

OAKLANDUNIVERSITY
GRADUATE COUNCIL

18 March, 2013

TO: Susan Awbrey
Interim Senior Vice President for Academic Affairs and Provost

FROM: Darlene Schott-Baer
Interim Vice Provost for Graduate Education

RE: New Graduate Certificate in Central Office Administration in SEHS

The proposed post-masters standards-based Central Office Administration Certification Program reflects the best of what we know about preparing Central Office Leaders for the task of elevating learning in today's schools. Using the design model of an executive school leadership academy (Vanderbilt University offers one such program), candidates will proceed through the 16-month, 24-credit program as a cohort. To accommodate busy practitioners, courses will follow a hybrid format with monthly Saturday classes and weekly online discussion. The required internship experience designed as a complement to formal coursework, will begin the first semester and continue throughout the program. Using state and national leadership standards as a guide, Oakland University's Central Office Administration program of study will strive to balance the explanatory power of theory with the relevance of practice. Central office administrators are superintendents, assistant superintendents, and directors of various programs including human resources and business. This program is designed to equip them with the skills related to the Michigan Department of Education Standards for the Preparation of District Level Administrators. These standards focus on vision, culture, instruction, staff development, community relations, governance and technology. An approved program must demonstrate (as we have) that each of these standards is met through authentic assessments. With 560 school districts in Michigan and several thousand schools there is a strong market for individuals with this certification. They cannot be hired without it. The maximum enrollment in a cohort program such as this is 20 students. The minimum is usually 7 or 8. Distinguishing features of this program are: standards-based curriculum emphasizing leadership for instructional transformation; active, problem-based instructional strategies that blend theory with practice; carefully matched internship with expert supervision; cohort group that supports ongoing opportunities for collaboration and teamwork; and hybrid programming that combines intensive Saturday classes with online discussion and reflection.

Members of Graduate Council supported the proposed certificate in Central Office Administration in the School of Education and Human Services by a unanimous vote on March 13, 2013.

These changes are Senate information items.

CC: Michelle Piskulich, Associate Provost
Fall 2013-Requested Admission term; Major 4661; Graduate Catalog 2013-14

Approved Graduate Certificate Programs

Definition

Approved Graduate Certificate programs are planned programs limited to departments and schools authorized to offer graduate degrees. An *Approved Graduate Certificate* must be associated with a graduate degree program where, the certificate courses are comprised primarily from courses already present in the degree curriculum. Generally, the courses required in the Graduate Certificate program may be eligible to apply to the related degree program. The Graduate Certificate program should not be confused with State certification or endorsement programs.

Higher Learning Commission Approval

Graduate Certificate programs requiring approval from the Higher Learning Commission have the following characteristics:

- the courses are credit-bearing;
- the courses may be at any degree level or at the pre-associate's level;
- the courses are not a subset of courses extracted from existing degree programs with 50% or more being courses developed for the Certificate program; and
- the Certificate program is Title IV eligible

Approval and Review

Approved Graduate Certificate proposals are reviewed and evaluated by the same process by which the Graduate Council uses for new degree programs. Please refer to the form *Proposal for a New Graduate Certificate Program* to guide you through the preparation process.

Curriculum

An *Approved Graduate Certificate* shall require no less than 15 graduate credit hours selected from those courses applicable to the graduate degree with which it is associated.

A maximum of four (4) graduate credit hours from an accredited institution may be applied to an *Approved Graduate Certificate*. In no case may ungraded transfer credits, or transfer credits used to meet other degree requirements, be applied to an *Approved Graduate Certificate*. Requirements for transfer credit include:

- Course must have been taken for graduate credit
- Course must be applicable toward a graduate degree
- Course must reflect a grade of B (3.0) or higher
- The department and Graduate Study must approve the transfer credit

A limit of four (4) ungraded Oakland University graduate credits (S/U, P/F, etc.) may be applied to an *Approved Graduate Certificate*.

Post-Master Graduate Certificates

Approved Graduate Certificates at the post-master level require entering students to have earned a master degree. Course credits used in meeting the requirements of the master degree may not be counted again in meeting the requirements for an *Approved Graduate Certificate* at the post-master level.

Policies

All other policies and procedures pertaining to graduate degree programs, such as credit age, grading, student appeal processes, course repeats, etc., shall apply to *Approved Graduate Certificate* programs. Please refer to the Graduate Catalog for all policies.

Admission Process

Students interested in a Graduate Certificate program must have completed a U.S. baccalaureate or equivalent from an accredited institution and meet the admission policy as described in the Graduate Catalog for degree seeking admit status.

Students interested in a Post Master Graduate Certificate program must have completed a U.S. master's degree or equivalent from an accredited institution and meet the admission policy as described in the Graduate Catalog for degree seeking admit status.

Upon receipt of all required application materials, Graduate Admissions will forward the applicant file to the appropriate academic department for review by faculty and/or staff. The academic department makes a recommendation to Graduate Admissions where a final decision on the application for admission is made. Applicants are notified of the decision by letter.

Completion of a Graduate Certificate or Post Master Graduate Certificate program does not guarantee admission into a graduate degree program.

Students who have been placed on academic probation are not eligible to enroll in a Graduate Certificate program.

Graduate Assistantships and Financial Aid

Students enrolled in Graduate Certificate or Post Master Graduate Certificate programs are not eligible for graduate assistantships, fellowships or scholarships offered through Graduate Study and Lifelong Learning.

Students admitted to an approved Graduate Certificate or Post Master Graduate Certificate program *may* be eligible for federal financial aid. Students are urged to contact the Oakland University Student Financial Aid office to determine graduate programs and student admission categories eligible for financial aid.

Transcripts

The name of the *Approved Graduate Certificate* program earned and the academic history of the student will be recorded on a permanent transcript retained at Oakland University.

Graduate Certificate Completion

Students who intend to complete their requirements for an *Approved Graduate Certificate Program* at the end of a semester must apply online for graduation during the posted application period for the intended term. A copy of the applicant's academic record will be forwarded to the appropriate department or school for program audit and be returned to Graduate Study and Lifelong Learning for final audit and approval. Graduate policy requires that a student must have a minimum cumulative GPA of 3.0 in the cluster of courses required for the certificate. Upon final review and approval, Graduate Study will submit a list of students approved for Graduate Certificates to the Academic Records Office to have the earned certificate posted to the graduate transcript. *Approved Graduate Certificates* will not be awarded at university commencement ceremonies, but will be distributed through the Academic Records Office on dates to be announced.

1) Please provide the rationale and benefits for creating the proposed Graduate Certificate program. Use appropriate national, state, local, professional and disciplinary resources.

Oakland University's standards-based Central Office Certification Program reflects the best of what we know about preparing Central Office Leaders for the task of elevating learning in today's schools. Using the design model of an executive school leadership academy (Vanderbilt University offers one such program), candidates will proceed through the 16-month, 24-credit program as a cohort. To accommodate busy practitioners, courses will follow a hybrid format with monthly Saturday classes and weekly online discussion. The required internship experience, designed as a complement to formal coursework, will begin the first semester and continue throughout the program. Using state and national leadership standards as a guide, Oakland University's Central Office program of study will strive to balance the explanatory power of theory with the relevance of practice.

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The maximum enrollment in a cohort program such as this is 20 students. The minimum is usually 7 or 8.

Distinguishing features of this program are:

- *Standards-based curriculum emphasizing leadership for instructional transformation.*
- *Active, problem-based instructional strategies that blend theory with practice.*
- *Carefully matched internship with expert supervision.*
- *Cohort group that supports ongoing opportunities for collaboration and teamwork.*
- *Hybrid programming that combines intensive Saturday classes with online discussion and reflection.*

Coursework that Elevates Student Learning

The Oakland University Central Office Certification Program is designed to meet state and national standards for the preparation, licensure and ongoing assessment of central office administrators. These standards include leader dispositions, as well as the knowledge and skill considered to be foundational to effective leadership practice. Central to these standards is a steadfast commitment to holding high expectations for *all* students' learning. As such, the following beliefs about effective central office leadership animate program coursework.

- Leadership for instructional transformation. Effective Central Office Leaders must be skilled at moving organizations and individuals toward a vision of greater learning and achievement for all children, as well as their teachers (Darling-Hammond; Fullan; Reeves).
- Commitment to socially-just educational practices that improve learning opportunities for all children. Effective Central Office Leaders recognize the promise

of each individual child and work tirelessly to create schools and districts where all children learn at high levels of engagement and performance. Moreover, effective central office leaders recognize the urgency of recognizing and overcoming the systemic barriers that have kept so many children from reaching their potential, e.g. gender, race, language, poverty (Theoharris; Darling-Hammond; Payne).

- Global perspectives in the 21st Century. Our schools and districts are ever-changing within a global marketplace of goods and ideas. Effective Central Office Leaders embrace the potential of global perspectives for 21st Century schools and learners (Darling-Hammond).
- Distributed or shared perspectives on leadership. Effective Central Office Leaders deliberately and meaningfully encourage, support and develop leadership capacity from within the organization. As such, these leaders work skillfully and collaboratively with school principals, teacher leaders, as well as parents and community members (Spillane; Chrispeels; Pearce & Conger; Elmore)
- The centrality of trust-worthy relationships. Effective Central Office Leaders recognize the importance of strong and trustworthy relationships among all school employees, but also of employees with students, their families and the wider community (Bryk & Schneider; Tschannen-Moran).
- Commitment to an organizational culture that values collegiality and professionalism. Effective Central Office Leaders recognize the importance of creating schools where adults learn alongside students, and where staff work collaboratively and professionally to meet the academic, social and emotional needs of children (Drago-Severson; Elmore).

Active, Performance-driven Instruction

Blending theory with practice, Oakland University's Central Office Certification program of study will utilize active instructional strategies designed to acquaint candidates with valuable theoretical and conceptual tools for addressing the real and pressing dilemmas of leadership at the central office level (Honig, Copland, Rainey Lorton & Newton, 2010). These instructional strategies, which include case analysis, problem-based learning and action research, reflect what the field considers to be most effective in preparing prospective education leaders (Darling-Hammond, et al). Throughout, the primary emphasis will be on developing candidate's knowledge and skill for practice, as evidenced through a series of standards-based performance assessments that are authentically situated in the field.

Strong Field Experiences & Internship

Beginning the first semester of the program, candidates will be placed in an internship designed to meet their individual learning needs and goals. All candidates will be paired with a coaching team that consists of both a university and field supervisor with recent experience in the candidate's desired area of expertise. Internships are designed to stretch across the 16 months of the program, although more intensive periods of time are likely so that candidates have focused opportunities to practice and refine their knowledge and skills. To complete the internship, candidates will successfully initiate an extensive *District Improvement Project*, from which they will present

evidence-based findings and recommendations to an authentic audience (e.g. district leadership team, board of education). Ongoing course assignments and tasks are designed to assist candidates in completion of this capstone project. An added feature of the Oakland University Central Office Certification program will be semi-annual coaching sessions. These sessions will consist of separate sessions for coaches and candidates, as well as time for candidates to meet with their coaching team to discuss progress toward goals.

Internships generally will be conducted in the district in which the student is employed. Many of our students will be principals and assistant principals. The internship will require them to fulfill various tasks at the central office level designed to make them familiar with the various functions. The culminating internship project will be a district improvement plan. Each student will recruit an in-district central office mentor. In addition, each three students in the cohort will be assigned an external mentor/coach. These individuals are superintendents and assistant superintendents who have agreed to fulfill this role.

The mentor will always be in a higher-level position.

We proposed the standard numeric system for grading the three internship courses, and we believe that this is workable since regular progress reports will be filed by students

Peer-to-Peer Networking through Cohort Groups

Through a careful and rigorous selection process, candidates will be admitted to the Oakland University Central Office Certification program in cohorts. Advantages to the cohort model include strengthened networking and enhanced identity development through an authentic community of practice (Wenger, McDermott & Snyder, 2004). Cohort groups can be especially valuable in reducing the isolation felt by so many school administrators. Because the program is designed to draw candidates from around the state, it is further hoped that the personal and professional connections made by all who are enrolled in the program will extend well into the future.

Hybrid Programming for Busy Practitioners

Oakland University's Central Office Certification program is expressly designed for the busy practitioner. Intensive Saturday classes, offered monthly, are combined with online discussion and reflection to accommodate those who are employed full-time. Hybrid programming further accommodates candidates who do not live in the Detroit metro area but wish to seek certification through Oakland University. The ability to draw diverse central office leaders from around the state only enhances the richness of Oakland's program.

2) Provide narrative description of how the certificate program was designed to meet local market, regional or national or online market needs.

This program meets the complex needs of educational leaders who will be serving at the executive level and will be required to function in our rapidly changing environment. Moreover it responds to the need to be competitive with other universities and alternative administrative preparation programs, prepare school leaders to function in our rapidly changing educational environment, and meet the needs of local school districts. The planning process included consultation with several current and retired school superintendents, focus group discussions with k-12 leaders, and review of programs offered by other universities. Specifically, the process was driven by the following considerations:

- The restoration of mandatory administrative certification in 2010 dramatically changed expectations for current and future school administrators. New administrators must either have administrative certification or be enrolled in an approved program.
- This program provides the option of a specialized, non-degree program
- The Masters and Education Specialist programs were approved for principal preparation in 2008. A previous approval for central office preparation through the Education Specialist program (from 2000) expired in 2011.
- While having an administrative certificate with principal endorsement does not preclude someone from being appointed to a central office position, it is conceivable that an individual district might require central office endorsement.
- Several other universities are currently approved to meet the central office standards; the OU program is distinctly unique as specified in this document.
- This program is based on praxis where a strong theoretical foundation is evident as practitioners develop the skills needed to effectively lead at the district level.
- Perhaps most important it allows for practitioners to complete assignments in a authentic work environment, solving complex problems that are often found in school districts that are tightly focused on improved student achievement, aligned with state and federal mandates, fiscal responsibility and accountability.

3) Describe the certificate requirements.

The students will complete a 24-credit sequence of courses including an internship that is fully embedded in the program. Each course includes an assessment aligned with the Michigan Department of Education Standards for the Preparation of District Level Administrators. Student responses to these assessments will be archived for future MDE program reviews. Students will actively participate in both on-ground and on-line sessions and complete assignments for both segments.

Upon completing this program, the candidate submits an application to the Michigan Department of Education for certification. This is then sent by MDE to the SEHS Certification Office for verification that the program was completed by the applicant

4) Provide a typical Plan of Study for students enrolled full-time in the proposed certificate program.

FULL-TIME PLAN OF STUDY		
Fall I	Winter I	Summer I
Fall II	Winter II	Summer II
Fall III	Winter III	Summer III
<p>Course Sequence:</p> <p>Year 1, Winter: ED 800 Foundations of District Leadership (4 credits) ED 850 Beginning the Internship (2 credits)</p> <p>Year 1, Summer 1 ED 810 Supporting Instructional Leadership: Use of Data and Issues in Assessment and Program Evaluation (4 credits)</p> <p>Year 1, Summer 2 ED 855 Expanding the Internship (2 credits)</p> <p>Year 1, Fall ED 820 Organizational Operations and Resources (4 credits) ED 825 District Role in Developing Relationships With Formal/Informal Employee Groups (2 credits)</p> <p>Year 2, Winter ED 830 District Leadership in The Community (2 credits) ED 840 District Leadership Beyond the School District: Navigating Political, Legal, and Economic Environment (2 credits) ED 860 Reflecting on the Internship (2 credits)</p> <p>Total Credits: 24</p>		

5) List the courses, including course delivery method and any new courses.

Course	Title	Credits	Prerequisite	Delivery*	New
ED 800	Foundations of District Leadership	4	Admission to program	B	Yes
ED 850	Beginning the Internship	2	Admission to program	B	Yes
ED 810	Supporting Instructional Leadership: Use of Data and Issues in Assessment and Program Evaluation	4	ED 800 and 850	B	Yes
ED 855	Expanding the Internship	2	ED 800, 850, 810	B	Yes
ED 820	Organizational Operations and Resources	4	ED 800, 850, 810,855	B	Yes
ED 825	District Role in Developing Relationships with Formal/informal Employee Groups	2	ED 800, 850,810, 855	B	Yes
ED 830	District Leadership in the Community	2	ED 800, 850,810,855, 825	B	Yes
ED 840	District Leadership Beyond the School District: Navigating Political, Legal and Economic Environment	2	ED 800, 850,810,855, 825	B	Yes
ED 860	Reflecting on the Internship	2	ED 800, 850,810,855, 825	B	Yes

* A = Face to Face (100%)

B* = Hybrid (less than 75% Online)

C* = Online (75% or more Online)

6) List any undergraduate preparatory coursework an applicant must complete in order to be eligible for admission into the graduate program (undergraduate preparatory coursework can NOT be considered part of the graduate program requirements.

None

Course	Title	Credits	Prerequisite

7. What are the program admission requirements for this Graduate Certificate?

MA degree in education or related field

Personal statement

(2) Letters of recommendation

Interview with the selection team (optional)

Submit academic transcripts

8) Describe the student population to be served.

Typical students will be school principals and other administrators who will be seeking positions as central office administrators including superintendent. Occasionally teachers with central office leadership aspirations will apply for the program.

9) How does this certificate program complement the campus or departmental mission?

This program is fully aligned with the mission statement of SEHS which states:

"The School of Education and Human Services integrates human resource development with counseling and education to prepare collaborative leaders, capable of, and committed to, empowering others and promoting an inclusive society."

Moreover, it complements the department's commitment to prepare leaders who can help fulfill this mission.

10) Describe any relationship to existing programs on the campus or within the university.

None at this time.

However, This program was initially designed to meet the certification standards. Looking ahead, discussions have begun about linking it with our existing doctoral program or a new practitioner doctorate under the new Department of Leadership. When, and if, such a plan emerges, it will go through the approval process. This program is unique because it focuses on the standards for preparing school administrators in Michigan.

11) List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

1. Full and part time faculty will serve as instructors
2. Retired and current superintendents will serve as mentor/coaches in this program (approximately one per every three students). A \$500 stipend will be paid.
3. Classroom space will be provided for monthly face-to-face sessions
4. Library Holdings: Our department has enjoyed an excellent relationship with Kresge Library. Our department representative to the Library works closely with the library staff to review new acquisitions. Moreover, the library databases are well aligned with the needs of this program.
5. At this time we do not anticipate hiring additional full-time faculty. The program coordinator and instructor for the first two classes will be Dr. Robert Maxfield. Dr. Suzanne Klein will teach the upcoming summer class. From time to time, we expect that part time instructors will be needed. Future growth of the program may require additional full-time faculty. The department currently has approval to hire a visiting faculty member. We will be looking for some one with central office administrative experience. There are no existing courses that could replace any in the proposed sequence.

12) Describe any innovative features of the certificate program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

See response to # 1 above.

13) Provide narrative description of any wage analysis the department may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new graduate certificate program.

This information was not specifically sought. However, central office administrator salaries generally exceed \$100,000 annually and superintendent salaries are significantly higher

14) Provide list of businesses that would likely employ graduates of this graduate certificate program

It is anticipated that graduates of this program will be employed by traditional public school districts, charter schools and occasionally private schools. There are approximately 100 school districts in the University's service area.

15) Are there plans to teach 50% or more of the proposed Graduate Certificate program at any location(s) other than OU main campus? If yes, please specify the location.

Not at this time.