



April 25, 2018

James D. Fielder, PhD.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Timothy J. L. Chandler, Ph.D.
Provost and Executive Vice-
President for Academic Affairs

Office of the Provost

Towson University
8000 York Road
Towson, MD 21252-0001

t. 410 704-2125
f. 410 704 3129

Dear Secretary Fielder:

Please find enclosed a proposal to offer a new program at Towson, the **Master of Science in Transformational Educational Leadership**. This program originates from the Educational Leadership track of the Masters in Human Resource Development.

Due to the evolution educational leaders' roles, along with newly-released state and national professional standards, Towson University is proposing to transform the current Educational Leadership Track of the Master's in Human Resource Development into a new, stand-alone Master of Science in Transformational Educational Leadership.

We respectfully request the Commission's consideration of this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "TJL Chandler".

Timothy J. L. Chandler, Ph.D.
Provost and Executive Vice President
for Academic Affairs

TJLC/wf

cc: Dr. Laurie Mullen, Dean, College of Education, Towson University
Dr. Laila Richman, Assistant Dean, College of Education, Towson University
Dr. Janet DeLany, Dean of Graduate Studies, Towson University
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

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



Fall 2018

Projected Implementation
Date

M.S.

Transformational Educational Leadership

Award to be
Offered

Title of Proposed Program

Main Campus

Location

Face-to-Face

Method of Delivery

Suggested HEGIS Code

Instructional Leadership and Professional Development

Department of Proposed
Program

13.0401

Suggested CIP Code

Dr. Ronald Thomas

Name of Department Head

Westley Forsythe wforsythe@towson.edu

410-704-3312

Contact
Name

Contact E-Mail
Address

Contact Phone Number

Signature/Date

President/Chief Executive Approved

04/04/2018

Date

Date Endorsed/Approved by Governing Board

Executive Summary

A. Centrality to institutional mission statement and planning priorities

The *Master of Science in Transformational Educational Leadership* operationalizes Towson University's mission to "prepare graduates who will serve as effective, ethical leaders" and to promote "leadership development."

Specifically, Priority 5 of the Towson University Strategic Plan, TU 2020, calls for the university to be "a model for leadership development":

"Towson University is rooted in our strong commitment to civic engagement, civility and ethics. The university supports personal and professional growth by recognizing and developing positive leadership philosophies and styles. Our primary goal is to instill in our students the qualities essential for outstanding, lifelong leadership in all aspects of their lives. We are also committed to increasing credit and noncredit opportunities in leadership development for our faculty, staff and students."

This emphasis is reflected in the following actions in TU's 2020 Plan:

- Enhance our efforts of working with the local school K-12 systems.
- Develop programs to support and help retain teachers in local school systems.

<https://www.towson.edu/about/mission/strategicplan.html>

The Educational Leadership track of the Masters in Human Resources has an over 20-year history of supporting Towson University's mission by developing highly-effective educational leaders through closed-site agreements with public school districts around the state. The program is approved by the Maryland State Department of Education (MSDE), accredited by the Council for the Accreditation of Educator Preparation (CAEP), and is well-recognized across the state for the quality of its leadership preparation as evidenced by the over 200 future school leaders currently enrolled in courses through closed-site agreements with area school districts.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The Need

Due to the evolution of the roles of educational leaders, along with newly-released state and national professional standards, Towson University is proposing to transform the current Educational Leadership Track of the Master's in Human Resource Development into a, stand-alone *Master of Science in Transformational Educational Leadership*.

The proposed program formalizes a popular closed-site program requested by public school systems in the region. Towson University's closed-site offerings in the master's program for partner school districts currently enroll more than 200 students. According to the National Association of Secondary School Principals, the demand for school leaders will grow six percent by 2022 due to population increases, and turnover is expected to continue to be high, as an increasing number of current leaders reach retirement age. Maryland reflects these data, projecting a need for 524 building level administrators requiring Administrator 1 certification in 2017-2018 (Maryland's P12 Dashboards, 2017). According to the P-12 Longitudinal Data System, Towson University is the public state institution that prepares the highest number of principals each year. Recent program graduates are leaders in every one of the state's 24 school districts.

Over the last several years, there has been a substantial increase in societal expectations for America's education system to equip all graduates to be college and career ready. Report after report -- including the federal Every Student Succeeds Act (ESSA) -- has concluded that school leaders are essential to improving student achievement and narrowing persistent achievement gaps between students in underserved communities and their economically advantaged peers. In fact, school leaders have been found to be the second most important school-level factor associated with student achievement -- right after teachers (Lockwood et al, 2010).

As student-learning expectations have intensified, so have the responsibilities of school leaders. While 20 years ago, the main role of principals was as managers of school campuses, they are now expected to be transformational leaders, with the ability to navigate complex school communities

through intricate and lengthy change processes. This requires leaders to possess significantly different and more advanced skill sets, such as the deep understanding of and the ability to implement extensive stakeholder engagement, distributed leadership, evidence-based decision-making, curricular alignment around rigorous standards, culturally relevant curriculum, and social and emotional learning. Principals must now be the “lead learners” of their schools, as they pose questions, engage staff in inquiry, provide resources, and celebrate successes.

Report after report -- including the federal Every Student Succeeds Act (ESSA) -- has concluded that school leaders who possess these knowledge and skills are essential to improving student achievement and narrowing persistent achievement gaps between students in underserved communities and their economically advantaged peers.

For example, the Wallace Foundation has, for over a decade, sponsored rigorous research on school leadership. In a seminal report, the foundation highlighted an important message from the research: “A particularly noteworthy finding is the empirical link between school leadership and improved student achievement” (Wallace Foundation, 2011, p. 3). According to the foundation:

“Education research shows that most school variables, [when] considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal” (Wallace Foundation, 2011, p. 2).

After six years of related research, Louis, Leithwood, Wahlstrom, and Anderson (2010) concluded that “leadership is second only to classroom instruction as an influence on student learning. .To date we have not found a single case of a school improving its student achievement record in the absence of talented leadership. . The total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects.”

Research also shows that the demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Indeed, Leithwood, Louis, Anderson, and Wahlstrom (2004) found that “there are virtually no documented instances of troubled schools

being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.”

Ways this Master’s Program Will Address Maryland’s Demonstrated Needs

The curriculum and structures of the proposed Transformational Educational Leadership Master’s degree program will address Maryland’s growing need for well-prepared building level administrators by emphasizing the following priorities identified in the *2009 Maryland State Plan for Postsecondary Education* (pages 28-38):

- Prepare students to be culturally competent in Maryland’s public schools
- Focus on issues of culture, diversity, and equity
- Engage students as active participants in their learning
- Establish learning goals and objectives (standards), with multiple paths to achieving them
- Individualize the pace, pedagogy, and curricular design of learning
- Use formative assessment, in ongoing feedback loops within courses, to help students identify their learning gaps and weaknesses so adjustments can be made to ensure that every students’ educational foundation is solid as they progress through the program
- Triangulate end-of-course or summative assessment data with other evidence to determine the outcomes of student-centered learning and identify adjustments at the student, faculty, department, and institution levels that can be made to increase instructor and student learning
- Work to eliminate learning gaps that may result in subsequent and significant educational roadblocks
- Include extensive preparation in school-based clinical internship activities from day one of the program

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

There are currently an estimated 240,000 principals in the United States.

According to the Sokanu Career Service, the national demand for school principals will grow by 5.8 percent by 2024. Sokanu projects moderate career opportunities in principalships for the foreseeable future. Over the next 10 years, it is expected that the United States will need 83,000 principals. That number is based on 14,000 additional principals and the retirement of 69,800 existing principals.

Sokanu projects that available educational leadership positions will increase due to:

- Additional school-aged children in America's schools
- High leadership turnover, as an increasing number of current leaders reach retirement age
- The reluctance of some teachers to aspire to leadership roles because of increased societal pressures and accountability for both teacher and student performance
- The perceived insufficient pay for the significant responsibilities involved.

<https://www.sokanu.com/careers/principal/job-market/#job-outlook>

Maryland reflects these national data, projecting a need for 524 building level administrators requiring Administrator 1 certification in 2017-2018 (Maryland's P12 Dashboards, 2017). According to the P-12 Longitudinal Data System, Towson University is the public state institution that prepares the highest number of principals each year through our closed cohort programs. Recent graduates are leaders in every one of the state's 24 school districts.

Table 1: Educational Leadership program enrollments 2012-2016

School Name	Degree Level	Program Name	CIP	2012	2013	2014	2015	2016
Bowie State University	MASTERS	ELEMENTARY & SECONDARY SCHOOL ADMIN	130401	54	37	49	38	16
Coppin State University	MASTERS	CONTEMPORARY EDUCATIONAL LEADERSHIP	130401	0	3	3	10	8
Salisbury University	MASTERS	EDUCATIONAL LEADERSHIP	130401	42	36	46	37	32
Univ. of MD, College Park	MASTERS	EDUCATION POLICY & LEADERSHIP	130401	29	19	14	9	5
Morgan State University	MASTERS	EDUCATIONAL ADMINISTRATION & SUPERV	130401	9	5	22	33	33
Hood College	MASTERS	EDUCATIONAL LEADERSHIP	130401	105	97	110	110	118
Loyola University Maryland	MASTERS	EDUCATIONAL LEADERSHIP	130401	62	93	78	100	144
McDaniel College	MASTERS	EDUCATIONAL LEADERSHIP	130401	54	45	40	43	47
Total annual enrollments				355	335	362	380	403

D. Reasonableness of program duplication

To meet more effectively the needs expressed by our local school districts and the requirements of increasingly rigorous national leadership standards, the proposed program builds on the strengths of the faculty and existing coursework in the current education leadership track and closed-site offerings. A unique aspect of the proposed program that differentiates it from others in the state and directly addresses the evolving role of school leaders, will be the ability of graduates to obtain a Post Baccalaureate Certificate (PBC) in a specialized content area as part of the program of study. The 36-credit Master's degree will contain a required core of 18 credits which consists of the courses required for MSDE Administrator 1 certification. The remaining 18 credits can be satisfied with a range of elective courses, including options for the completion of Post Baccalaureate

Certificates (PBC). This option will allow future leaders to select areas of specialization that best meet their individual needs.

Table 2: Educational Leadership program graduations 2012-2016

School	Award level	Program name	CIP	2012	2013	2014	2015	2016
Bowie State University	MASTERS	ELEMENTARY & SECONDARY SCHOOL ADMIN	130401	4	10	9	8	4
Coppin State University	MASTERS	CONTEMPORARY EDUCATIONAL LEADERSHIP	130401	0	0	1	0	1
Salisbury University	MASTERS	EDUCATIONAL LEADERSHIP	130401	11	21	14	14	10
Univ. of MD, College Park	MASTERS	EDUCATION POLICY & LEADERSHIP	130401	43	7	6	9	2
Morgan State University	MASTERS	EDUCATIONAL ADMINISTRATION & SUPERV	130401	5	5	3	1	10
Hood College	MASTERS	EDUCATIONAL LEADERSHIP	130401	36	34	22	33	23
Loyola University Maryland	MASTERS	EDUCATIONAL LEADERSHIP	130401	10	8	20	28	16
McDaniel College	MASTERS	EDUCATIONAL LEADERSHIP	130401	17	17	14	13	10
Total annual graduations				126	102	89	106	76

E. Relevance to the identity of Historically Black Institutions (HBIs)

It is not anticipated that the offering of this erstwhile ‘track’ within the M.S. in Human Resources Development as a stand-alone M.S. in Transformational Educational Leadership will affect HBIs’ identity.

F. Relevance to high-demand programs at Historically Black Institutions (HBIs)

The proposed program is meeting an existing student demand, via a track in the M.S. in Human Resources Development. This transition will continue to accommodate current student demand and we do not anticipate a significant impact on current enrollment numbers or on student profile.

G. Adequacy of curriculum design and delivery to related learning outcomes

This unique program to develop transformational preK-12 educational leaders will focus on national and state leadership needs to:

- Address priorities central to the mission and strategic plan of Towson University
- Meet increased expectations for all k-12 students to be college and career ready upon graduation
- Narrow persistent achievement gaps between students in underserved communities and their economically advantaged peers
- Meet the demands for increasing numbers of school leaders
- Equip leaders who are willing and who have the knowledge, skills, and dispositions that will enable them to be successful as school leaders in challenging situation

Admission Requirements for the Program:

Entering students should have attained teacher tenure status and have at least three years of successful teaching experience.

In addition, all candidates must file the following documentation with the Graduate School:

- Transcripts from prior institutions that indicate an earned GPA of 3.0 for full admission to the Master’s program, or, an earned GPA of 2.8 for conditional admission to the Master’s program
- Two letters of recommendation, one of which should be from an administrator and speak to the leadership potential of the candidate
- A personal statement from the candidate indicating the intention to address:
 - Commitment to the profession
 - Caring for the success of all students
 - Collaboration with families and community

Course Content

See the attached Appendix A, “ILPD Courses Proposed for Transformational Educational Leadership Master’s Degree.”

Alignment with Leadership Standards

See the attached document, “Alignment of Proposed Transformational Educational Leadership Program with the national professional standards by the PSEL and NELP Standards.”

Proposed courses are aligned with both the Professional Standards for Educational Leaders (PSEL) for established school leaders and the National Educational Leadership Preparation (NELP) Standards for Building Level Leaders. NELP Standards specify what novice leaders and program graduates should know and be able to do following completion of a high-quality leadership preparation program.

Assessment of Leadership Standards

In the 2016-17 academic year, the Instructional Leadership and Professional Development completed a major two-year transition to standards-based scoring for all core courses in our extensive adjunct program. Required performance tasks were developed for every core course, so that each NELP competency that makes up the standards is assessed at least twice within the required courses. This means that the ILPD Department is collecting and analyzing data on 31 separate leadership competencies.

Consistent 0-3 scoring rubrics were developed for every competency within each standard. These scoring rubrics are used every time the course is taught, and student-specific results at the competency level are reported to students and to the department. Many instructors also developed instructional rubrics that broke tasks into smaller component parts, providing even more granular and specific expectations and feedback.

These steps enable the department to provide very focused feedback to students within each course, as well as to analyze student proficiency, as a department, at a precise level so that curricular and instructional adjustments can be targeted to the areas of greatest need.

ILPD faculty are involved in a variety of ways to identify and, more importantly, to act upon student proficiency data:

- Faculty members submit data tables at the conclusion of each core course summarizing student performance on the standards' competencies that are assessed in the course.
- Data are organized into data tables by the departmental graduate assistants for each standard and each program site.
- Teams of faculty members who taught the course review the data, led by the course coordinator.
- Student proficiency data in the courses are triangulated with results on the national licensure assessment for school principals (SLLA), the departmental comprehensive examination, student evaluations and focus groups, and instructor perception data.
- Suggestions for curricular, assessment, or instructional modifications are discussed by the department.
- Content from courses are modified based on the results of these discussions.

Student performance in our extensive closed-site cohort-based program has, in the past, been very good on the core course assessments. However, the department realized two years ago that instruction was not where it needed to be if future educational leaders will be prepared to address the urgent social justice issues of our time so that all prek-12 students receive a rigorous and personalized education by highly-qualified teachers and effective leaders.

Data analysis revealed that particular focus needed to be placed on these competencies:

- STANDARD 2, COMPONENT 3: Model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity
- STANDARD 3, COMPONENT 1: Develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.
- STANDARD 3, COMPONENT 2: Ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.
- STANDARD 3, COMPONENT 4: Build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.
- STANDARD 5, COMPONENT 2: Engage families, community, and school personnel in strengthening student learning in and out of school.
- STANDARD 5, COMPONENT 3: Build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.
- STANDARD 5, COMPONENT 4: Advocate for the needs and priorities of the school, district, students, families, and the community.

To begin this improvement initiative in the 2016-17 school year, the department conducted extensive professional development focusing on the personal beliefs and life experiences of department members in terms of race, gender, and diversity issues. The goal was to enhance the cultural proficiency of faculty members and to begin to identify opportunities within the leadership curriculum to infuse relevant concepts.

Building on faculty members' personal growth experiences in 2016-17, the ILPD Department theme for 2017-18 is "Leading with an Equity Focus." Curriculum development activities are building on the learnings from last year and identifying specific actions that leaders can take in increasingly diverse educational environments to promote equitable, inclusive, and accessible school cultures and determining how these actions can be infused into and assessed in all required and elective courses.

The department is increasing rigor in several ways:

- Concurrent with last year’s professional learning, all student assessments were revised in 2016-17 to reflect the new and more rigorous national leadership standards: the National Educational Leadership Preparation (NELP) Standards.
- As called for in these standards, all required performance tasks are authentic work of school leaders, with required reflection and follow-up improvement.
- Curriculum in many core courses has been revised to address the areas of need identified above, as identified by the assessment data.
- The department is developing “look fors” to accompany the standards-based rubrics so that the scoring of these tasks will be more consistent and more rigorous among all full-time and adjunct faculty members who teach the courses.

Completion of COMAR-required courses

This program has embedded within the Master’s program the courses required for completers to qualify for Administrator 1 certification from the Maryland State Department of Education.

H. Adequacy of articulation

Not applicable.

I. Adequacy of faculty resources

Narrative:

The Instructional Leadership and Professional Development (ILPD) Department includes an impressive array of individuals with extensive school and school district leadership expertise and university teaching experience.

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty					
Ronald S. Thomas	1.0	Ph.D./ Curriculum Theory	Interim Department Chair/Lecturer	FT	ILPD 716, 667, 740, 614, 797
Kathleen Reilly	1.0	Ph.D.	Assistant Professor	FT	ILPD 675, 739, 742, 743, 744, 797
Jessica Shiller	1.0	Ph.D.	Assistant Professor	FT	ILPD 603, 667, 739, 742
Carla Finkelstein	1.0	Ph.D./ Curriculum and Instruction	Graduate Director/ Assistant Professor	FT	ILPD 667, 742, 743, 781
Brenda Conley	1.0	Ed.D./Human Resource Development	Clinical Professor	FT	ILPD 614, 667, 668, 675, 716, 740, 744, 797
Arlene Harrison	1.0	Ph.D.	Clinical Professor	FT	ILPD 667, 740, 716, 797

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Marilyn Nicholas	1.0	Ed.D./ Elementary Education	Lecturer/ Former Professor	FT	ILPD 668, 781, 797
Theodore Haynie	1.0	Ed.D.	Lecturer	FT	ILPD 667, 716, 740, 797
Deborah Hunter	.4	J.D.	Adjunct Professor	PT	ILPD 603
Thomas Evans	.4	M.Ed.	Adjunct Professor	PT	ILPD 716, 797, 745
Peter Carpenter	.4	Ed.D.	Adjunct Professor	PT	ILPD 742, 668, 781
Ernesto Diaz	.2	M.S.	Adjunct Professor	PT	ILPD 716, 603
Charles Ridgell	.2	Ed.D.	Adjunct Professor	PT	ILPD 667, 781, 614

(Note: Faculty resources must address minimum requirements detailed in COMAR 13B.02.03.11 and 13B.02.03.20 (1) at least 50% of the total semester credit hours within the program shall be taught by full-time faculty; and 2) at least 1/3 of the courses offered in an off-campus program shall be taught by full-time faculty of the parent institution.)

J. Adequacy of library resources

Towson University's library resources are more than adequate. The Albert S. Cook Library's collection includes more than 600,000 print books and over 190,000 electronic books. In addition, students also have access to over 200 electronic databases and 40,000 electronic and print journals. The ILPD Department has, on a yearly basis, suggested that the library purchase texts and subscription to periodicals that directly support the transformational leadership curriculum.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The physical facilities, infrastructure, and instructional equipment of the College of Education in Hawkins Hall and the Psychology Building are sufficient for this program.

L. Adequacy of financial resources with documentation

The program, being an existing track, does not require significant new resourcing. The expenditures outlined in table 2 below illustrate existing faculty and staff salaries and benefits in the Department of Instructional Leadership and Professional Development.

M. Adequacy of provisions for evaluation of program

The proposed program will be evaluated on an annual basis by the College as well as by the University. It will also be evaluated every seven years at the state level by University System of Maryland (USM) and the Maryland State Department of Education. The program will also undergo review every seven years by the Council for the Accreditation of Educator Preparation (CAEP), the national accreditor for education programs.

In November each year, the program will submit the *Yearly Assessment System Update & Data Analysis Report (YASU/DAR)* to the College for review. The YASU/DAR is a report on the assessment results, analysis of those results, progress toward program goals, and any new goals and/or changes for the upcoming year. The College assessment team reviews the reports and sends feedback to the department. The YASU/DAR is then forwarded on to the University Office of Assessment for University level review.

In January, the Office of Assessment hosts “Assessment Day” where all programs present data and analysis on their program learning outcomes. Faculty from across the University participate in this peer review process and utilize a rubric developed by the University Assessment Council’s Subcommittee on Student Affairs Assessment to evaluate program reports. Results are then synthesized and recommendations are submitted to the University Assessment Council for approval. This data is used for continuous program improvement as part of the Middle States Accreditation process.

The University System of Maryland (USM) requires a program review by external reviewers for all academic degree programs every seven years. The 7-year program review process is extensive and consists of an internal self-study of each program within the context of the discipline as a whole and the department in which it resides. Each review must include feedback from an external reviewer and a comprehensive plan for improvement.

N. Consistency with the State’s minority student achievement goals

Towson is resolutely committed to playing its role in securing the state’s minority student achievement goals. The [Center of Student Diversity \(CSD\)](#) as established to aid the institution in its efforts to foster inclusion, collaboration, and relationship building. The center provides academic, social, and transition support for underserved students and promotes exchange and dialogue between individuals of diverse backgrounds and lifestyles.

CSD, housed in the Division of Student Affairs, supports the access and academic success of historically under-represented groups through programs and services that enhance the student experience.

Towson’s [Career Center](#) recognizes the importance of racial and ethnic diversity and is committed ourselves to providing resources for the social and professional development of our minority students.

The President, Dr. Schatzel, has publicly and prominently articulated the importance of diversity to Towson’s role, purpose, and mission, including recently in an [open editorial in the Baltimore Sun](#).¹

Further demonstrating the institution’s commitment to minority student achievement goals, Towson received a \$1m grant from the Howard Higher Medical Institute to cultivate minority

¹ *The Baltimore Sun*, February 1, 2018, retrieved on April 18, 2018 from <http://www.baltimoresun.com/news/opinion/readersrespond/bs-ed-rr-towson-diversity-letter-20180201-story.html>

student achievement in STEM. Towson is one of twenty-four universities, from more than 500 applicants, selected by the Howard Hughes Medical Institute, which is committed to diversity and inclusion.²

Towson's strategic plan 'TU 2020: a focused vision for Towson University' has committed the university to 'further strengthen its commitment to diversity and continue to provide a safe, inclusive, welcoming and peaceful community respectful to all. Towson will continue as a recognized national model for diversity and closing the achievement gap. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action.'³

President Schatzel's *Presidential Priorities* are implementing this objective, most notably via the establishment of the Office of Inclusion and Institutional Equity.⁴

O. Relationship to low productivity programs identified by the Commission

N/A

P. If proposing a distance education program, please provide evidence of the **Principles of Good Practice**

Not Applicable

² CBS Baltimore, retrieved on April 18, 2018 from <http://baltimore.cbslocal.com/2017/06/08/towson-stem-grant/>

³ <https://www.towson.edu/about/mission/strategicplan.html>

⁴ <https://www.towson.edu/about/administration/president/priorities/campus.html>

Q. Program Resources and Expenditures Table

It should be noted that the expenditures outlined in the ‘expenditures table’ below reflect the total Department of Instructional Leadership and Professional Development expenditures. It is not practical to disaggregate expenditures assigned specifically to this program given the contribution of curriculum, faculty, student support services and advising to more than one program in the department.

Additionally, it is important to consider that the current track and proposed Master’s does/will support these committed and ongoing expenditures.

Resources

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue ²	\$915,486	\$933,796	\$952,472	\$971,521	\$990,951
a. Annual Full-time Revenue of New Students	n/a	n/a	n/a	n/a	n/a
Number of Full-time Students	n/a	n/a	n/a	n/a	n/a
Annual Tuition Rate	n/a	n/a	n/a	n/a	n/a
Subtotal Tuition	n/a	n/a	n/a	n/a	n/a
Annual Fees	n/a	n/a	n/a	n/a	n/a
Subtotal Fees	n/a	n/a	n/a	n/a	n/a
Total Full-time Revenue of New Students	n/a	n/a	n/a	n/a	n/a
b. Annual Part-time Revenue	n/a	n/a	n/a	n/a	n/a
Number of Part-Time Students	n/a	n/a	n/a	n/a	n/a
Credit Hour Tuition Rate	n/a	n/a	n/a	n/a	n/a
Annual Fees Per Credit Hour	n/a	n/a	n/a	n/a	n/a
Annual Credit Hours Per Student	n/a	n/a	n/a	n/a	n/a
Subtotal Tuition	\$627,000	\$639,540	\$652,331	\$665,377	\$678,685
Subtotal Fees	\$288,486	\$294,256	\$300,141	\$306,144	\$312,267
Total Part Time Revenue	n/a	n/a	n/a	n/a	n/a
3. Grants, Contracts & Other Sources ³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$915,486	\$933,796	\$952,472	\$971,521	\$990,951

Expenditures

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	\$1,141,434	\$1,164,263	\$1,187,548	\$1,211,299	\$1,235,525
(b + c below)					
a. #FTE	12.00	12.00	12.00	12.00	12.00
b. Total Salary	\$862,833	\$880,090	\$897,691	\$915,645	\$933,958
c. Total Benefits	\$278,601	\$284,173	\$289,857	\$295,654	\$301,567
2. Total Administrative Staff Expenses	\$57,572	\$58,723	\$59,898	\$61,096	\$62,317
(b + c below)					
a. #FTE	1.00	1.00	1.00	1.00	1.00
b. Total Salary	\$40,831	\$41,648	\$42,481	\$43,330	\$44,197
c. Total Benefits	\$16,741	\$17,076	\$17,417	\$17,765	\$18,121
3. Total Support Staff Expenses	\$0	\$0	\$0	\$0	\$0
(b + c below)					
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	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$23,596	\$23,596	\$23,596	\$23,596	\$23,596
TOTAL (1-7)	\$1,222,602	\$1,246,582	\$1,271,042	\$1,295,991	\$1,321,439

¹ Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

² This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

³ Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

TOWSON UNIVERSITY
DEPARTMENT OF INSTRUCTIONAL LEADERSHIP AND
PROFESSIONAL DEVELOPMENT

TRANSFORMATIONAL EDUCATIONAL LEADERSHIP

Course Descriptions

Required:

ILPD 603: LEGAL AND ETHICAL ISSUES IN EDUCATION (3)

Highlights the major legal and ethical issues in education affecting teachers, administrators, students, and parents. Emphasis is placed on gaining a solid foundation of the framework of the U.S. legal system and demonstrating adeptness at applying this legal knowledge through the lens of ethical decision-making. Participants study U.S. Supreme Court cases affecting education and propose leadership action plans that model principles of self-awareness, inquiry, and restorative practices to resolve common legal and ethical dilemmas that arise during the operation of a school.

ILPD 667: CURRICULUM AND ASSESSMENT FOR INSTRUCTIONAL DEVELOPMENT (3)

Examines the historical, philosophical, and psychological foundations of school curriculum and assessment from a leader's perspective. Using an equity lens, participants determine the political, social, and economic forces affecting curriculum development currently and in the past; examine its patterns of organization; and identify school practices that can improve students' academic, social, and emotional outcomes. Participants create curriculum and assessment plans that reflect an equity perspective and analyze a current issue in depth to develop a clearly stated position that they could use to advocate as school leaders to a decision-making body.

ILPD 716: LEADERSHIP OF THE SCHOOLS (3)

Focuses on the creation of a vision for an equitable school, using the latest research on high-quality school leadership and facilitating change. Attention centers on strategies that develop culturally-proficient and caring school cultures; engage staff, students, parents, and community members in increasing learning for all; strengthen school capacity for positive and productive change; build systems that lead to instructional excellence; and draft personal leadership vision statements.

ILPD 740: EVIDENCE-BASED DECISION MAKING FOR CURRICULUM AND INSTRUCTION (3)

Considers how to identify, collect, analyze, and use a variety of classroom, school-based, state, and national sources of evidence to measure long-term program effectiveness and to guide instructional decision making by teachers. Participants identify and apply ethical components of data collection, analysis, and use; describe the conditions needed in a school and district for effective collaborative data analysis to occur; analyze and use data protocols and learning

management systems; and disaggregate and triangulate the results of a variety of norm- and standards-referenced assessments to be addressed in a school improvement plan.

ILPD 781: SEMINAR IN SUPERVISION (3)

Examines the role of educational leaders in improving classroom teaching and student learning by focusing on supervisory and evaluative practices and techniques that promote the professional growth and development of teachers while also fostering teacher leadership and collegiality. Participants develop a vision, aligned with the mission of their institutions, for effective teaching practices likely to ensure personalized, inclusive, individualized, and equitable learning experiences for all students. Based on contemporary research on human learning, participants generate strategies for fostering high expectations for students' learning and the teaching practices to support students in meeting them. Based on specific criteria for high-quality teaching, participants describe, analyze, and assess a series of actual teaching episodes in their school and provide feedback to colleagues that promotes their continuous improvement and effective teaching. Participants justify their position on a current controversial supervisory or evaluation issue, based on evidence that they amass throughout the course.

ILPD 797: INTERNSHIP IN INSTRUCTIONAL LEADERSHIP (3)

Provides a 300-hour collaborative experience involving school districts, the university, and interns in the practical application of the knowledge, skills, and dispositions needed to be successful as emerging instructional leaders. Interns interact with students, teachers, administrators, parents, and community members in multiple clinical settings and situations as they progress from observer to leader in applying learned skills, according to a personalized trajectory based on their projected leadership role and an analysis of their current leadership strengths and needs.

Electives:

ILPD 614: CLASSROOM ASSESSMENT FOR INSTRUCTIONAL LEADERS (3)

Focuses on understanding and applying current research-based principles of curricular and assessment alignment around prioritized content standards and strategically using a variety of formative and summative assessment strategies to support student and teacher learning. The instructional approach models best practices in professional learning community development and implementation.

ILPD 668: LEADERSHIP AND GROUP DYNAMICS (3)

Centers on leadership practices around organizing and supporting teams and professional learning communities in schools, emphasizing creating a welcoming climate for collaboration and the incorporation of adult learning concepts; professional growth; group engagement; student, parent, and community voice; and effective two-way communication strategies.

ILPD 670: SPECIAL TOPICS IN INSTRUCTIONAL LEADERSHIP (3)

Focuses on an-depth study of a selected topic in instructional leadership. The specific requirements and prerequisites of the course will vary with each topic. Recent topics studied have included professional writing and transforming schools through cultures centering on excellence and equity.

ILPD 675: LEADERSHIP AND ACTION RESEARCH (3)

Develops an understanding of concepts and methods of practitioner action research. The course structures participants' experiences as they design an action research study, while also exploring their responsibility as leaders to build the capacity of others to conduct similar studies on issues of importance to them. Students design their research based on well-articulated problems, which they identify from reflections on their school experiences. They review and critique educational literature relevant to the problem; collect and analyze data about the problem in context; devise an action plan to address the problem; and write and present a persuasive, credible research proposal with recommendations for improved teaching and learning in their schools. Throughout these processes, other participants serve as "critical friends" to classmates, questioning, providing feedback, and gaining additional insight into the action research process. Participants are encouraged to be aware of and to attempt to influence related educational issues and policies of importance in the broader educational arena.

ILPD 739: LEADERSHIP THEORY AND PRACTICE FOR EDUCATIONAL LEADERS (3)

Focuses on the theoretical and applied foundations of leadership concepts, principles, practices, and competencies; the application of these models of leadership to the educational context; and the concept of schools and districts as nimble learning organizations capable of continuous adjustments and advancing to higher performance levels based on emerging evidence.

ILPD 742: TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT (3)

Addresses the basic components of transforming schools through embedded, coherent, integrated, and engaging professional learning for individuals and groups. Focus is on implementing strategies of effective capacity building and identifying successful instructional practices and taking them to scale in a school or district. Participants inquire into relevant school-based issues and formulate improvement strategies based on models examined throughout the leadership program.

ILPD 743: LEARNING COMMUNITIES AND ORGANIZATIONAL CHANGE (3)

Examines the theoretical underpinnings of individual and organizational learning in an era of rapid change, with emphasis on leaders' roles in planning and instituting reflective, focused, and collegial professional learning communities, based on a dedication to inquiry and ongoing reflective dialogue.

ILPD 744: INTERPERSONAL RELATIONS AND GROUP DYNAMICS: THEORY, RESEARCH, AND APPLICATION (3)

Addresses the theoretical and applied concepts, practices, and competencies related to understanding group dynamics and interpersonal relations in complex organizations such as schools; the integration of theory and practice in applying conceptual models of group behavior to leadership in educational settings; and self-awareness and developmental activities to improve interpersonal relationships.

ILPD 745: SCHOOL BUDGETING AND FISCAL PLANNING (3)

Focuses on the development of budgets aligned with the school vision, mission, and improvement plans; the implementation of financial management systems and the evaluation of results; and strategies for long- and short-term fiscal planning at the departmental, school, district, and state levels.

REED 650 SOCIAL, CULTURAL, AND CURRICULAR CONTEXTS FOR SECOND LANGUAGE LEARNING (3)

Social and cultural contexts of second language learners' lives and the different types of curricular programs for second language literacy learning. Models of literary instruction found in English for Speakers of Other Languages (ESOL), Bilingual, Dual Immersion and content area focused settings are explored. Possible relationships between language arts instructors, ESOL, and Reading Specialists are examined. May be repeated for an additional 3 units if taken as short-term study abroad course.

REED 651 INSTRUCTION AND ASSESSMENT FOR SECOND LANGUAGE LEARNERS (3)

Course participants will be invited to critically examine approaches to second language development and assessment for children congruent with recent research in second language acquisition in children. Class members will read professional literature framing second language acquisition and discuss strategies for implementing sound theoretical practice within the classroom. How to provide appropriate instruction based on informal and formal assessment results for K-12 English Language Learners will be major focus of this course.

REED 652 INTRODUCTION TO LINGUISTICS FOR TEACHERS OF LANGUAGE AND LITERACY (3)

Introduction to the basic principles and concepts of the study of language and its relevancy to teachers of language and literacy. Students will develop foundational knowledge in the areas of grammatical competence (phonology, morphology, syntax, semantics, pragmatics), spoken and written discourse, language variation, first and second language acquisition, and language processing. The course will equip students to use linguistic analysis to conduct inquiries that address issues or concerns about the use, development, assessment and/or teaching of language and literacy in classrooms or other educational settings.

REED 665 TEACHING READING & WRITING IN THE CONTENT AREAS K-12 (3)

Examination of interrelationship of reading and writing, and their roles in instruction of content areas, K-12, with an emphasis on working with English learners.

ISTC 667: INSTRUCTIONAL DEVELOPMENT (3)

Overview and application of the instruction systems approach for problem solving and the design of instruction. Media selection, needs assessment, prototyping, implementation, and evaluation of instructional systems.

ISTC 717 DISTANCE EDUCATION IN THEORY AND PRACTICE (3)

Teaching strategies, technologies, learning styles and instructional design principles with relation to distance-based and online learning are introduced and discussed. Contemporary research, theories, practices, and critical issues relevant to the field are addressed through an online learning environment.

ISTC 655 MULTIMEDIA DESIGN (3)

Introduction and overview to digital media (multimedia) in instructional settings. A laboratory task enables students to develop original media, gather and edit digital media assets, integrate their products into a computer presentation program and output their results in a variety of digital and analog media formats.

ISTC 767 ADVANCED THEORY AND INSTRUCTIONAL DESIGN (3)

Designed to extend the student's understanding of instructional design, to include advanced models, non-linear models, advanced assessment and evaluation techniques, and to provide a glimpse of instructional design in the years to come. A comprehensive course project will be completed using such techniques and theories.

ISTC 541 FOUNDATIONS IN INSTRUCTIONAL TECHNOLOGY (3)

This introductory course provides an overview of the field of instructional technology. This course focuses on helping students to develop an awareness and understanding of the theories and philosophies driving the field. In addition, this course will explore common computer-related technologies used within most learning environments.

ISTC 731 THEORY AND PRACTICE FOR INTEGRATING DIGITAL RESOURCES INTO LEARNING AND TEACHING (3)

Focuses on current theoretical perspectives on learning that underlies decisions about technology integration in diverse educational settings. Students will examine recent technological innovations surrounding technology integration for teaching and learning; analyze effective design of computer-based instructional materials; create and evaluate case studies relating to technology integration, and critically examine their own personal and professional values as an aspect of their work as educator and instructional designers.

ISTC 674 SPECIAL TOPICS IN INSTRUCTIONAL TECHNOLOGIES (3)

Topics selected from the instructional technology field which are innovative and of immediate concern to existing instructional needs.

SPED 605: Working with Families of Students with Disabilities (3)

This course focuses on the role of the family system and the impact of having a child with a disability on that system. Students will receive practice in strategies for effective communication and family support. Students will also gain an understanding of the information families need to

support their child's development and achievement in the educational process and how to provide needed resources to empower families to successfully advocate for their child.

SPED 607: Curriculum and Methods of Classroom Management for Students with Disabilities K-12 (3)

This course addresses research and best practices for interventions and management strategies that support positive behaviors of students with disabilities.

SPED 631: Classroom Strategies & Interventions for Diverse Student Populations (3)

This course provides an overview of best practices for instruction and intervention for students who are culturally and linguistically diverse and/or who have special education needs. The course addresses equitable practice, universal design for learning, response to intervention, and strategies for including second-language learners.

SPED 637: Inclusion for the Classroom Teacher (3)

This introductory course outlines fundamental concepts in special education, including response to intervention, universal design for learning, legal requirements, characteristics of students with disabilities, and supports for inclusion.

SPED 641: Curriculum & Methods of Instruction for Students with Disabilities K-12 (3)

This course outlines instructional interventions within a multi-tiered system of supports, with emphasis on development of individualized education programs for students with disabilities.

SPED 644: Universal Design for Learning and Differentiated Instruction (3)

The purpose of this course is to introduce students to the Universal Design for Learning Framework and differentiated instructional practices. The course will focus on current research and practices pertaining to: (a) goals and indicators of students' performance prior to and throughout instructional units; (b) methods, specifically strategies for differentiating content, process, product and environment; (c) materials that are flexible and can be customized and adjusted for individual needs; and (d) assessment practices that accurately reflect and encourage student learning.

SPED 646: Using Technology to Differentiate Instruction (3)

This course presents applications of the Universal Design for Learning framework to current instructional practices, with emphasis on assistive and instructional technologies to support diverse student populations.

SPED 620: Educating the Student with ASD (3)

Overview of the characteristics, learning profile and strategies associated with supporting students with ASD and their families.

SPED 622: Social Thinking & Connectedness for Students on the Autism Spectrum (3)

Students will learn how to observe important social abilities. plan social objectives into lesson plans and facilitate important social skills using evidence-based practices.

SPED 625: Curriculum/Methods of Instruction for Students with ASD I (3)

Students will learn important strategies for inclusion and how to support the needs of students with higher level language and cognitive skills.

SPED 623: Behavior Management for Students with ASD (3)

Students will learn important strategies to positively support the behavior and teach self-management strategies for students with ASD.

SOCI 543: Sociology of Race and Ethnicity (3)

Topics include race and ethnicity as social constructions, individual and collective racial and ethnic identities, racial and ethnic inequality, and resistance to oppression.

BIOL 651: ENVIRONMENTAL AND BIOLOGICAL SCIENCE IN INTEGRATED STEM EDUCATION (3)

Students investigate place-based education, environmental literacy, and outdoor applications of biology education, and consider how teachers teach and students learn about life science and environmental concepts in the context of integrated STEM (Science, Technology, Engineering and Mathematics) education in grades PK-12. Not for credit towards M.S. in Biology.

SCIE 650: ENGINEERING IN INTEGRATED STEM EDUCATION (3)

Students investigate the engineering design process, engineering habits of mind, and engineering fields, and consider how teachers teach and students learn about engineering and to engineer in the context of integrated STEM (Science, Technology, Engineering & Mathematics) education in grades PK-12.

SCIE 652: EARTH-SPACE & PHYSICAL SCIENCE IN INTEGRATED STEM EDUCATION (3)

Students explore physical and Earth-space science concepts, scientific practices, and ways in which teachers teach and students learn about these concepts and practices in the context of integrated STEM (Science, Technology, Engineering & Mathematics) education in grades PK-12.

MTED 650: MATHEMATICS IN INTEGRATED STEM EDUCATION (3)

Students investigate standards-based mathematical practices and concepts and consider how teachers teach and students learn about these practices and concepts in the context of thematic, integrated STEM (Science, Technology, Engineering & Mathematics) education in grades PK-12.

SCIE 685: PRACTICUM IN INTEGRATED STEM EDUCATION (3)

Practices and trends in organizing, teaching, and improving programs in PK-12 integrated STEM education.