any segregative effects. Diversity is important to the University. Course offerings do not exclude any racial/ethnic groups from equal access to instruction. Computer labs and free internet access allow the coursework to be available to broad audiences. Therefore, access is available to all who apply and are admitted into the program.

3. The new program is supported by sound educational purposes. The program proposal is being submitted in response to the following:

- Labor market conditions, alignment with the 2009 State Plan for Higher Education, alignment with those areas defined by the State as having critical shortages
- Accrediting bodies such as the Maryland State Department of Education and Middle States Commission on Higher Education have established standards for the University as well as commended the goals set forth by the institution. As part of the review process, the University will have to report on progress related to goals such as maintaining quality and relevant academic programs and access to those programs by students.
- The University's mission is further promulgated by the development of new and appropriate academic programs. Local, regional, and communities nationwide will be impacted by the professionals that result from having attained degrees from our program.
- Students seeking this major will have equal access to the academic support services such as specialized advising and tutorial services offered at the departmental level and by the Academic Resource Center.

4. The new program is not duplicative of any other program offered in the State and would not cause demonstrable harm to another institution.

* Library requirements

Parlett L. Moore Library, named for Coppin's second president, Parlett Longworth Moore, supports the instructional programs and provides an environment conducive to general intellectual enrichment and continued learning. The library provides space for classrooms, computer classrooms, meetings, visual exhibits, special programs and receptions, and offices.

The Parlett L. Moore Library is a member of the Library Information Management System (LIMS) of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits state higher education institutions to share resources. LIMS provides a USMAI union on-line public access catalog that contains more than 1,400,000 titles. The library offers access to audiovisual equipment and materials, periodicals, reference resources, interlibrary loan, and library instruction classes. Coppin faculty, staff, and students, Coppin Alumni (with proof of alumni status from the Alumni Office), and registered borrowers of the USMAI (University System of Maryland and Affiliated Institutions) — USM campuses, Morgan State University may use library holdings. The following table presents library acquisitions over a six year period.

Table 4: Library Collections: Fiscal years 2000-2005

Resources	2004	2005	2006	2007	2008
No. of Volumes	83105	82862	83700	84830	86160
No. of Titles	72052	71506	72227	74333	74333
Microfilm BE	22840	23148	23456	23635	23635
Microfiche BE	267378	267510	267543	267575	267631
Periodical Subscriptions	705	705	705	705	705
Audio Items	1445	1952	1956	1988	1932
Bound Periodicals	23444	23713	23929	23929	24143
Videotapes	1370	1370	1331	1336	1341

Of the total number of volumes in the library, there are 5,024 education volumes. In addition to the education resources housed in the library, the Education Resource Center (ERC) (GJ 307) is home to a variety of curricular materials.

- *Facilities and equipment*

The Department of Adult and General Education is in the School of Education, both are located on the 7th floor of the Grace Jacobs Building. The University is equipped with numerous SMART classrooms and lecture facilities in the Grace Jacobs facility and also in the new Health and Human Services Building. In addition the Department of Adult and General Education will be working collaboratively with the Baltimore City Public School System. Through our collaborative efforts with our existing charter, professional development schools and partnership school space and equipment will also be sought to utilize the school as a laboratory.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]					
2. Tuition/Fee Revenue[2] (c+g below)	$128,721	$220,637	$269,790	$325,450	$388,940
a. #F.T Students	15	25	30	35	40
b. Annual Tuition/Fee Rate	$7,361	$7,361	$7,361	$7,361	$7,361
c. Annual Full Time Revenue (a x b)	$110,415	$184,025	$220,830	$257,635	$294,440
d. # Part Time Students	3	6	8	11	15
e. Credit Hour Rate	$678	$678	$678	$678	$678
f. Annual Credit Hours	9	9	9	9	9
g. Total Part Time Revenue (d x e x f)	$18,306	$36,612	$48,960	$67,815	$94,500
3. Grants, Contracts, & Other External Sources[3]	$75,000	$75000	$75,000	$75,000$	$75,000
4. Other Sources					
TOTAL (Add 1 - 4)	$203,721	$295,637	$344,790	$400,450	$463,940

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$122,500	$155,000	$187,500	$212,500	$237,500
a. # FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$100,000	$125,000	$150,000	$175,000	$200,000
c. Total Benefits	$22,500	$30,000	$37,500	$37,500	$37,500
2. Total Administrative Staff Expenses (b + c below)	$6,500	$6,500	$6,500	$7,050	$7,600
a. # FTE	0.50	0.50	0.50	0.50	0.50
b. Total Salary	$6,000	$6,000	$6,000	$6,500	$7,000
c. Total Benefits	$500.00	$500.00	$500.00	$550.00	$600
3. Total Support Staff Expenses (b + c below)	-0-	-0-	-0-	-0-	-0-
a. # FTE	-0-	-0-	-0-	-0-	-0-
b. Total Salary	-0-	-0-	-0-	-0-	-0-
c. Total Benefits	-0-	-0-	-0-	-0-	-0-
4. Equipment	$3000	-0-	-0-	-0-	-0-
5. Library	$500.00	$500.00	$500.00	$500.00	$500.00
6. New or Renovated Space	-0-	-0-	-0-	-0-	-0-
7. Other Expenses	-0-	-0-	-0-	-0-	-0-
TOTAL (Add 1 - 7)	$132,500	$162,000	$194,500	$220,000	$245,600

Appendix A

TABLE 1 - MATRIX ALIGNMENT OF PROGRAM OUTCOMES AND STANDARDS

M.Ed. in Contemporary Educational Leadership Will result in the following outcomes	MILF	NCATE	ELCC	ISLLC	MTTS	ISTE
• Highly qualified and effective aspiring leaders who have skills in the areas of supervision, administration, motivation, ethical decision making and evaluation.	EDUC 655 EDUC 647 EDUC 701 EDUC 707 EDUC 660 EDUC 661	EDUC 655 EDUC 647 EDUC 701 EDUC 707 EDUC 660 EDUC 661	EDUC 655 EDUC 647 EDUC 701 EDUC 707 EDUC 660 EDUC 661	EDUC 655 EDUC 647 EDUC 701 EDUC 707 EDUC 660 EDUC 661		
• Highly qualified and effective aspiring leaders who will have knowledge of computer based technology to assess the need and improvement in the use of technology for teachers and staff through professional development and training as well as improving student achievement in academic subjects.					EDUC 667 EDUC 705 EDUC 660 EDUC 661 EDUC 583 EDUC 584	EDUC 667 EDUC 705 EDUC 660 EDUC 661 EDUC 583 EDUC 584
• Highly qualified and effective aspiring leaders who have skills and knowledge to use state, local and national assessment data to improve teachers' delivery of instruction through the alignment of curriculum, instruction, and assessment; and the creation of small professional development communities for the purpose of impacting student achievement.	EDUC 705 EDUC 660 EDUC 661 EDUC 583 EDUC 584	EDUC 705 EDUC 660 EDUC 661 EDUC 583 EDUC 584	EDUC 705 EDUC 660 EDUC 661 EDUC 583 EDUC 584	EDUC 705 EDUC 660 EDUC 661 EDUC 583 EDUC 584		
• Highly qualified and effective aspiring leaders that facilitate a shared vision and a collaborative school climate conducive for learning; as well as create a culture that builds school, family, community partnerships that embrace shared responsibility for the purpose of improved student achievement and over all school improvement.	EDUC 681 EDUC 707 EDUC 660 EDUC 661	EDUC 681 EDUC 707 EDUC 660 EDUC 661	EDUC 681 EDUC 707 EDUC 660 EDUC 661	EDUC 681 EDUC 707 EDUC 660 EDUC 661		

Appendix B

Coppin State University
Contemporary Education Leadership Advisory Board

Dr. Susan Arisman
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2500 W. North Ave.
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of Elementary/Middle Schools
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