MHEC
Creating a state of achievement

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

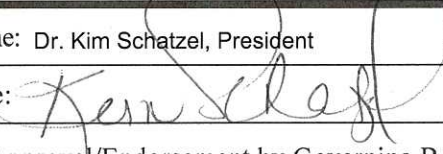| Institution Submitting Proposal	Towson University

*Each **action** below requires a separate proposal and cover sheet.*

- ○ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ◉ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS ○ Check	Payment Amount: 250.00	Date Submitted:

Department Proposing Program	Instructional Leadership & Professional Development
Degree Level and Degree Type	Post-Baccalaureate Certificate
Title of Proposed Program	Community Engagement & Leading School Change
Total Number of Credits	12
Suggested Codes	HEGIS: 229916 — CIP: 13.0401
Program Modality	◉ On-campus ○ Distance Education (*fully online*) ○ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	○ Fall ◉ Spring ○ Summer — Year: 2020
Provide Link to Most Recent Academic Catalog	URL: **https://catalog.towson.edu/graduate/**

Preferred Contact for this Proposal	Name:	Westley Forsythe
	Title:	Director, Accreditation & Compliance Services
	Phone:	(410) 704-3312
	Email:	wforsythe@towson.edu

President/Chief Executive	Type Name: Dr. Kim Schatzel, President	
	Signature:	Date: 7/12/19
	Date of Approval/Endorsement by Governing Board:	N/A

Revised 12/2018

TU
TOWSON
UNIVERSITY™

Office of
the Provost
Towson University
8000 York Road
Towson, MD 21252-
0001

July 8, 2019

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

Dear Secretary Fielder,

Towson University writes to seek your review and approval of an 'off-campus' offering of the **Post-Baccalaureate Certificate in Community Engagement and Leading School Change** at the Fort Worthington Elementary and Middle School at 2710 E. Hoffman St., Baltimore.

The qualifications of the Towson University faculty associated with this offering are fundamentally the same as for the on-campus offering. Library resources consistent with the program's nature will be available to students, including electronic provision.

This offering is in collaboration with Baltimore City Public Schools and will provide the university with a location at which it can deliver instruction to Baltimore city teachers and community school professionals aspiring to leadership roles.

Please contact Dr. Westley Forsythe if you have any questions or require additional information (410-704-3312, wforsythe@towson.edu).

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

Sincerely,

Kim Schatzel, Ph.D.
President

KS/maw

cc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
        Dr. Janet DeLany, Dean of Graduate Studies
        Dr. Westley Forsythe, Director, Accreditation and Compliance Services
        Dr. Laurie Mullen, Dean of the College of Education
        Dr. Laila Richman, Associate Dean, College of Education

o *410.704.2125*   f *410.704.3129*
provost@towson.edu
www.towson.edu/provost

Executive Summary

This proposal is for the Post-Baccalaureate Certificate in Community Engagement and Leading School Change.

In 2012, Towson University obtained approval to conduct graduate classes at Western High School in the northwest section of the City of Baltimore. The current proposal is to establish a second center at Fort Worthington Elementary School, in eastern Baltimore City, where, pending approval, educational leadership graduate classes will be conducted beginning in the fall of 2019.

The initial primary audience for classes at this site will be Baltimore City teachers and community school professionals aspiring to leadership roles. Other courses and programs are expected to be added over time.

This will expand Towson's impact in the Baltimore metropolitan area and, more effectively, meet the needs of Baltimore City's teachers and others who will be enrolled in the courses to be taught there.

A. Centrality to institutional mission statement and planning priorities

Towson University's Summary Mission Statement reads,
"Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond" (www.towson.edu).

Establishing a second location for TU classes in Baltimore City supports the following:

The Institutional Identity statement following the TU Mission statement on the university website commits Towson University to "the recruitment and retention of diverse student, staff, and faculty bodies that reflect local, regional, national, and global diversity."

In other parts of the University Strategic Plan, the University commits to:

- "Innovative community outreach to meet societal needs"
- "Identifying and responding to students' needs and promote access and availability of services, resources, and technology"
- "Facilitating collaborations and strategic partnerships with the community and state by . . connecting [University] work to teacher transformation, innovation, and entrepreneurship"

- "Support respectful and mutually beneficial community collaboration"

Under the leadership of President Dr. Kim Schatzel, Towson University has established BTU (Baltimore + Towson University), an initiative committed to "positive impacts, making a difference, and transforming lives in Baltimore and throughout Maryland." "High quality and equitable education" is one of the five impact areas around which TU is focusing its efforts and resources.   The BTU network includes schools as major participants. This initiative will join other BTU initiatives as examples of this commitment (TU web site: https://www.towson.edu/campus/community/).

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

Towson University has enjoyed several long-term relationships with schools in the neighboring districts surrounding Baltimore City, in which an extensive array of College of Education courses are offered at local school sites at significantly reduced costs to students.

This proposal is one step to extend and institutionalize an enduring relationship between Towson University and the Baltimore City Public Schools (City Schools). Planning has been underway for almost two years with top education officials in City Schools who are enthusiastic about this proposal to bring education classes directly into local communities.

This initiative by Towson University is consistent with "Success" Strategy 4 of the *Maryland State Plan for Post-Secondary Education*. According to this plan, "A wide range of innovative strategies must be pursued by all partners in postsecondary education in Maryland to assure equal opportunities to all Marylanders" (p. 48).

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

Expanding Towson University's footprint in an additional location in Baltimore City will respond to demand for courses focusing on work in community schools.

Demand for Courses Focusing on Work in Community Schools

To serve their school communities better, Baltimore City professionals working with schools serving families and children in poverty have asked Towson University for professional learning in systems change, innovation, analyzing race and class dynamics, understanding community organizing, and an asset-based perspective on families and children. This is undergirded by the fact that the mission of the Baltimore City Public Schools focuses on equity.

The Post-Baccalaureate Certificate (PBC) in Community Engagement and Leading School Change, developed by Towson University in response to this request, will serve teachers, counselors, and non-profit employees working with schools who require skills in leadership and community engagement. The need for these skills is especially urgent among the growing population of professionals working with students in poverty in Baltimore City. This program will also serve professionals working as community school coordinators in Baltimore City who have specifically expressed interest in the kind of coursework this PBC offers. These courses may also be taken by any student interested in community engagement.

Table 1: Educational Leadership Program Enrollments 2013-2017

School Name	Degree Level	Program Name	CIP	2013	2014	2015	2016	2017
Johns Hopkins Univ	Post Bacc Certificate	DATA-BASED DECISION MAKING & ORG IMPROVE	13.0401	2	0	1	2	2
Johns Hopkins Univ	Post Bacc Certificate	LDRSHIP-SCHOOL, FAMILY, & COMM COLLABORA	13.0401	1	5	2	4	4
Hood College	Post Bacc Certificate	EDUCATIONAL LEADERSHIP	13.0401	0	0	0	0	0
TOTAL ANNUAL ENROLLMENTS				3	5	3	6	6

D. Reasonableness of program duplication

Currently, the above listed PBC programs are the only programs that resemble Towson's PBC in Community Engagement and Leading School Change program, but none are the same program, so there will not be any duplication of programs. In addition, the TU PBC program will be unique in several ways:

- Towson's program will be the only such program to be conveniently conducted in Baltimore City Public School sites. According to the Director of Leadership Development in the Baltimore City Public Schools, all other universities require students to come to classes on college or university campuses, at which students must pay parking and other fees.
- There will be a strategic blend of face-to-face, hybrid, and online courses, according to the most effective format and time frame for the course and topic.
- Designated advisors will orient students to the core values of the department and stay with the cohort throughout its tenure.
- Students will be charged graduate tuition at a deeply discounted rate.

6/11/2019

- Pending approval of a memorandum of understanding (MOU) between Towson University and the Baltimore City Public Schools, there will be the direct payment of tuition by City Schools to Towson University, with only a small out-of-pocket fee, per course, for students.

Table 2: Educational Leadership Program Graduations 2013-2017

School Name	Degree Level	Program Name	CIP	2013	2014	2015	2016	2017
Johns Hopkins Univ	Post Bacc Certificate	DATA-BASED DECISION MAKING & ORG IMPROVE	13.0401	5	1	7	2	1
Johns Hopkins Univ	Post Bacc Certificate	LDRSHIP-SCHOOL, FAMILY, & COMM COLLABORA	13.0401	9	4	6	5	4
Hood College	Post Bacc Certificate	EDUCATIONAL LEADERSHIP	13.0401	0	0	0	0	0
TOTAL ANNUAL GRADUATIONS				14	5	13	7	**5**

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

It is not anticipated that offering Towson University courses at a second location in Baltimore City will affect HBIs' identity.

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

It is not anticipated that offering Towson University courses at a second location in Baltimore City will affect high-demand programs at HBIs.

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

This section will describe an initial program to be offered at the new location, beginning in the fall of 2019. Information concerning the courses to be offered, the content of each course, the assessment plan, and the program admission requirements will be provided in this section and in Appendix A.

Courses are based on the National Education Leadership Preparation Standards (NELP) which are used by accreditation agencies to assess program quality and impact, and which were, in turn, derived from the Professional Standards for School Leaders (PSEL).

Community Engagement and Leading School Change Post-Baccalaureate Certificate

This program will consist of four courses (12 credit hours): Sociology of Race and Ethnicity; Learning Communities and Organizational Change; Leadership and Action Research; and Understanding Assets of Families, Children, and Communities.

These courses will provide students with a sociological understanding of how race and class dynamics shape the communities that they serve; tools for developing an asset-based understanding of the students and families with which educators work; and skills for making changes to improve the ways in which schools serve and are accountable to their students, families, and communities.

See Appendix A for the course titles, semester credit hours, course descriptions, learning objectives, and assessment plan for this Post-Baccalaureate Certificate.

H. Adequacy of articulation

NA

I. Adequacy of faculty resources

Narrative:

Initially, faculty will be drawn primarily from the Department of Instructional Leadership and Professional Development (ILPD). It is anticipated that the current staff of this department, supplemented by high-quality adjuncts, will be adequate to staff this program.

The full-time and adjunct faculty of the Department of Instructional Leadership and Professional Development is composed of professionals with a wide array of academic and professional credentials. All have taught and held leadership positions in school districts, several at the superintendent and cabinet levels. It is the policy of the ILPD Department that all faculty members teach at all sites and in all venues.

Faculty Resources: Department of Instructional leadership and Professional Development					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty					

Faculty Resources: Department of Instructional leadership and Professional Development					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Dr. Ronald S. Thomas	1.0	Ph.D./Curriculum Theory	Interim Chair	Full time	ILPD 716, 667, 740, and 797 + electives
Dr. Brenda Conley	1.0	Ed.D./Organizational Theory	Clinical Professor	Full time	ILPD 716, 667, 740, and 781 + electives
Mr. Thomas Evans	1.0	M.S./Secondary Education	Lecturer	Full time	ILPD 716, 740, and 797 + electives
Dr. Carla Finkelstein	1.0	Ph.D./Curriculum and Instruction	Assistant Professor	Full time	ILPD 716, 781, and 797 + electives
Ms. Leslie Goetsch	1.0	M.F.A./Writing	Lecturer	Full time	ILPD electives
Dr. Arlene Harrison	1.0	Ph.D./Leadership for a Changing Population	Clinical Professor	Full time	ILPD 716, 667, 740, and 781 + electives
Dr. Theodore Haynie	1.0	Ed.D/Organization and Policy Management	Lecturer	Full time	ILPD 716, 667, 740, 781, and 797 + electives

Faculty Resources: Department of Instructional leadership and Professional Development					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Ms. Katherine Orlando	1.0	M.ED/Curriculum and Instruction Projected Ed.D. (Summer 2019)/Educational Administration and Leadership	Lecturer	Full time	ILPD 667 and 781 + electives
Dr. Kathleen Reilly	1.0	Ph.D./Literacy	Associate Professor	Full time	ILPD 667 and 781+ electives
Dr. Jessica Shiller	1.0	Ph.D./Urban Education	Associate Professor	Full time	ILPD 667, 603, 781, + electives

(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

Library resources are adequate for the proposed additional site. All services provided to main campus graduate students will be available to students completing classes at the new site. This includes access to university technology and library and media services. Students will be provided with an overview of the services available as well as information about how to access each service. For example, Library Services will email print materials to students who are enrolled in off-campus courses.

K. Adequacy of physical facilities, infrastructure and instructional equipment

Technical and plant facilities in external sites to the main campuses are selected and monitored by the staff of the Towson Learning Network. Fort Worthington Elementary School (https://www.baltimorecityschools.org/schools/85) was selected, in cooperation with officials of the Baltimore City Public Schools, because it is a new 21st Century school, opened in August of 2017, with the technology, meeting space, parking, and heating and air conditioning systems suitable for maximum adult learning.

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 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 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 in the establishment of the Office of Inclusion and Institutional Equity and staffing this office with experts in the field.[4]

O. Relationship to low productivity programs identified by the Commission

NA

P. If proposing a distance education program, please provide evidence of the program adequacy in addressing the Council of Regional Accrediting

---

[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
[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

Commissions (C-RAC) Interregional guidelines for the evaluation of distance education (as required in COMAR 13B.02.03.22C).

NA

Q. Program Resources and Expenditures Tables

Instructions: Double clicking on the tables below allows you to input data as you would in an excel spreadsheet. The calculations will be completed automatically. Simply click on the page elsewhere to embed the spreadsheet in the Word document again.

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]	72,000	108,000	144,000	144,000	144,000
a. Annual Full-time Revenue of New Students	0	0	0	0	0
Number of Full-time Students	0	0	0	0	0
Annual Tuition Rate	$0	$0	$0	$0	$0
Subtotal Tuition	$0	$0	$0	$0	$0
Annual Fees	$0	$0	$0	$0	$0
Subtotal Fees	$0	$0	$0	$0	$0
Total Full-time Revenue of New Students	$0	$0	$0	$0	$0
b. Annual Part-time Revenue	0	0	0	0	0
Number of Part-Time Students	20	30	40	40	40
Credit Hour Tuition Rate	$300	$300	$300	$300	$300
Annual Fees Per Credit Hour		$0	$0	$0	$0
Annual Credit Hours Per Student	12	12	12	12	12
Subtotal Tuition	$72,000	$108,000	$144,000	$144,000	$144,000
Subtotal Fees	$0	$0	$0	$0	$0
Total Part Time Revenue	$72,000	$108,000	$144,000	$144,000	$144,000
3. Grants, Contracts & Other Sources[3]	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$72,000	$108,000	$144,000	$144,000	$144,000

_____

[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.

TABLE 2: EXPENDITURES

Fill in blue shaded areas only.

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	$17,290	$25,935	$43,225	$43,225	$43,225
(b + c below)					
a. #FTE	0.2	0.3	0.5	0.5	0.5
b. Total Salary	13,000	19,500	32,500	32,500	32,500
c. Total Benefits	4,290	6,435	10,725	10,725	10,725
2. Total Administrative Staff Expenses	5,520	5,520	5,520	5,520	5,520
(b + c below)					
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	4,000	4,000	4,000	4,000	4,000
c. Total Benefits	1,520	1,520	1,520	1,520	1,520
3. Total Support Staff Expenses	4,830	4,830	4,830	4,830	4,830
(b + c below)					
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	3,500	3,500	3,500	3,500	3,500
c. Total Benefits	1,330	1,330	1,330	1,330	1,330
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	0	0	0	0	0
TOTAL (1-7)	$27,640	$36,285	$53,575	$53,575	$53,575

6/11/2019

Appendix A: courses and descriptions

LPD 670 SPECIAL TOPICS IN INSTRUCTIONAL LEADERSHIP (3)

In-depth study of a selected topic in Instructional Leadership. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Approval by the program director is required. Each topic may be taken as a separate course. May be repeated for up to 9 units provided a different topic is covered. Prerequisites: graduate standing.

ILPD 675 LEADERSHIP AND ACTION RESEARCH (3)

Applications of principles and processes for identifying a school issue and determining an appropriate solution to the problem at the school level. Field-testing of proposed solutions and examination of effectiveness of chosen strategies through data analysis. Prerequisite: graduate standing.

ILPD 743 LEARNING COMMUNITIES AND ORGANIZATIONAL CHANGE (3)

Theoretical underpinnings of individual and organizational learning in an era of rapid change, with emphasis on leaders' roles in shaping schools and districts into learning communities, based on shared values, norms, and ongoing reflective dialogue. Students who have taken EDUC 743 are not eligible to take this course. Prerequisites: 27 graduate credits and advanced standing in graduate programs.

SOCI 543 SOCIOLOGY OF RACE AND ETHNICITY (3)

Race and ethnicity as social constructions; individual and collective racial and ethnic identities; racial and ethnic inequality; and resistance to oppression. Prerequisite: SOCI 101, introduction to Sociology.