April 13, 2009

MEMORANDUM

TO: Donna Wiseman
    Dean, College of Education

FROM: Phyllis Perez
     Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to offer the Ed.D. in Education Policy and Leadership at Hagerstown
         (PCC log no. 08037)

Your proposal to offer the Ed.D. in Education Policy and Leadership at the University System of Maryland Hagerstown Regional Center has been administratively approved. A copy of the approved proposal is attached.

The change is effective Summer, 2009. The College should ensure that the program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Carmen Balthrop, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Reka Montfort, University Senate
    Barbara Hope, Data Administration
    Denise Nadasen, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Thomas Castonguay, Graduate School
    David Cooper, College of Education
    Carol Parham, Education Leadership, Higher Education and International Education
April 3, 2009

Dr. C. D. Mote, Jr.
President
University of Maryland, College Park
Main Administration Building
College Park, MD 20742-5025

Dear Dr. Mote:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland, College Park to offer an existing degree program on a “closed site” basis to be taught at the University System of Maryland at Hagerstown center: Doctorate of Education (Ed.D.) in Education Policy and Leadership. I am pleased to inform you that the request has been administratively approved based on the recommendation of Assistant Secretary for Planning and Academic Affairs, Dr. George W. Reid. This decision was based on an analysis of the program in conjunction with the Maryland Higher Education Commission’s Policies and Procedures for Academic Program Proposals and the Maryland State Plan for Postsecondary Education. The program demonstrates potential for success, an essential factor in making this decision.

It is my understanding that the program will be offered as a “closed site” operation and that only select personnel from the Allegany, Garrett and Washington school districts will be permitted to enroll. The program will not be open to the public, relatives, spouses, children or partners of eligible students.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Level</th>
<th>HEGIS</th>
<th>CIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Policy and Leadership</td>
<td>Ed.D.</td>
<td>0827-00</td>
<td>13.0401</td>
</tr>
</tbody>
</table>

Thank you for making this important program available to the Western Maryland region. Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

James E. Lyons, Sr.
Secretary of Higher Education

JEL:GWR:ggg

cc: Dr. Nariman Farvadin, Senior Vice President for Academic Affairs, UMCP
Ms. Theresa Hollander, Associate Vice Chancellor for Academic Affairs, USM
Dr. George W. Reid, Assistant Secretary for Planning and Academic Affairs, MHEC
David Warner, Executive Director, USM at Hagerstown
Dr. Thomas Weible, Interim Chair, Department of Education Leadership, Higher Education and International Education, UMCP
January 21, 2009

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED 12/22/2008

COLLEGE/SCHOOL College of Education

DEPARTMENT/PROGRAM Education Leadership, Higher Education and International Education

PROPOSED ACTION (A separate form for each) ADD X DELETE CHANGE

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)
It is proposed that the Department of Education Leadership, Higher Education and International Education (EDHI), College of Education, University of Maryland offer its Ed.D. in Educational Leadership at the University System of Maryland Center at Hagerstown which is available at no cost to the program. The program will be a closed site program serving employees of the three school districts in Western Maryland ( Allegany, Garrett and Washington).

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.) The State of Maryland is facing a critical shortage of school administrators at both the building and district levels. The shortage in the area of Western Maryland is particularly acute as there is no institution serving this region with doctoral level leadership programs. Anticipated retirements of administrators are likely to take a significant toll on the senior leadership, particularly in the counties targeted as proposed sites for the program. The superintendents of Allegany, Garrett and Washington with the support of the UMS Center have identified a substantial number of potentially qualified individuals who wish to take this program. A detailed budget clarifying resources available is presented in the proposal.

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair
   
2. Department Chair
   
3. College/School PCC Chair
   
4. Dean
   
5. Dean of the Graduate School (if required)
   
6. Chair, Senate PCC
   
7. Chair of Senate
   
8. Vice President for Academic Affairs & Provost

PCC LOG NO. 08037
PROPOSAL TO OFFER THE APPROVED DOCTOR OF EDUCATION (ED. D.) IN EDUCATION LEADERSHIP AND POLICY AT THE UMS HAGERSTOWN REGIONAL CENTER

Introduction:
It is proposed that the Department of Education Leadership, Higher Education and International Education (EDHI), College of Education, University of Maryland offer its Ed. D. in Education Leadership and Policy at the University System of Maryland Regional Center at Hagerstown, which is available at no cost to the department. The program will be a closed site program serving employees of the three school districts in Western Maryland ( Allegany, Garrett and Washington).

PROGRAM DESCRIPTION

The Doctor of Education degree with program requirements for MSDE Superintendent Certification is designed to prepare educators for major leadership positions. The program consists of formal coursework, a Performance Assessment System (PAS), a comprehensive examination, a dissertation proposal and a dissertation. The program is typically offered in cohorts of students. The formal coursework and Performance Assessment System (PAS) program components are briefly described below:

- **Formal Coursework**: Students will take a minimum of 30 credits in core courses that focus on aspects of school leadership and that are germane to the improvement of instruction in schools. In addition, students will take a minimum of nine credits in research and analytic methods, a minimum of six credits in internship/practicum and a minimum of ten credit hours in dissertation research. Work in these sets of courses is intended to enable students to improve their capacity to apply theory and research to practice and to collect and analyze data.

- **Performance Assessment System (PAS)**: This system requires candidates to submit evidence of proficiency for each indicator of: a) the Standards for School District Leaders by the Education Leadership Constituent Council (ELCC), b) the Technology Standards for School District Administrators (TSSA). Students enroll in one credit at the beginning of their program to develop a plan for achieving proficiency in each of the leadership indicators. Students are provided with ongoing access to the PAS as they provide assessment evidence of proficiency in each indicator. To complete requirements demonstrated proficiencies students register for two additional credits to complete a field-mentored internship. At completion, the PAS provides candidates with an electronic portfolio containing evidence of proficiency in all leadership standards, samples of the candidate’s best work, and a professional development plan that will guide future growth. Candidates are provided with access to this online portfolio for a period of five years after completing their program.

The Performance Assessment System is a web application designed to:

- Ensure that all doctoral students pursuing Superintendent Certification demonstrate sufficient levels of proficiency in different types of performance in the indicators for
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school district leadership in the Educational Leadership Constituent Council (ELCC) standards 1 through 6.

- Collect evidence that all student candidates had opportunities to complete substantial, sustained, standards-based internships and field experiences.
- Support the assessment efforts related to the National Council for Accreditation of Teacher Education and the Middle States Learning Outcomes Assessment Plans for the programs in the Department of Education Leadership, Higher Education and International Education.

Candidates who complete the program will demonstrate the following student-learning outcomes:

- Knowledge and understanding of the indicators for School District Leadership within the Education Leadership Constituent Council Standards and the Technology Standards for School District Administrators.
- An ability to think critically about leadership issues facing our education communities through self-reflection and analysis activities.
- An understanding of the issues of diversity and community relations and the roles these factors play in student achievement.
- An awareness of current leadership theory and the body of research that contributes to current practice.
- An ability to conduct scholarly research and study on topics pertinent to school district leadership.

(Additional Learning Outcome established by national and state accreditation standards are found in Appendix A)

An important outcome to the school systems is that candidates completing the Ed.D. in Education Leadership and Policy are eligible for Maryland State Department of Education (MSDE) certification as district-level educational personnel, including school superintendent. This program, supported by the school superintendents from the three western Maryland counties, will use schools in their systems for required practicum and internship experiences. The extensive professional libraries of these school systems also will be available to the students in the program.

Instruction in the program will be offered to a cohort group of approximately 30 students. The approved program requires a minimum of 55 post-master’s semester credit hours, with a minimum of 10 credits for the required doctoral dissertation. The proposed Ed. D. meets the national Education Leadership Constituent Council Standards (ELCC) for school- and district-level leadership. ELCC standards require performance assessments on all dimensions of leadership expected of district-level leaders. This doctoral program has been developed for those who seek positions as school superintendents, associate and assistant superintendents, as well as directors of areas such as human resources or curriculum and instruction. It is also appropriate for school principals and other building-level school leaders who seek to extend their leadership skills. The emphasis of the degree is on the instructional leadership role of the school administrator.

Courses in the program will be scheduled to permit a student following the sequence of offerings to complete the degree in four to six years. (A summary of Minimum Proposed Credit Requirements and Course Descriptions are found in Appendix B.)
Resource requirements:
The majority of the courses for this program will be taught or co-taught by tenured or tenure track faculty in the Department of Education Leadership, Higher Education and International Education at the University of Maryland, College Park. However, the program is unique in that it will supplement instructional resources through the use of faculty who are on the graduate faculty of Frostburg State University (FSU) and will be vetted by the UMCP Graduate School as affiliate faculty. The leadership of the FSU College of Education and that of the FSU Campus administration are fully supportive of the involvement of their faculty in this program. They will teach in the program on load and serve as special members on dissertation committees in a manner consistent with UMCP Graduate School policies.

At the time of admission, each student will be assigned an EDHI faculty advisor who will work with the student in providing academic advising as well as mentoring throughout the dissertation. Supplemental program advising and support will be provided by the EDHI Outreach Coordinator and a Hagerstown site advisor. FSU faculty will collaborate in the advising process. A Student Handbook designed specifically for the off-campus Ed.D. program has been developed by the Department and will provide specific details to guide students throughout their coursework and internship. Students will be invited to participate in Department and other on-campus activities and programs, and will have access to resources of the Department available to resident doctoral students.

Need:
The State of Maryland is facing a critical shortage of school administrators at both the building and district levels. The shortage in the area of Western Maryland is particularly acute as there is no institution serving this region with doctoral-level leadership programs. Anticipated retirements of administrators are likely to take a significant toll on the senior leadership, particularly in the counties targeted as proposed sites for the program. The superintendents of Allegany, Garrett and Washington, with the support of the UMS Center, have identified a substantial number of potentially qualified individuals who wish to take this program. (Letters of support from these superintendents are in Appendix C).

The location of the UMS Hagerstown Center will make this doctoral program accessible to a large number of potential students in Western Maryland. The support of the University System of Maryland and the UMS Hagerstown Center enables the department to make the most efficient use of its resources in facilitating the University of Maryland’s Land Grant mission.

Academic Resources and Support:
Oversight and teaching for this program will be conducted by the faculty of the Department of Education Leadership, Higher Education and International Education. Teaching and advising will be supplemented by collaboration with faculty from Frostburg State University. This off-site Ed.D. program is offered as a "closed site" cohort program. The students in the program will be assigned a UM account to facilitate their interaction with program staff and advisor. They will also have access electronically to the library resources of the University as well as ready access to the extensive professional libraries of the cooperating school districts.
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**Similar Programs:**
Bowie State University and Morgan State University are the only other Maryland institutions authorized to grant the Ed.D. degree in Education Leadership.

Appendices:
A: National and State Standards for School Leadership
B: Summary of Minimum Proposed Credit Requirements and Course Descriptions
C: Letters of support from Superintendents
APPENDIX A
National and State Standards for School Leadership

NCATE Standards for District Level Leadership

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Technology Standards for School System Administrators

Standard TSSA I: Leadership and Vision: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
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**Standard TSSA II:** Learning and Teaching: Educational leaders ensure that curricular design, instructional strategies and learning environments integrate appropriate technologies to maximize learning and teaching.

**Standard TSSA III:** Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

**Standard TSSA IV:** Support, Management and Operations: Educational leaders ensure the integration of technology to support productive systems for learning and administration.

**Standard TSSA V:** Assessment and Evaluation: Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
## APPENDIX B
### Summary of Minimum Credit Requirements for the Ed.D. Program

The following *minimum* credit hour requirements are listed below by area. The sequence of these courses will be provided at the outset of the program.

### Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 607</td>
<td>Culture and Education in a Global Context</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 643</td>
<td>Management of Human Resources in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 646</td>
<td>Leading Instructional Excellence</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 647</td>
<td>Context for Teaching and Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 670</td>
<td>Learning Communities</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 742</td>
<td>Leadership, Law and Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 744</td>
<td>Organizational Theory in Research and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 746</td>
<td>Restructuring Schools</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 673</td>
<td>Economic Evaluation of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 767</td>
<td>Seminar on School District Leadership</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Research and Analytic Methods:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 672</td>
<td>Modes of Inquiry in Education Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 701</td>
<td>Applied Research/Data Based Decision Making (requires introductory knowledge of statistics as a prerequisite)</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDHI 702</td>
<td>Advanced Seminar in Research Methods for Education Leaders</td>
<td>3 credits</td>
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</table>

### Internship/Practica:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 772</td>
<td>Practicum in School District Leadership (to be offered as Program Orientation and Performance Assessments)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Orientation and Performance Assessments (1 credit) and Practicum on Issues with Special Needs Students (2 credits)</td>
<td></td>
</tr>
<tr>
<td>EDHI 889</td>
<td>Internship in Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Doctoral Dissertation:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 899</td>
<td>Doctoral Dissertation Research</td>
<td>10 credits</td>
</tr>
</tbody>
</table>

*After advancement to candidacy, students are automatically enrolled (fall and spring) for dissertation credits until the completion of the doctoral dissertation*

### Total Credits:

55 credits minimum

**Note:** All courses listed above were previously listed with an EDPL prefix.
Course Descriptions

**EDHI 607 Culture and Education in a Global Context**
Examines cultural theories and analyzes cultural influences in education. Course materials and discussion critically analyze cultural transmission and schooling practices. Also examined are politics of culture, multiculturalism, global cultural clashes, and educators as critical culture workers.

**EDHI 643 Management of Human Resources in Education**
Examination of knowledge and development of awareness and capabilities needed by educational leaders to promote student success by managing school system personnel needs. Emphasis on recruitment, selection and supervision as well as labor relations and collective bargaining.

**EDHI 646: Leading Instructional Excellence**

**EDHI 647: Context for Teaching and Learning**
Links between schooling and its social and cultural context provide the theoretical grounding for examination of current theories and practices for teaching and student learning that promote equity, diversity and school success.
EDHI 670: Learning Communities
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.

EDHI 672: Modes of Inquiry in Education Research
Introduction to modes of inquiry appropriate to research on issues and problems in education. Examination of qualitative, quantitative and mixed research methods and designs with a focus on related standards of quality.

EDHI 701: Applied Research/Data Based Decision Making
Examines quantitative research methodologies and data systems used by education researchers and leaders to investigate, develop and improve school policies and practices.

EDHI 702: Advanced Seminar in Research Methods for Education Leaders
Emphasizes the application of quantitative and qualitative research methodologies to investigate a range of issues relevant to education leaders, including educational equity, efficiency, and effectiveness. Students enroll in either the qualitative or quantitative section of the course, depending on their methodological preference.

EDHI 742: Leadership, Law and Ethics
Constitutional principals of American society as they effect the work and shape the social context of educational leadership. Issues considered include religious liberty, freedom of expression and association, equality and due process, and the rights of special needs populations. Consideration of these topics both as matters of law through
the analysis of relevant court cases and statutes and as ethical issues through the
discussion of vignettes and cases.

EDHI 744: Organizational Theory in Research and Practice
This course provides an overview of the study of organizations for graduate students
interested in education and social policy. Class lectures focus on contrasting theories
and critiquing application of theories to social policy problems with an emphasis on
education. Case materials focus on a variety of organizational areas including: schools,
hospitals, non-profit community based organizations, the arts, elected bodies, higher
education and private business.

EDHI 746 Restructuring Schools
Issues related to restructuring. Roles of faculty and administrators are emphasized.

EDHI 673 Economic Evaluation of Education
Examination and application of economic approaches - cost, cost-effectiveness, and
cost-benefit analysis - to the evaluation of education programs and policies.

EDHI 767: Seminar on School District Leadership
Examination of theory and research related to school district leadership. Focus on
integration of organizational, political, community, instructional and ethical aspects of
educational leadership.

EDHI 772 Practicum in School District Leadership
Promotes awareness of standards for school district leadership, and understanding of
associated performance assessments. Special focus on district leadership to create
appropriate supports for special needs students.

EDHI 889: Internship in Education
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Internship experiences at a professional level of competence in a particular role with appropriate supervision. Credit not to be granted for experience accrued prior to registration. Open only to students advanced to candidacy for doctoral degree.

EDHI 899: Doctoral Dissertation Research
Registration required to the extent of 6-9 hours for an Ed.D. Project and 12-18 hours for a Ph.D. Dissertation.
Appendix C
Letters of support from Superintendents

November 5, 2008

Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, Maryland 21401

Dear Commissioners:

The Washington County Public School System (WCPS) fully supports the proposal by the University of Maryland at College Park in partnership with Frostburg State University, to offer the Doctorate of Educational Leadership at the University System of Maryland in Hagerstown. This program offering will provide educational professionals a chance to continue to advance their knowledge and skills without leaving the area and/or the state of Maryland.

Washington County Public School System has long collaborated with Frostburg State University in a variety of ways to provide quality education in Western Maryland, and we will look forward to working also with the University of Maryland at College Park. We are certain that many faculty, staff, and administrators of the WCPS will take advantage of this exciting professional development opportunity.

Thank you for facilitating the growth of educational options and opening doors to a Doctoral degree in the Western Maryland region.

Please let me know if I can assist with this effort in any way.

Sincerely,

Elizabeth M. Morgan, Ph D
Superintendent
Maryland Higher Education Commission  
839 Bestgate Road, Suite 400  
Annapolis, MD 21401  

Dear Commissioners:  

On behalf of the Allegany County Public Schools (ACPS), I am pleased to write in support of the proposal by the University of Maryland at College Park to offer a Doctorate in Educational Leadership, in cooperation with Frostburg State University, at the University System of Maryland in Hagerstown. This proposed program will provide educators in Western Maryland an opportunity to enhance professional knowledge and skills while ensuring a continuing supply of individuals prepared to lead local and regional schools and school systems.  

ACPS has a long established partnership with Frostburg State University in providing quality education in Western Maryland and we look forward to working with the University of Maryland at College Park. I am confident that many administrators and teachers in the ACPS will enroll in this professional growth opportunity without the need to leave the state to pursue a doctorate.  

Thank you for facilitating the growth of educational opportunities in Western Maryland.  

Sincerely,  

William J. AuMiller Ed.D  
Superintendent of Schools

WJA:klr