EPC PROPOSAL FORM

Originating Academic Unit:	Education Department
Date Proposal Submitted:	September 30, 2022

INSTRUCTIONS: Upon completing the form, submit the document with all appropriate signatures to the Office of the Provost and copy to the Educational Policies Committee *via* the Faculty Governance Manager at facgov@plu.edu.

DEADLINES: Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals – January 14. Type 3 proposals - November 1.

For specifics on the processing of each type of proposal, read the Educational Policies Committee Manual in the PLU Faculty Handbook (Section III, Part VI), and the checklist for Preparing EPC Proposals, located on the documents and forms section of the Faculty Governance website.

PROPOSAL SUMMARY
Provide a summary of the proposal.

> The purpose of this Type III proposal is for the creation of a Doctor of Education in Educational Leadership (Ed.D.). As proposed, Ed.D. classes would first be offered in summer of 2023. As proposed, the first Ed.D. graduates would graduate in May 2026.

TYPE OF PROPOSAL
Check all the appropriate boxes.

[ ] TYPE 1: NON-SUBSTANTIVE CHANGES   *[complete shaded sections and provide signatures]*
Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

[ ] Change course number
[ ] Change course title
[ ] Delete course with no GenEd element, which is not part of by any other major/minor/concentration
[ ] Prerequisite change within the academic unit only
[ ] Catalog correction (editorial)

[ ] TYPE 2: SUBSTANTIVE CHANGES   *[complete all sections, including signatures]*
Submit completed form, including signatures. Be sure to check all boxes that apply.

[ ] Change catalog description++
[ ] Add permanent GenEd course++
[ ] Add permanent non-GenEd course++
[ ] Change major requirement**

[ ] Change a course's credit hours
[ ] Add GenEd Element to existing course++
[ ] Delete GenEd course
[ ] Change minor requirement**

[ ] Revise curriculum**   [ ] Change concentration requirement**
[ ] Change grading type (e.g. P/F, letter grade)   [ ] Change prerequisite involving another unit's course
[ ] Other: _____

[X] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL *[complete all sections, including signatures]*
<u>Note</u>: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

[X] New Degree**   [ ] New Major**   [ ] New Minor**   [ ] New Concentration**
[ ] Eliminate Degree   [ ] Eliminate Major   [ ] Eliminate Minor   [ ] Eliminate Concentration
[ ] Add Certificate (non-Continuing Education)**   [ ] Other: _____

** These changes/proposals require completion of the <u>EPC Curriculum Change Template</u>. The noted Type 3 proposals also require attachment of an <u>Institutional Impact Evaluation Form</u>.
⁺⁺ A course syllabus must be submitted with these course proposals.

<u>STATEMENT OF RATIONALE</u> Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

The demand for school leaders and superintendents continues to soar. This is partly due to the shrinking retention rates of superintendents. There is significant turn over in the ranks of school leaders. Below is the current data and trends in the superintendent role.

Number of Superintendents in First Year in Current Position (295 total School Districts)
2021: 60
2020: 39
2019: 44
2018: 47
2017: 36
2016: 42

Average Tenure in Current District
2021: 4.0 Years
2020: 4.6 Years
2019: 4.6 Years
2018: 5.0 Years
2017: 5.3 Years
2016: 5.2 Years

Before the pandemic, addressing school leader turnover across the state and country was a top priority for organizations including the Washington Association of School Administrators (WASA) and Association of Washington School Principals (AWSP). Turnover or churn in the school leader ranks was an epidemic before the pandemic. Churn in school leadership has a negative impact on students, teachers, schools, and communities. Again, this churn was alarming and concerning before the Covid 19 pandemic. Even more alarming is that our schools and districts with the greatest needs–high poverty, urban and rural districts– are churning school leaders at twice the rate. Turnover is a significant equity issue in the educational system. The negative consequences of leadership churn on our most disadvantaged students, schools, and communities is an identified problem area by school associations in Washington State (AWSP, 2022).

Several contributing factors leading to so much turnover across the educational system are abundantly clear. These findings are confirmed by national research recently conducted by the Learning Policy Institute (2018). Why are school leaders leaving the profession? The number one reason cited was:

1.   Inadequate preparation and professional development

Given the current demands, there is a pressure for school and district leaders to obtain ongoing development and at times an advanced degree. Reasons building and district administrators will enroll in an Ed.D. program including the following:

Financial Incentives
o Most districts offer building and district administrators professional development funds which can typically be used toward tuition for an Ed.D..
o An Ed.D. is recognized on the salary schedule for both teachers and principals which is a financial incentive.
o Several districts offer an additional financial incentive for the Superintendent credential.

Job Advancement Requirements
o A relevant Ed.D. is increasingly necessary for many district positions including at the building principal level.
o Many Assistant Superintendent and Superintendent positions require both the P12 Superintendent credential and a relevant Ed.D..

Professional Development
o Ed.D. in Educational Leadership offers building and district administrators cohesive and targeted professional development to advance their knowledge and skills (as opposed to disparate courses/clock hours).
o   With ever increasing and complex demands on school leaders, administrators in our area are seeking relevant coursework/degrees to meet the needs of their schools and districts.

Specific learning outcomes of the proposed PLU Doctor of Education in Educational Leadership (Ed.D.) program include preparation for students to:

● Lead schools and districts in diverse communities.
● Identify and analyze the theories, research, and policies related to the study of K-12 educational leadership: ethics and social justice, inquiry, policy, and leadership development.
● Demonstrate competency in National Educational Leadership Program Standards (NELP District Standards).
● Prepare and present written work to both academic and practitioner audiences.
● Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
● Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.
● Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students through effective school improvement.

The proposed PLU, Doctor of Education in Educational Leadership (Ed.D.) Program is designed to provide preparation and development to meet the needs of a variety of students currently in school leadership positions with a focus on preparation for advanced district leadership and professional development in one's current school leadership position. The program is specifically designed for working school leaders, who may have multiple demands. There are three strands to this program that make up the coursework: superintendent coursework, advanced leadership coursework, and applied research coursework. Courses will be offered in a blended, low-residency model, meaning components of each course will be delivered online (synchronously & asynchronously) and students will be required to come to our campus at least one time per month for in-person classes on Fridays and Saturdays.

The program connects to the mission of PLU "to educate students for lives of thoughtful inquiry, service, leadership and care for other people, for their communities and the earth with the needs in our communities and schools, the values of PLU, and the values and mission of social work education, we are proposing the following Ed.D. program.

CATALOG/CURRICULUM CHANGES
Current Catalog Language:

Not applicable

Doctor of Education (Ed.D.) in Educational Leadership

The EdD in Educational Leadership prepares school leaders to meet the demands of school and district leadership. The program equips leaders to implement programs, policies, and practices to improve outcomes for all students.

Students can apply to one of two options within the doctor of education:

1) The EdD with Washington Superintendent Certification includes a year-long internship in a P-12 district. Candidates are eligible for the Superintendent certificate at the end of the second summer. Candidates can complete all degree requirements within a three-year time frame.

2) The second option provides a pathway for certified Superintendents to complete a doctoral degree. Candidates can complete all degree requirements within a three-year time frame.

EdD Application Priority Deadlines

EdD candidates may apply for admission at any time during the year. However, application by the priority deadlines will enhance the applicant's potential for admission.

- Priority Date #1: December 1
- Priority Date #2: January 15

Admission Criteria
- Master's Degree from a regionally accredited college or university
- A minimum cumulative GPA of 3.00 (B) on a 4.00 scale for all college work
- Submission of PLU Graduate Application forms and non-refundable fee
- Official transcripts from each college and university attended
- Current Professional résumé
- Statement of professional goals
- Two letters of recommendation
- Three years of building or district level leadership experience
- EdD plus Superintendent Credential:
  ○ Valid Washington State Teaching, Administrator, or Educational Staff Associate (ESA) Certificate. Applicants from other states who hold a certificate in that state may be admitted but will not be eligible for Washington state Superintendent Certification.
  ○ Letter of District Internship Support
  ○ OSPI Forms-4001 F-C & 4201
- Superintendent to EdD:
  ○ Washington state Superintendent Certificate completed at a Professional Educator Standards Board approved superintendent program. Applicants who have completed superintendent credentials at regionally accredited colleges or universities in other states may be able to transfer courses. They will be reviewed on a course-by-course basis.

Ed.D. in Instructional Leadership Program with Superintendent Certification

This terminal degree program is designed for school leaders to obtain their Ed.D. and superintendent credentials in three years. The P12 (preschool through grade 12) School District Superintendent Certificate

is embedded in the first year of the program. The superintendent credential is followed by two years of advanced leadership and research course work. The program culminates with two job-embedded applied projects focused on program evaluation and instructional leadership equity impacts in P12 schools and districts.

Instructional Leadership Program

Ed.D. with Superintendent Certification Degree Requirements

60 Semester Hours

Superintendent Strand- 16 semester hours
- EDUC 741: Educational Law, Policy, and Governance (2)
- EDUC 742: Human Resources in K-12 (2)
- EDUC 743: Educational Finance in P12 (2)
- EDUC 795: Executive Leadership Internship I (1), taken three times for a total of 3 credits
- EDUC 744: Community & Family Engagement (2)
- EDUC 745 School Board Relations (1)
- EDUC 746: Crisis, Conflict, Emergency Management (2)
- EDUC 747: Central Office and Programmatic Leadership (2)

Educational Leadership Strand-18 semester hours
- EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)
- EDUC 731: Educational Leadership: Instructional Leadership (3)
- EDUC 732: Current Trends and Challenges in Educational Leadership (3)
- EDUC 760: Evaluation and Supervision in Educational Leadership (2)
- EDUC 761: Educational Leadership: Equity and Social Justice (3)
- EDUC 762: Educational Leadership: Systems Leadership (3)
- EDUC 763: Collaboration and Contributions to the Profession (1)

Applied Research Strand-26 semester hours
- EDUC 701: Educational Research I (4)
- EDUC 711: Educational Research II: Qualitative Research (2)
- EDUC 721: Educational Research III: Program Evaluation (2)
- EDUC 790: Program Evaluation Applied Project & Seminar (3)
- EDUC 791: Program Evaluation Applied Project & Seminar (4)
- EDUC 792: Applied Project Seminar (2)
- EDUC 793: Instructional Leadership & Equity Applied Project & Seminar (4)
- EDUC 794: Instructional Leadership & Equity Applied Project & Seminar (5)

Continuation Requirements:
To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the NELP standards and those published by the Education Department, and successfully complete the Superintendent Portfolio and each Applied Project.

Program Requirements for Washington State Superintendent Certification
Candidates who successfully complete a program of professional studies in the department, who meet all related academic requirements for a degree or a certificate, and who meet all state requirements will be recommended by the department for a Washington State superintendent certificate. Specific requirements for the Superintendent Certificate include completion of a supervised internship of 360 hours and completion of a professional portfolio. Additional state requirements include a minimum age of 18, good moral character and personal fitness as evidenced by completion of Washington State Patrol/FBI background check via fingerprint clearance, completion of state certification application and payment of state certification fee. Information regarding all state requirements and procedures for certification is available from the certification officer in the department. State requirements are subject to immediate

change. Candidates should meet with department advisors each semester and the certification officer for updates in program or application requirements.

Note: The department will make every reasonable attempt to obtain and distribute the most current information regarding Washington State certification requirements, but cannot guarantee that state requirements will remain unchanged.

Ed.D. Program for Certified Superintendents

This program track is designed for individuals who have already completed a Superintendent credential program at another PESB approved administrator program.

Ed.D. for Certified Superintendent's Degree Requirements
47 Semester Hours

Advanced Educational Leadership Strand-3 semester hours
● EDUC 795: Executive Leadership Internship (1), taken three times for a total of 3 credits

Educational Leadership Strand-18 semester hours
● EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)
● EDUC 731: Educational Leadership: Instructional Leadership (3)
● EDUC 732: Current Trends and Challenges in Educational Leadership (3)
● EDUC 760: Evaluation and Supervision in Educational Leadership (2)
● EDUC 761: Educational Leadership: Equity and Social Justice (3)
● EDUC 762: Educational Leadership: Systems Leadership (3)
● EDUC 763: Collaboration and Contributions to the Profession (1)

Applied Research Strand-26 semester hours
● EDUC 701:Educational Research I (4)
● EDUC 711: Educational Research II: Qualitative Research (2)
● EDUC 721: Educational Research III: Program Evaluation (2)
● EDUC 790: Program Evaluation Applied Project & Seminar (3)
● EDUC 791: Program Evaluation Applied Project & Seminar (4)
● EDUC 792: Applied Project Seminar (2)
● EDUC 793: Instructional Leadership & Equity Applied Project & Seminar (4)
● EDUC 794: Instructional Leadership & Equity Applied Project & Seminar (5)

E.d.D Courses

EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)
This course is to prepare students for executive/advanced school leadership roles in districts. The course emphasizes the character, dispositions, skills, as well as the values and beliefs, which inform effective school and organizational leadership and support the development of a districtwide vision. Additionally this course will introduce students to the PLU Ed.D. program and build relationships among cohort members and faculty.

EDUC 701:Educational Research I (4)
This course provides foundational concepts in educational research including various methodologies. The course will address criteria for evaluating and using educational research in their own practice. Students will develop skills in understanding and evaluating research claims. Course concepts include descriptive and inferential statistics and quantitative research designs. Students will also develop knowledge and skills of action research.

EDUC 711: Educational Research II: Qualitative Research (2)
This second course in the research methods sequence addresses major concepts of qualitative research methods. Students will learn the major methodologies, and ethical implications of qualitative research

including appropriate research questions. Students will learn and implement qualitative data collection and analysis techniques.

EDUC 721: Educational Research III: Program Evaluation (2)
This third course in the research methods sequence addresses major concepts of program evaluation. This course prepares students to plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation for their Applied Project. The course addresses the similarities and differences between program evaluation and other forms of education research and related ethical implications. Students will learn the steps in designing and conducting a program evaluation as well as considerations when contracting for program evaluations as many educational grants and programs require outside evaluation.

EDUC 731: Educational Leadership: Instructional Leadership (3)
In this course, students will learn both the field's best knowledge of what high-quality learning is, and how to generate it at a systems level. Students will read, discuss, and collect and analyze data around learning at all levels of a school district's system, including students, teachers, and school and district leaders. Concurrently, students will examine the leadership actions and formal and informal organizational systems that serve as levers for learning. Students will be guided by three key questions at each level of analysis: what is the learning, how does the learning occur, and when and under what conditions do people learn?

EDUC 732: Current Trends and Challenges in Educational Leadership (3)
Educational leaders serve in districts impacted by many social, economic, and political factors; thus, leaders must maintain a clear understanding of these issues in order to implement change. This course will provide an in-depth analysis of current trends and issues impacting leadership. This will enable the candidate to focus on personal growth and development of characteristics of leadership. This course will explore and study the current issues and trends related to the field of education leadership through several case studies. Emphasis will be placed on current problems of practice, research, and analysis of practices related to effectiveness.

EDUC 741: Educational Law, Policy, and Governance (2)
The primary goal of this course is to assist the school leader to develop the attitudes, knowledge, and skills necessary to effectively practice high quality, ethical and legal practices based on the law and appropriate policy application. This course explores federal and state law that school administrators and superintendents are responsible to know and administer. This course is a requirement for all students in the Ed.D. program and for the superintendent certification.

EDUC 742: Human Resources in P12 (2)
This course provides learning of concepts, skills, theories, and techniques involving human resource management and a review of examples of HR practices in P-12 school systems. This course extends what building leaders know and understand about HR and looks at it through a district and superintendent role. There will be an examination of human resource planning, development, and utilization in modern organizations. Topics include recruitment, selection, training and development, performance appraisal, collective bargaining, contracts, benefit programs, relationships, and role of the human resource department.

EDUC 743: Educational Finance in P12 (2)
The primary goal of this course is to help aspiring school leaders understand school finance and the systemic and political impacts on P12. Students will look at school funding applying an equity and instructional lens to help prioritize and guide district level funding. Particular emphasis will be placed on the role of the superintendent or program leader in advocating for students and programs.

EDUC 744: Community & Family Engagement (2)
The primary goal of this course is to assist district leaders in developing the knowledge skills, and cultural understanding to improve learning and achievement by collaborating with families and community

members, responding to diverse community interests and needs and mobilizing community resources. Students will explore the roles and responsibilities of school leaders in co-creating with families and communities to establish social networks of shared responsibility for student learning and development. This course is a requirement for all students in the Ed.D. program and for the superintendent certification.

EDUC 745 School Board Relations (1)
The school board governs and the superintendent administers the school district. While this may sound simple it is often the most difficult area for the board and superintendent to clarify. Not having a clear understanding of the board and superintendent's proper role can lead to poor communication, mistrust and, in the end, conflict and educational failure. This course will focus on the role of the superintendent, board, and the relationship between the two.

EDUC 746: Crisis, Conflict, Emergency Management (2)
Effectively managing crisis, conflict, and emergencies is a critical responsibility of a school leader. This course focuses on how educational leaders plan for, manage, and address crises at the institutional level. This course provides practical experiences where students analyze and apply knowledge related to crisis management systems essential to health and safety of employees and students.

EDUC 747: Central Office and Programmatic Leadership (2)
This course focuses on superintendent or school district leader roles in establishing effective central management and the integration of special programs including Title I, LAP, student services, early childhood, career and technical education, and special education. The course also includes systems and strategies to evaluate program leaders and principals across the system. Students will explore approaches to improve central district systems and student learning for historically underserved populations.

EDUC 760: Evaluation and Supervision in Educational Leadership (2)
The primary goal of this course is to develop knowledge, skills, dispositions, and cultural competence required of the aspiring school leader to effectively assess instruction and provide feedback to teachers for the improvement of practice and pedagogy in the P-12 setting. This course will cover the evaluation and supervision of certificated staff including teachers, principals, and central office/program administrators. During this course the school leader will conduct several classroom, school, and district observations using the Washington State Teacher and Principal Evaluation (TPEP) and one of the three approved instructional frameworks and the AWSP principal framework.

EDUC 761: Educational Leadership: Equity and Social Justice (3)
This course will prepare students to serve as leaders who can demonstrate effective diversity leadership for all students, including students of all races, students who are linguistically diverse, students with disabilities, students from low-income families, and students along the gender/sexual identity spectrum and their intersections. This course supports students in creating equitable and rich school and district cultures where staff, students, and members of the wider school community are engaged and work together to create a dynamic, inclusive learning environment.

EDUC 762: Educational Leadership: Systems Leadership (3)
The goal of the course is to expand the students' understanding of systems thinking (a) the role of the leader in evaluating systems theory and frameworks used by educational organizations, particularly in the creation and maintenance of organizational identity; (b) knowledge and skill of policy formulation, evaluation, and advocacy, including methods of influence, building strategic alliances, and setting policy agendas; (c) the role of the educational leader in working with multiple constituencies (government, legislature, lobbyists, special interest groups, media); and (d) purposes and effective strategies for building using teams in leadership settings.

EDUC 763: Collaboration and Contributions to the Profession (1)
This course supports Ed.D. students/candidates by offering opportunities for them to engage in providing and receiving professional growth and development, mentorship, and networking within the P-12 system.

Students in this course will partner with local school and local system leaders, community leaders, current cohort members, and alumni to advance connections and identify next career steps.

EDUC 790: Program Evaluation Applied Project & Seminar (3)
This is the first course in the EdD Program Evaluation Applied Project Series. Throughout this sequence the EdD student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. (Didactic 1 credit, 3 clinical credits)

EDUC 791: Program Evaluation Applied Project & Seminar (4)
This is the second course in the EdD Program Evaluation Applied Project Series. Throughout this sequence the EdD student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. This course includes public presentation of the Program Evaluation to both an academic audience as well as the relevant client (e.g. school, district, state agency, and/or community organization). (Didactic 1 credit, 3 clinical credits)

EDUC 792: Applied Project Seminar (2)
This course serves as an introduction to the Instructional Leadership and Equity Applied Project process. Students will build upon their research methods and leadership courses to develop their problem statement, research question(s), and outline for their project proposal.   The course will also provide an overview of the IRB process.

EDUC 793: Instructional Leadership and Equity Applied Project & Seminar (4)
This is the first course in the EdD Instructional Leadership and Equity Applied Project series. Throughout this sequence the EdD student will plan, implement, evaluate, and disseminate the results of an Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program.

EDUC 794: Instructional Leadership and Equity Applied Project & Seminar (5)
This is the second course in the EdD Instructional Leadership and Equity Applied Project series. Throughout this sequence the EdD student will plan, implement, evaluate, and disseminate the results of an Instructional Leadership and Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. This course includes public presentation of the project to both an academic audience as well as the relevant school, district, state agency, and/or community organization. (5) (1 Didactic credit, 4 clinical credits)

EDUC 795: Executive Leadership Internship (1)
The superintendent internship is part of the professional preparation of school administrators. Its basic function of the internship is to enable the intern/candidate to gain the necessary experience in the performance of the critical tasks of his/her profession while under the close supervision of a certified, experienced superintendent and a university field supervisor. The internship is 360 hours and will assist the aspiring school leader by building upon coursework and learning through practical field experience. NELP leadership standards that are the foundation of the superintendent certification program frame this course. Will be repeated twice for certification and may be repeated up to four times total.

Additional information for courses:

Is this a course that because of variable content could be repeated for credit?	[X] Yes,	?	Times [If yes, the parameters must be clear in course description]	[X]	No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	[X]		Standard Letter	[X]	Pass/Fail
Anticipated Enrollment:	15-20 in each course				
Course Syllabus Attached⁺⁺:	[X]		Yes	[ ]	No

⁺⁺Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?
[ ] Yes (Check the appropriate boxes below)
If more than one course is proposed, make sure the proposal makes clear
which GenEd elements, if any, are proposed for each course.
[X] No

[ ] Alternative Perspectives **A**
[ ] Art, Music, Theatre **AR**
[ ] Cross Cultural Perspective **C**
[ ] International Honors (100-level) **H1**
[ ] International Honors (200-level) **H2**
[ ] International Honors (300-level) **H3**
[ ] Literature **LT**
[ ] Inquiry Seminar (FYEP) **F**
[ ] Mathematical Reasoning **MR**
[ ] Natural Sciences, Mathematics, or
Computer Science **NS**

[ ] Physical Activity **PE**
[ ] Philosophy **PH**
[ ] Religion: Christian Traditions **RC**
[ ] Religion: Global Religious Traditions **RG**
[ ] Science and Scientific Method **SM**
[ ] Investigating Human Behavior, Culture, and Institutions **SO**
[ ] Senior Seminar/Project **SR**
[ ] Writing Seminar (FYEP) **FW**

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS
Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?
[X-Unanimous Support] Yes
[ ] No (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?
[ ] Yes (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)

[X] No

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?
[ ] Yes (Explain and indicate if support services have been consulted)

[X] No

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

> Courses will primarily be staffed by an established cadre of contingent instructors. The institutional impact form outlines all instructor costs as well as a .5 FTE administrative and program assistant to support the operations of the program.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.
[X] Yes   (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

> The budget outlined in the attached Institutional Impact form was developed with input from the Dean of the College of Professional Studies and the Provost's Office including the Associate Provost for Graduate and Continuing Education. The revenue generated will cover program costs with net revenue contributions to PLU.

[ ] No

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES

Janet Weiss   9/26/22

Department Chair/Program Chair/Associate Dean   (Date)

[signature]   9/26/22

Dean   (Date)

Bridget E Yaden   9/26/22   [✓] Forwarded with Endorsement

Provost   (Date)   [ ] Forwarded with Reservations

Acronym	Identification
Ed.D.	Doctor of Education
P-12	Preschool through Grade 12
ESA	Educational Staff Associate
AWSP	Association of Washington School Principals
WASA	Washington Association of School Administrators
NELP	National Educational Leadership Preparation
PESB	Professional Educator Standards Board
OSPI	Office of Superintendent of Public Instruction

Institutional Impact Evaluation Form

1. **Name of Proposed Program:**

Doctorate of Education in Educational Leadership (Ed.D)

2. Executive Summary: In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

The PLU Education Department offers a continuum of degrees and certification including teacher certification for undergraduate and masters' students, principal certification, and a variety of continuing education programs for preservice and in-service teachers. The PLU Doctorate of Education Leadership will be a new degree (Doctorate in Education, Ed.D) program to complement the range of P12 programs and certificates we offer in the Education Department. This terminal degree program is designed for school leaders to obtain their Ed.D and superintendent credentials in three years. The P12 (preschool through grade 12) School District Superintendent Certificate is embedded in the first year of the program. The superintendent credential is followed by two years of advanced leadership and research course work. The program includes two job-embedded applied projects focused on program evaluation and instructional leadership and equity impacts in P12 schools and districts.

The program learning objectives (below) align closely with the PLU mission statement and academic identity statement. As a degree in Educational Leadership, the program directly addresses the core value of *thoughtful leadership*. As evidenced in objective 1, 2, and 6, the program outcomes align to the emphasis in *thoughtful care* on diversity, inclusion, and social justice. As an Ed.D, the program integrates *thoughtful inquiry* throughout (outcomes 3,4,5). Outcome 6 references the Education Department Guiding Principles (attached) which closely align to all 4 components of the mission statement especially *care* and *service.* The program includes completion of requirements for the Superintendent credential as well as two rigorous applied projects, rather than a traditional dissertation, that will address issues of instructional leadership and equity and inclusion in their school or district context. In these projects, doctoral candidates will synthesize and demonstrate their *thoughtful leadership* and *inquiry skills.*

Specific learning outcomes of proposed PLU doctorate of Educational Leadership (Ed.D) program include preparation for students to:

*   Lead schools and districts in diverse communities.

- Identify and analyze the theories, research, and policies related to the study of P-12 educational leadership: ethics and social justice, inquiry, policy, and leadership development.
- Demonstrate competency in National Educational Leadership Program Standards (NELP District Standards).
- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
- Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.
- Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students through effective school improvement.

3. **Proposed Program Start Date**: Summer Session 2023

4. **Program Offerings:**

. Describe the type of program (new degree, new major, new minor, new concentration).

New degree: Doctorate of Education (Ed.D) in Educational Leadership

b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

The program will be offered in a blended, low residency format. The program will be one weekend (Friday and Saturday) a month on campus. At this time we do not anticipate any housing resources needed. The target enrollment for initial cohorts is 15-20 that start every other academic year. Program length is 3 years.

c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue strikeout~~ for deletions.

This is a new program. All courses and catalog language are new.

- EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)
- EDUC 701: Educational Research I (4)
- EDUC 711: Educational Research II: Qualitative Research (2)
- EDUC 721: Educational Research III: Program Evaluation (2)
- EDUC 731: Educational Leadership: Instructional Leadership (3)
- EDUC 732: Current Trends and Challenges in Educational Leadership (3)
- EDUC 741: Educational Law, Policy, and Governance (2)
- EDUC 742: Human Resources in P12 (2)
- EDUC 743: Educational Finance in P12 (2)
- EDUC 744: Community & Family Engagement (2)
- EDUC 745 School Board Relations (1)
- EDUC 746: Crisis, Conflict, Emergency Management (2)
- EDUC 747: Central Office and Programmatic Leadership (2)
- EDUC 760: Evaluation and Supervision in Educational Leadership (2)
- EDUC 761: Educational Leadership: Equity and Social Justice (3)
- EDUC 762: Educational Leadership: Systems Leadership (3)
- EDUC 763: Collaboration and Contributions to the Profession (1)
- EDUC 790: Program Evaluation Applied Project & Seminar (3)
- EDUC 791: Program Evaluation Applied Project & Seminar (4)
- EDUC 792: Applied Project Seminar (2)
- EDUC 793: Instructional Leadership & Equity Applied Project & Seminar (4)
- EDUC 794: Instructional Leadership & Equity Applied Project & Seminar (5)
- EDUC 795a: Executive Leadership Internship I (1)

Continuation Requirements:

To continue in the program, a candidate must maintain a 3.0 GPA, demonstrate dispositions in line with the NELP standards and those published by the Education Department, and successfully complete the Superintendent Portfolio and each Applied Project.

  a. Provide a two-year course cycle for delivering the curriculum.

See curriculum chart below.

b. Provide completion pathways (including two and four-year advising plans for undergraduate programs).

The following charts show the program sequence for both program pathways. The program will enroll a cohort every other year. Beginning in Year 3 the Year 1 and Year 3 courses will be offered in the same academic year to different cohorts.

Red= Superintendent Strand   Blue= Educational Leadership Strand   Green= Research Strand

Ed.D with Superintendent Certification-3 years (60 credits)

Year One	Year Two	Year Three
Summer		
EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3) EDUC 741: Educational Law, Policy, and Governance (2) EDUC 742: Human Resources in P12 (2)	EDUC 795a: Executive Leadership Internship (1) EDUC 701: Educational Research I (4) EDUC 711: Educational Research II: Qualitative Research (2) * Students eligible to be recommended for superintendent certification	EDUC 761: Educational Leadership: Equity and Social Justice (3) EDUC 792: Applied Project Seminar (2)
Fall		
EDUC 731: Educational Leadership: Instructional Leadership (3) EDUC 743: Educational Finance in P12 (2) EDUC 747: Central Office and Programmatic Leadership (2) EDUC 795a: Executive Leadership Internship (1)	EDUC 721: Educational Research III: Program Evaluation (2) EDUC 790: Program Evaluation Applied Project & Seminar (3)	EDUC 762: Educational Leadership: Systems Leadership (3) EDUC 793: Instructional Leadership and Equity Applied Project & Seminar (4)
Spring		
EDUC 760: Evaluation & Supervision in Educational Leadership (2) EDUC 744: Community & Family Engagement (2) EDUC 746: Crisis, Conflict, Emergency Management (2) EDUC 745: School Board Relations (1) EDUC 795a: Executive Leadership Internship (1)	EDUC 732: Current Trends and Challenges in Educational Leadership (3) EDUC 791: Program Evaluation Applied Project & Seminar (4)	EDUC 794: Instructional Leadership and Equity Applied Project & Seminar (5) EDUC 763: Collaboration and Contributions to the Profession (1)
Total Year 1: 23	**Total Year 2: 19**	**Total Year 3: 18**

Ed.D for Certified Superintendents -3 years (47 credits)

Year One	Year Two	Year Three
Summer		
EDUC 700: Educational/Instructional Leadership Orientation & Introduction (3)	EDUC 795a: Executive Leadership Internship (1) EDUC 701: Educational Research I (4) EDUC 711: Educational Research II: Qualitative Research (2)	EDUC 761: Educational Leadership: Equity and Social Justice (3) EDUC 792: Applied Project Seminar (2)
Fall		
EDUC 731: Educational Leadership: Instructional Leadership (3) EDUC 795a: Executive Leadership Internship (1)	EDUC 721: Educational Research III: Program Evaluation (2) EDUC 790: Program Evaluation Applied Project (3)	EDUC 762: Educational Leadership: Systems Leadership (3) EDUC 793: Instructional Leadership and Equity Applied Project & Seminar (4)
Spring		
EDUC 760: Evaluation & Supervision in Educational Leadership (2) EDUC 795a: Executive Leadership Internship (1)	EDUC 732: Current Trends and Challenges in Educational Leadership (3) EDUC 791: Program Evaluation Applied Project & Seminar (4)	EDUC 794: Instructional Leadership and Equity Applied Project & Seminar (5) EDUC 763: Collaboration and Contributions to the Profession (1)
Total Year 1: 10	Total Year 2: 19	Total Year 3: 18

    c.   Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

Specific learning outcomes of proposed PLU doctorate of Educational Leadership (Ed.D) program include preparation for students to:

- Lead schools and districts in diverse communities.
- Identify and analyze the theories, research, and policies related to the study of P-12 educational leadership: ethics and social justice, inquiry, policy, and leadership development.

- Demonstrate competency in National Educational Leadership Program Standards (NELP District Standards).
- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
- Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.
- Articulate core values and model the guiding principles of the PLU education department and the profession, including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to increasing achievement for all students through effective school improvement.

    d. Provide a plan for assessing program learning outcomes.

Direct assessment of the Learning Outcomes will include the following:

1. Course Based Assessments: The learning outcomes will be directly assessed in each course through assignments, presentations and discussions. Rubrics will be aligned to the Program Learning Outcomes which allows for aggregation and analysis across the program.
2. Superintendent Credential: Evaluation includes the feedback form completed by the Internship Mentor and a Portfolio compiled at the end of year one and prior to recommendation for superintendent certification. The portfolio will include the following sections:
   - Professional Information: resume, certifications, letters of recommendation, honors and awards
   - Internship Plan & Log
   - Selected course assignments aligned with NELP standards
   - Professional Growth Plan
3. Applied Projects: Candidates will complete two applied projects aligned to the learning outcomes. These projects require synthesis of course content, application of research methods, completion of a written product, and contribution to the profession. Candidates will complete a job-embedded Program Evaluation in Year 2 and an Instructional Leadership and Equity Applied Project in Year 3.

Indirect Assessment of the Learning Outcomes:

The EdD program will be included in the overall assessment system for programs in the Education Department. The Education Department assesses programs using these data sources:

1. Surveys: Each cohort will complete feedback surveys at the end of years one and two and an exit survey at the end of the program. We will also do one and three year follow-on surveys.
2. Exit Interviews: Our Professional Education Advisory Board (PEAB) composed of P12 school leaders conducts exit interviews.
3. Employer Surveys

In addition, we monitor admissions decisions by gender and race, on-time completion rates by gender and race, and job placement rates (specifically in Washington public P12 schools/districts) as further assessment of program effectiveness and impact.

    e. Identify program entrance requirements, including application processes, if appropriate.

Students will apply to the program through an electronic application. The following will be the requirements for the application:

- PLU Online Application
- $100 Application Fee
- Washington State Teaching or ESA Certificate
- Official Transcripts both undergraduate and graduate
- Statement of professional goals
- 2 Letters of Recommendation
- Letter of District Internship Support
- OSPI Forms- 4001 F-C & 4201
- Current Resume (must have 3 years of leadership experience in P-12)

Admissions to the program will be based on:
- Successful academic record as evidenced by transcripts.
- Letters of recommendation and endorsement by current school district/employer.
- 3 years or more of successful school or district leadership experience.
- District support of superintendent internship.

Candidates will participate in group interviews prior to admissions. Final decisions will be made following a complete application, review, and group interview.

5. External Authorization:

Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

After approval by EPC and the faculty and the PLU Board of Regents, the program will need to be approved by the NWCCU. In addition we will submit the Superintendent

Certificate Sequence and Assessments to the Professional Educators Standards Board (PESB) for approval to offer the Superintendent Certificate.

6. Rationale:

.   Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

The demand for school leaders and superintendents continues to soar. This is partly due to the shrinking retention rates of superintendents. There is significant turn over in the ranks of school leaders. Below is the current data and trends in the superintendent role.

Number of Superintendents in First Year in Current Position (295 total School Districts)
2021: 60
2020: 39
2019: 44
2018: 47
2017: 36
2016: 42

Average Tenure in Current District:
2021: 4.0 Years
2020: 4.6 Years
2019: 4.6 Years
2018: 5.0 Years
2017: 5.3 Years
2016: 5.2 Years

Before the pandemic, addressing school leader turnover across the state and country was a top priority for organizations including the Washington Association of School Administrators (WASA) and Association of Washington School Principals (AWSP). Turnover or churn in the school leader ranks was an epidemic before the pandemic. Churn in school leadership has a negative impact on students, teachers, schools, and communities. Again, this churn was alarming and concerning before the Covid 19 pandemic. Even more alarming is that our schools and districts with the greatest needs– high poverty, urban and rural districts– are churning school leaders at twice the rate. Turnover is a significant equity issue in the educational system. The negative consequences of leadership churn on our most disadvantaged students, schools, and communities is an identified problem area by school associations in Washington State (AWSP, 2022).

Several contributing factors leading to so much turnover across the educational system are abundantly clear. These findings are confirmed by national research recently

conducted by the Learning Policy Institute (2018). Why are school leaders leaving the profession? The number one reason cited was:

1. Inadequate preparation and professional development

In addition, IPEDS data for Education Doctorates across the Pacific Northwest shows consistent demand for the EdD including Educational Administration and Leadership specifically.

b. Identify the target audience for the program.

The target audience for this program includes current P12 district office leaders, school principals and assistant principals.

a.   Explain why this is the right time for the university to add this program.

There is current demand and pressure for school and district leaders to obtain advanced degrees. This program will support the PLU Strategic Objective #2 to increase enrollment across undergraduate and graduate programs. Reasons building and district administrators will enroll in an EdD program including the following:

- **Financial Incentives**
  - Most districts offer building and district administrators professional development funds which can typically be used toward tuition for an EdD.
  - An EdD is recognized on the salary schedule for both teachers and principals which is a financial incentive.
  - Several districts offer an additional financial incentive for the Superintendent credential.
- **Job Advancement Requirements**
  - A relevant Ed.D is increasingly necessary for many district positions including at the building principal level.
  - Many Assistant Superintendent and Superintendent positions require both the P12 Superintendent credential and a relevant Ed.D.
- **Professional Development**
  - An Ed.D in Educational Leadership offers building and district administrators cohesive and targeted professional development to advance their knowledge and skills (as opposed to disparate courses/clock hours).
  - With ever increasing and complex demands on school leaders, administrators in our area are seeking relevant coursework/degrees to meet the needs of their schools and districts.

b.   Explain how this program might compete with other programs currently offered at PLU.

It is not anticipated that the Ed.D program will compete with other PLU programs.

c.   Identify which academic units might be affected by this program, and how.

This program would be an additional doctorate program, but it will not directly compete with other programs or departments. Our current principal preparation program can serve as a pipeline for students for the Ed.D program. We are eager to explore potential collaborations with other graduate programs, the DNP in particular, but such collaborations are not necessary to the implementation of either program.

d.   Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

No and N/A.

7. Marketing strategies:

a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

The program budget includes funds allocated for marketing start-up and annual marketing thereafter. Marketing will begin as soon as all approvals are finalized. Marketing strategies will include the following:

Direct marketing to current PLU principal candidates and recent alumni of the principal program and MAE alumni who graduated six or more years ago. We will also utilize our well-established partnerships with local schools and current P12 leaders to recruit applicants to the program.   They, and other leaders including from our Professional Education Advisory Board, have already expressed willingness to partner with us in this manner.

We will partner with GPCE to optimize digital marketing and other advertising pathways.

The PLU program will be appealing to potential applicants due to the low residency program design offering in-person opportunities balanced with the intensive roles of current school leaders, program length-including the ability to earn the Superintendent Certificate in 15 months (compared to two years at WSU), reputation of PLU education programs, currency of program faculty school and district leadership, and our tuition rates and program costs. In addition, the curriculum and job-embedded nature of the program will be appealing to local school and district leaders. Currently there are Ed.D programs that are offered at other Universities. The WSU program has been appealing to local educators due to tuition rates and program reputation. However, feedback indicates the need to travel to a regional campus and the challenge of completing in

even four years makes the program less appealing. According to their program website: "Students making continual progress could complete the degree in four years, though it is common for students balancing educational, professional, and personal demands to finish in four to five years." Their continuous enrollment requirement also makes tuition higher than listed for many students. A local competitor program is at University of Washington-Tacoma. This program however, is inclusive of P12 educators, nursing educators, and higher education administrators. The PLU program will be distinctive from all of the EdD programs in the region as it will be focused on educational leadership in P12 schools, especially equity-minded instructional leadership. Our program will not be a dissertation based program as all of the others in our area. Rather, we will have a superintendent certification portfolio and two applied projects that allow candidates to engage in advanced leadership while showing an impact on the school system and students they serve. We plan to offer a competitive rate compared to our competitors, while not sacrificing quality or the job-embedded nature of the curriculum and program. Comparison to competitor programs is outlined below.

University	Tuition
WSU	72 Semester $45,432
St. Martin's University	51 Semester $50,390
Seattle University	66 quarter (44 semester) $52,404
PLU	**60 semester** **$58,500**
City University	90 quarter (60 semester) $62,000
SPU	90 quarter (60 semester) $77,400
UW-Tacoma	123 quarter (82 semester) $81,180

b. Identify longer-term plans for marketing and advertising.

For ongoing marketing and recruiting we will maintain relationships with our advisory board members and district partners. This includes making presentations to regular meetings of local principals and offering information sessions at district locations. We will continue ongoing direct marketing to current and past alumni of the principal certification program and the MAE. We can advertise in the publications of the Association of Washington School Principals (AWSP) and the Washington Association of

School Administrators (WASA) as well as have information booths at their conferences and events. The Executive Director of AWSP has already expressed interest in teaching in the program. Finally, as with our other programs, alumni can also be tapped for referrals and word of mouth.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

.   Fundraising:

a.   Grants: The PESB regularly offers small to medium size grants for program development, implementation, or collaboration with district or community partners. These grants are often focused on improving equity outcomes. When established, the EdD program will apply for these grants as appropriate. Additionally, WASA and AWSP occasionally offer small grants for advancing preparation of school and district leaders.

b.   Other:

9. Faculty, Staff and Administration:

.   Describe the qualifications needed by faculty who will teach in the program.

Faculty teaching in the program will hold an EdD or PhD in Education, Educational Leadership or related field. Additionally the majority of faculty will have 5 or more years of school leadership experience as a principal, central office administrator, or superintendent. In order to ensure that coursework is deeply relevant to the current demands of school and district leaders, the majority of courses will be taught by contingent faculty who are current or recent school and district leaders.

b.   Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

Contingent faculty from the field will teach in the program. We will need one contingent faculty member per class per semester. These faculty members will primarily come from the field and serve as current or recent school administrators and leaders.

b. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

Current tenure/tenure track faculty will not teach in the program, unless they choose to do so for extra pay. PLU's Education Department has seven tenure track faculty; they will be invited to apply to teach in the program if they wish to teach.

Current administrative faculty teaching loads may be reassigned from other programs. These teaching assignments can be filled by contingent faculty. The expense for this change is included in the program budget.

a.   Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

The total number of credits of instruction for each of the first five years is outlined below. These will be course by course contingent contracts. The remaining credits each year are internship or applied project clinical credits. As with our other programs, internship supervisors and applied project advisors and reviewers will be hired on personal services contracts. The applied project advisors and reviewers will all be paid on stipend basis and not in load. These personnel expenses are included on the budget chart included in this proposal.

	Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 1	21	13	8		
Cohort 2			21	13	8
Cohort 3					21
Total	21	13	29	13	29

b.   If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required

As stated elsewhere in this proposal, the Education Department and the Principal Preparation program specifically, have strong relationships with regional school and district leaders as well as those in state-level leadership positions. These connections will be used to recruit contingent faculty. In addition, several current instructors in the Principal Preparation program have expressed interest in teaching in a future EdD program.

c.   Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

The administrative leadership of the program will be included in the responsibilities of the Associate Dean, Director of Principal Certification, and Assistant Dean of Education through start-up and launch. Once we fully experience the cyclical rhythm of the program we will re-evaluate the leadership demands and structures and propose any updates. Any rearrangements or additions would be made within budget constraints of this program.

To support the operations of the program, we will add a .5 FTE admin and program assistant position. This position will assist program leadership in updating and

maintaining program materials, managing the logistics of the application process, collecting new candidates' paperwork and maintaining files, registering candidates for each term and assisting with the contracts for contingent faculty.

After three years, the Department will re-evaluate administrative and staff needs and propose changes as needed and supported by enrollment revenue.

10. Facility and Technology Needs – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

.   Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

As most faculty will be contingent, no additional office space is needed. The Education Department maintains office space for contingent faculty to use as needed. No additional technology is required. Given that the program will meet primarily on Friday afternoons and Saturdays, we do not anticipate any issues with securing classroom space.

a.   Describe any furniture and/or equipment necessary to launch or maintain the program.

b.   Explain any special security considerations associated with the program.

None

c.   Identify possible health and safety concerns associated with the program.

None

11.   Library Resources:

.   Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

We do not anticipate significant library resources needed beyond an orientation for each cohort to the library and how to access library resources. We will work with our other graduate programs in Education as well as graduate programs across campus to identify common times if possible and appropriate.

a.   Does the new program require access to library resources not already available? Are these mandated by any program accreditation?

We do not anticipate any additional resources needed.

b.   If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

EdD students will generally access Library resources (specifically articles and journals) online and can access in-person library resources when on campus for courses. Additionally, most districts subscribe to certain resources that may be relevant to their coursework and applied projects. We do not anticipate any expenses for postage.

12. **Student Services**—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

. Financial aid: EdD students may elect to complete a FAFSA and seek federal aid for their graduate program. At 15-20 students per year, this does not create a significant change in workload for the SFS personnel and is within the graduate enrollment goals stated by the university.

a. Registration: The Education Department currently advises and registers all graduate students and principal certification candidates directly and will continue this practice for EdD students.

b. Center for Student Success (advising, tutoring): None: As a doctoral program, all advising and student support will be managed within the Education Department.

c. Other: We anticipate collaboration with GPCE for marketing and recruitment.

13. **Budget.** Use information from the questions above to complete the table. Please see footnotes for additional information.

i. Identify the projected number of students *declared* in the new program for each of the first <u>four</u> years of the program.

This program will enroll a new cohort every other year. The target enrollment for each cohort is 15 to 20. Upon reaching year 3, the annual enrollment will be cyclical. On overlapping years total enrollment will be 30-40 and on the single cohort years, the enrollment will be 15-20.

ii. Identify projected faculty FTE for each of the first <u>four</u> years of the program.

The number of contingent teaching credits for each year was listed above. The associated FTE by year is outlined below. These are not additive but rather the total teaching FTE for *each* year. These are all contingent.

Year 1: .875, Year 2: .54, Year 3: 1.21, Year 4: .54.

iii. Identify the number of additional (new) faculty FTE (whether new or contingent) necessary to add in each of the first <u>four</u> years of the program.

Same as the prior question.

iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.

The proposed pay rate for this program is $1,800/credit hour. This pay rate is slightly higher than the per credit rate for undergraduate and master's level courses. This difference is in response to the salary rate for current central office leaders and superintendents who will be our contingent faculty and is in line with the market rate adjustment for business and nursing and was determined in consultation with the Provost's Office.

v. Indicate the projected staff/administrator FTE for each of the first <u>four</u> years of the program.

Administrative and Program Assistant: The program will add a .5 FTE staff admin program assistant to support the program.

Internship Supervisors: Each doctoral candidate will be assigned an Internship Supervisor responsible for feedback and evaluation of the internship. As with the supervisors for the teacher and principal preparation programs, these Internship Supervisors will be paid a per candidate stipend. Candidates will register for 1 semester credit of internship for three semesters for a total of three credits. Internship Supervisors will be paid $500 per candidate per term for a total of $1,500 per candidate. This expense is split across academic/fiscal years as shown in the budget table.

Applied Project Advisors: Each doctoral candidate will be assigned an Applied Project Advisor for each of the applied projects. These Advisors will be paid a $2,000 stipend per candidate for a full academic year of advising (Fall through Spring).

Applied Project Reviewer: An additional reviewer will be assigned to each applied project to assist with formal review and evaluation. These reviewers will receive $200 per project.

vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first <u>four</u> years of the program.

The .5 administrative and program assistant will be added in year 0 to assist with preparation of start-up materials, website, application processes, and other launch activities. The estimated cost of this position is prorated for year 0 as this position will not begin until Spring semester.

vii. Indicate the average staff/administrator salary.

viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative*.

Services and Purchases

The services and purchases budget includes budget for development and distribution of program materials and ongoing office and program materials. The program will utilize a primarily contingent faculty. Regular meetings will be used for collaboration and oversight of courses and course content. This budget is highest in Year 0 to support further development of courses and training for year 1 faculty. Travel and professional development expenses include membership fees for the Washington Council of Educational Administration Programs (WCEAP), the Association of Washington School Principals (AWSP) and the Washington Association of School Administrators (WASA). Additional travel will be used to attend the meetings and conferences of these associations to remain current on both the regulations as well as the expectations of school leaders. Attendance at these conferences also serves a recruiting function.

ix. Estimate facilities and technology expenses for each of the first <u>four</u> years of the program.

N/A

x. Estimate library expenses for each of the first <u>four</u> years of the program.

N/A

xi. Estimate student services expenses

N/A

Year	0	1	2	3	4	5		
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28		
Revenue								
EdD with Superintendent Credential		12	12	26	14	29		
EdD for Certified Superintendents		3	3	6	3	6		
Total Number of Students		15	15	32	17	35		
Total Tuition Revenue		$298,350.00	$277,875.00	$609,970.00	$318,155.00	$674,535.00		
Faculty and Staff Expenditures								
.5 Administrative and Program Assistant*	$11,540.00	$25,012.00	$25,512.24	$26,022.48	$26,542.93	$27,073.79		
Course Load Reallocation**		$8,700.00	$8,700.00	$8,700.00				
Contingent Instructors		$41,580.00	$25,740.00	$57,420.00	$25,740.00	$57,420.00		
Internship Supervision		$15,000.00	$7,500.00	$17,000.00	$8,500.00	$18,000.00		
Applied Project Advisor			$30,000.00	$30,000.00	$34,000.00	$34,000.00		
Applied Project Reviewers			$3,000.00	$3,000.00	$3,400.00	$3,400.00		
Total Salaries	$11,540.00	$90,292.00	$100,452.24	$142,142.48	$98,182.93	$139,893.79		
Operating Expenditures								
Office Supplies/Printing/Mailing	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00		
Meeting Expenses	$4,000.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00		
Marketing/Recruiting	$13,000.00	$7,000.00	$7,000.00	$7,000.00	$7,000.00	$7,000.00		
Professional Development/Travel		$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00		
Total Operating Costs	$18,000.00	$13,500.00	$13,500.00	$13,500.00	$13,500.00	$13,500.00		
Total Operating and Personnel	$29,540.00	$103,792.00	$113,952.24	$155,642.48	$111,682.93	$153,393.79		
Net Surplus (Deficit)	-$29,540.00	$194,558.00	$163,922.76	$454,327.52	$206,472.07	$521,141.21		

Contingent Instructor cost is based on the number of course credits taught each year (Internship and Applied Project Credits not included). These numbers are below.

		Year 1	Year 2	Year 3	Year 4	Year 5		
	Cohort 1	21	13	8				
	Cohort 2			21	13	8		
	Cohort 3					21		
	Total	21	13	29	13	29		

* This position will not start until the program is fully approved, thus the estimated expense in year 0 is for a partial year. The pay rate is estimated at $18.50/hour plus benifits and estimates a 2% COLA.

** This cost is included to demonstrate true cost of implementation. We have administrative faculty currently teaching in the principal program who may now teach in the EdD. The expense here addresses the potential increase in contigent costs in the Principal Preparation program if that change is made.

14.   Risk management

Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

The most significant risks associated with implementing a new Ed.D program is obtaining approval from PESB to offer the superintendent certification. However, having an existing undergraduate and masters teaching program and principal program that has been offering certification mitigates this risk because PLU is well known to PESB and well-versed in the NELP preparation standards and application process. PESB provides a supportive and consultative approach with universities during the new program development process.

15.   Accountability and Exit Strategy:

.   Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

This EdD program is a three year program that will admit a new cohort every other year. By the end of year two (Spring 2025) we will know whether a viable second cohort will be admitted. Enrollment goals for each cohort are 15-20 candidates (12-17 EdD with Superintendent Certification, 3 Already Certified). A cohort of 10 would still be profitable with $90,000 or more in net revenue each year. The previously outlined assessments that occur at the end of Years 1 and Years 2 (Superintendent Certification, Year-End Surveys, and Course Evaluations) will be used to determine if the program is meeting stated outcomes.

a.   Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

If the program does not meet enrollment targets for Cohort 2 or beyond, two options will be considered in consultation with the Dean of the College of Professional Studies and the Associate Provost for Graduate Programs and Continuing Education.

The first would be to delay the next cohort to increase recruitment and enroll a full cohort a year later. The second option would be to teach out the third and final year and end the program. A teach-out of this program would be straightforward as the majority of instructors are contingent.

b.   Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

The Leadership Team for the Education Department (Associate Dean, Assistant Dean of Education and the Director of Principal Certification) will have administrative oversight of this program with additional accountability from the Dean of the College of Professional Studies and the Associate Provost of Graduate Programs and Continuing Education.

16. **Communications Checklist.** The persons/offices listed below should be consulted as the proposal is prepared.

SEE ATTACHED EMAILS

	Signature	Date	Level of Support: • **Support** • **Undecided** • **Do not support**
Chair	X	9/26/22	Support
Dean	X	9/26/22	Support
Associate Provost for Undergraduate or Graduate Studies, as appropriate	X	9/21/22	Support
Provost	x	9/21/22	Support
Accreditation Liaison Officer	X	9/21/22	Support
Director of the Library	X	9/22/22	Support
Registrar	x	9/21/22	Support
Student Financial Services	x	9/20/22	Support
Director of Admission	X	9/21/22	Support
Executive Director Center for Student Success	X	9/21/22	Support
Vice President for Administrative Services	X	9/27/22	Support

May 2020

Pacific Lutheran University
EDUC 700—Educational/Instructional Leadership Orientation & Introduction
3 credits
Summer 20XX

Description
This course is to prepare students for executive/advanced school leadership roles in districts. The course emphasizes the character, dispositions, skills, as well as the values and beliefs, which inform effective school and organizational leadership and support the development of a districtwide vision. Additionally this course will introduce students to the PLU Ed.D program and build relationships among cohort members and faculty.

The primary goal of this course is to assist the aspiring school leader to develop the knowledge, skills, and cultural competence to improve learning and achievement for all students by leading professional development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

Learning Outcomes
- Identify individual and cohort leadership strengths and understand how to use leadership and leverage the strengths of others in a district setting.
- Increase ability to work independently and as a team on the complex ethical and social justice issues of leadership.
- Develop a vision of school leadership focused on the improvement of learning for all students in a district.
- Know and understand the role of the district leader as instructional leader.
- Increase his or her knowledge and capacity in the area of instructional leadership, creating culture, and curriculum and instruction.
- Understand and apply leadership research and theory, motivation, and change theory to improve school climate and student achievement.

Topics Covered
- Instructional Leadership
- Team building
- Leveraging Strengths
- Developing a district mission and vision

Possible Texts
Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools.* Jossey-Bass.
Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. Simon and Schuster.Electronic copies of various articles and case studies will be provided.

Pacific Lutheran University
EDUC 701—Educational Research I
4 credits
Summer 20XX

Course Description

This course provides foundational concepts in educational research including various methodologies. The course will address criteria for evaluating and using educational research in their own practice. Students will develop skills in understanding and evaluating research claims. Course concepts include descriptive and inferential statistics and quantitative research designs. Students will also develop knowledge and skills of action research.

Required texts

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2023). *How to design and evaluate research in education* (11th ed.). New York: McGraw-hill.
Hostetler, K. (2005). What is "good" educational research? Educational Researcher, 34(16), 16-21

Suggested texts

Cooper, H. M. (1998). Synthesizing research: A guide for literature reviews (3rd ed.). Thousand Oaks, CA: Sage Publications.
Vogt, W. P., Johnson, R.B. (2016). *Dictionary of statistics and methodology: A nontechnical guide for the social sciences* (5th ed.). Thousand Oaks, CA: Sage

Learning Outcomes

- Complete a literature review demonstrating synthesis and critical analysis
- Develop skills to evaluate educational research
- Demonstrate understanding of theoretical foundations and ethical implications of educational research
- Develop a research question
- Understand statistical concepts and procedures
- Apply appropriate statistical analysis to provided data set
- Understand and evaluate quantitative research articles
- Distinguish between various quantitative methods including quasi-experimental and experimental designs and their appropriate application
- Identify quantitative data sources within the district and analyze their use
- Demonstrate effective written and oral communication skills

Program Outcomes

- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.

Topics Addressed

- What is Research
- Essential research terms and concepts
- Epistemology
- Understanding Statistics and Evaluating Claims
  - Measures of Central Tendency

- - Descriptive Statistics
  - Inferential Statistics
    - Parametric
    - Statistical significance
- Research Designs and Appropriate Conclusions
  - Experimental and Quasi-Experimental
  - Correlational
  - Causal-Comparative
- Generalizability
- Meta-Analysis
- Positionality
- Action Research
  - Authentic Need to know
- Being a Good Consumer of Research
- Developing a research question
  - Literature Reviews

Course Requirements/Evaluation

- Two Article Critiques
- Quantitative Data Project
- Analysis of Research Base for School or District Curriculum or Program
- Inventory of Data Sources at school and/or district

Pacific Lutheran University
EDUC 711—Educational Research II: Qualitative Research
2 credits
Summer 20XX

Course Description

This second course in the research methods sequence addresses major concepts of qualitative research methods and an introduction to program evaluation. Students will learn the major methodologies, and ethical implications of qualitative research including appropriate research questions. Students will learn and implement qualitative data collection and analysis techniques.

Required texts

Creswell, J.W. & Poth, C.N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2023). *How to design and evaluate research in education* (11th ed.). New York: McGraw-hill.

Suggested texts

Students will be given a list of articles and books that provide more in-depth theoretical and practical guidelines for specific qualitative research designs.

Learning Outcomes
- Understand the key terminology and concepts of qualitative research
- Be familiar with ethical considerations in qualitative research.
- Develop skills to evaluate qualitative research
- Understand and apply effective interviewing techniques
- Analyze multiple qualitative data sources using established methods

Program Outcomes
- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.

Topics Addressed
- Qualitative Research
- Definition of qualitative research
- General qualitative methods, approaches and considerations (e.g. positionality, Data-Making, design steps, member checking etc)
- Major Qualitative Approaches
- Interviewing and focus groups

Course Requirements/Evaluation
- Two Article Critiques
- Data Collection 1: Interview and Transcript
- Data Collection 2: Observation Field Notes

Pacific Lutheran University
EDUC 721—Educational Research III: Program Evaluation
2 credits

Course Description

This third course in the research methods sequence addresses major concepts of program evaluation.   This course prepares students to plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation for their Applied Project. The course addresses the similarities and differences between program evaluation and other forms of education research and related ethical implications. Students will learn the steps in designing and conducting a program evaluation as well as considerations when contracting for program evaluations as many educational grants and programs require outside evaluation.

Required texts
● Fowler, F. J. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.
● Sanders, J. R., &. Sullens, C. D. (2005). *Evaluating school programs* (3rd ed.). Thousand Oaks, CA: Sage.
● Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2023). *How to design and evaluate research in education* (11th ed.). New York: McGraw-hill.
● Additional readings will be posted on the Sakai site.

Learning Outcomes
● Understand the key terminology and concepts of program evaluation.
● Be familiar with ethical considerations in program evaluation.
● Learn essential research methods associated with program evaluations.
● Develop a research question responsive to the client's needs
● Conduct an effective client meeting
● Understand and apply survey methods
● Use appropriate methodology, data collection and data analysis for program evaluation plan
● Develop data collection or assessment tools as needed (surveys, interview protocols, etc)
● Design and implement a program evaluation in their school or district setting

Program Outcomes
● Prepare and present written work to both academic and practitioner audiences.
● Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
● Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.

Topics Addressed
● PE planning and frameworks (Sanders and Sullins)
    ○ Clarity with regards to what is being evaluated and how
    ○ Drawing appropriate conclusions
● Types of evaluation
● Ethical issues
● Quantitative Approaches
● Qualitative Approaches

- Higher Order Models
- Survey Design
- Critique of Program Evaluation
- Technical and Logistical Components
- Implementation of program evaluation

Course Requirements/Evaluation

- Completed Pilot Survey
- Inventory of Program Evaluations in school/district
- Completed Client Meeting/Consultation and Summary

Description
In this course, students will learn both the field's best knowledge of what high-quality learning is, and how to generate it at a systems level. Students will read, discuss, and collect and analyze data around learning at all levels of a school district's system, including students, teachers, and school and district leaders. Concurrently, students will examine the leadership actions and formal and informal organizational systems that serve as levers for learning. Students will be guided by three key questions at each level of analysis: *what is the learning*, *how does the learning occur*, and *when and under what conditions do people learn*?

Students will be grounded in systems-focused examination in a common understanding of what "high-quality student learning" means and looks like. From a systems perspective, student learning is dependent on high quality instructional practice. We will focus on teachers both their instruction and their learning needs. preliminary analysis into professional learning for teachers from a systems' perspective. Students will learn what counts as high-quality instruction and how we know when it's happening.

This course will address the following questions: *How can school and district leaders disrupt the current system and move towards more equitable outcomes for all students? In what ways do principal and district leader frameworks reflect the leadership practices needed to create more just schools? In what ways do they address leader-learning needs?*

Learning Outcomes
As a result of this course, students will be able to:
- Lead the design and implementation of a coherent theory-based vision of relevant, rigorous, inclusive, and culturally-responsive instruction for all students, beyond an individual school, and shared by district and community stakeholders.
- Design, adapt, select, and use instructional frameworks, evaluation systems, and other leadership tools to optimize student and adult learning.
- Engage school and community expertise and other resources in efforts to improve student and adult learning.
- Support the learning of adults from a teaching-and-learning stance to continuously strengthen their practice in ways that increase equitable learning for every student.
- Foster the collective responsibility, growth, and capacity of others to identify historic and systemic disparities in learning environments and outcomes and to ensure that the needs, interests, and assets of non-dominant students are central in change efforts.

Topics Covered
- Teaching and Learning
- High Quality Student Learning
- Mission and Vision
- Building Capacity and Professional Development
- District Improvement Plans
- Culturally Responsive Instruction and Practices

Possible Texts
Marzano, R. J. (2003). *What works in schools*. Association for Supervision and Curriculum Development.

Schmoker, M. (2011). *Leading with Focus: Elevating the Essentials for School and District Improvement.* Association for Supervision and Curriculum Development.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Routledge.

Pacific Lutheran University
EDUC 732: Current Trends and Challenges in Educational Leadership
3 credits
Spring 20XX

Description
Educational leaders serve in districts impacted by many social, economic, and political factors; thus, leaders must maintain a clear understanding of these issues in order to implement change. This course will provide an in-depth analysis of current trends and issues impacting leadership. This will enable the candidate to focus on personal growth and development of characteristics of leadership.

This course will explore and study the current issues and trends related to the field of education leadership through several case studies. Emphasis will be placed on current problems of practice, research, and analysis of practices related to effectiveness.

Learning Outcomes
As a result of this course, students will be able to:
- Identify current trends and problems of practice in P-12 education.
- Develop a position on emerging issues and trends in education and prepare arguments related to specific positions regarding those emerging issues.
- Demonstrate acceptable approaches and responses to situations arising from emerging issues and trends.
- Analyze cultural issues and trends that are currently related to and impacted by educational systems and leaders.
- Analyze the continuum of educational leadership trends and issues emphasis on participation and involvement of all parties involved in the educational progress.
- Articulate an understanding of roles of educators and differentiated instructional needs in current educational environments.
- Demonstrate qualities of leadership capacity to create opportunities for change and learning, as needed for diverse student populations.

Topics Covered

- Current trends and problems of practice in P-12 education
- Involving stakeholders and community in problem solving
- Responding to current issues in P-12 education
- Leadership skills and dispositions necessary for navigating challenges

Possible Texts

Gorski, P.C., & Pothini S.G. (2018). *Case study on diversity and social justice education 2nd edition.* Routledge. New York, NY.

Pacific Lutheran University
EDUC 741: Educational Law, Policy, and Governance
2 credits
Summer 20XX

Course Description

The primary goal of this course is to assist the school leader to develop the attitudes, knowledge, and skills necessary to effectively practice high quality, ethical and legal practices based on the law and appropriate policy application. This course explores federal and state law that school administrators and superintendents are responsible to know and administer. This course is a requirement for all students in the Ed.D program and for the superintendent certification.

This course will assist the school leader in strengthening the attitudes, knowledge, and skills necessary to effectively practice high quality, ethical personnel practices based on appropriate policy application to ethical, moral, and legal foundations of educational administration in dealing with personnel and policy decision making. These ethics and attitudes are shaped by the five core values of the PLU department of education: leadership, competence, care, service, and difference.

Learning Outcomes
- Provide an overview of essential knowledge for educational administrators concerning federal and state law generally as applied to public schools.
- Assist the educational practitioner apply the statutes and regulations of the United States and the State of Washington.
- Apply pertinent principles of law/statutes/regulations in specific situations to formulate an appropriate legal response to effect decision making for the betterment of the students, classrooms, families, schools, and communities
- Demonstrate the ability to explain the rationale for legally required actions.
- Analyze dynamics of educational policy in local, state, and national arenas and its impact on school districts.
- Assess the impact of policies on the education system and students.
- Model integrity, fairness, transparency, trust, collaboration, and ethical decision making.

NELP Standards
- NELP Standard 2: Ethics and Professional Norms
- NELP Standard 7: Policy, Governance, and Advocacy

Topics Covered

Key content in this course includes: the political frame, school law, state and federal regulations, ethical decision making, development of district policy, listening and documentation, confidentiality, and district policy review.

Required Texts

Brierton, J.T., Graham, B.F., Tomal, D.R., Wilhite, R.K. (2016). Ethics and Politics in School Leadership. Rowman and Littlefield
Essex, N. (2014). School Law and the Public Schools: A practical guide for education leaders 6th edition. Pearson
School Law Course Pack (local cases and state laws)

Pacific Lutheran University
EDUC 742: Human Resources in P12
2 credits
Summer 20XX

Course Description

This course provides learning of concepts, skills, theories, and techniques involving human resource management and a review of examples of HR practices in P-12 school systems. This course extends what building leaders know and understand about HR and looks at it through a district and superintendent role. There will be an examination of human resource planning, development, and utilization in modern organizations. The establishment and operation of a total human resource program is explored. Topics include recruitment, selection, training and development, performance appraisal, collective bargaining, contracts, benefit programs, relationships, and role of the human resource department.

This course is a requirement for all students in the Ed.D program and for the superintendent certification.

Learning Outcomes
- Students will learn current local, state, and national educational policies and procedures to understand how HR decisions impact the P-12 school system.
- Students will understand the district organizational structure and org chart.
- Students will know and understand the function of collective bargaining in a P-12 system.
- Students will understand the HR hiring process and requirements for certificated teachers, administrators, and classified staff.
- Students will be able to conduct interviews for teachers, administrators, and classified staff.
- Students will learn how to handle staff/personnel issues and concerns, including how to conduct investigations.
- Students will learn to build relationships and capacity of people throughout the organization
- Students will understand the collaborative relationship required between the superintendent and the Human Resources Department and members of the district's leadership team.

NELP Standards
- Standard 2: Ethics and Professional Norms (2.1, 2.2, and 2.3)
- Standard 6: Operations and Management (6.1, 6.2, and 6.3)

Topics
- recruitment, selection,
- training and development,
- performance appraisal,
- collective bargaining,
- labor and management,
- union relations, contracts, benefit programs,
- relationships,
- role of the human resource department

Pacific Lutheran University
EDUC 743: Educational Finance in P12
2 Credits
Fall 20xx

Course Description

The primary goal of this course is to help aspiring school leaders understand school finance and the systemic and political impacts on K-12. Students will look at school funding applying an equity and instructional lens to help prioritize and guide district level funding. Particular emphasis will be placed on the role of the superintendent or program leader in advocating for students and programs.

Learning Outcomes

- Upon successful completion of this course, students will:
- Increase knowledge of school finance, including categorical and other funding sources
- Understand the federal and state school funding model
- Advocate for local, state, and federal funding to support students and programs
- Interact with colleagues, community, and legislature around funding priorities
- Understand the importance of levies in district funding
- Enact just and equitable decision making around funding and resources
- Understand the role of the superintendent as it relates to managing district resources
- Know and understand the role of the principal as a collaborator and community leader**.**

NELP Standards

- Standard 2: Ethics and Professional Norms (2.1, 2.2, and 2.3)
- Standard 6: Operations and Management (6.1, 6.2, and 6.3)
- Standard 7: Policy, Governance, and Advocacy

Topics

Role of the superintendent, local-state fiscal arrangements, district funding, school funding, budgets, staffing allocations, ASB budgeting, categorical funds, levies and bonds, advocacy, legislative sessions, and related educational finance procedures.

Required Texts

Born, C. (2020) Making Sense of School Finance: *A state by state approach.* Rowan and Littlefield. Lanham, MD

Electronic articles

Assessments
- Participation in levy campaign if applicable
- District/program budget to go with program evaluation
- Superintendent portfolio

Pacific Lutheran University
EDUC 744: Community and Family Engagement
2 Credits
Spring 20xx

Description

The primary goal of this course is to assist district leaders in developing the knowledge skills, and cultural understanding to improve learning and achievement by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. Students will explore the roles and responsibilities of school leaders in co-creating with families and communities to establish social networks of shared responsibility for student learning and development. This course is a requirement for all students in the Ed.D program and for the superintendent certification.

Learning Outcomes

Upon successful completion of this course, student will be able to:
- Analyze assets and challenges each community offers to its stakeholders
- Assess their own networks, biases, and community resources to respond to diverse community interests and needs
- Establish inclusive practices that center students, families and the community
- Co-create effective family and community partnerships that meet the unique needs of communities.

NELP Standards

- Standard 1: Mission, Vision, and Improvement
- Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
- Standard 5: Community & External Leadership

Topics Covered

Key content for this course includes: co-creating safe, communicative and culturally responsive school and district climates, initiating effective family partnership practices and fostering successful district-community partnerships, co-creating with families and community, establishing and maintaining a positive district and school climate, collaborating and responding to diverse community needs, STI, SEL, and mobilizing community resources to support students.

Required Texts

Ishimara, A.M. (2019). Just Schools: Building equitable collaboration with families and communities. Teachers College Press, New York, NY.

Pacific Lutheran University
EDUC 745: School Board Relations
1 credit
Spring 20xx

Course Description

The school board governs and the superintendent administers the school district. While this may sound simple it is often the most difficult area for the board and superintendent to clarify. Not having a clear understanding of the board and superintendent's proper role can lead to poor communication, mistrust and, in the end, conflict and educational failure. Boards are elected by the community to set priorities, establish policies and evaluate the outcomes of district operation. Superintendents identify needs and policies, develop regulations, provide leadership, and manage the day-to-day operation of the district. This course will focus on the role of the superintendent, board, and the relationship between the two.

Learning Outcomes

- Students will understand the role of the school board in P-12 schools.
- Students will understand the district organizational structure and org chart.
- Students will learn to build relationships and vision with the school board.
- Students will be able to work together with the school board to set priorities including budget, determine new educational programs, and ensure adequate services are available to students.
- Students will understand the collaborative relationship required between the superintendent and the Human Resources Department and members of the district's leadership team.

Topics

- Role of the superintendent,
- Role of the school board,
- Relationships, policy, policy governance, community, elections and board governance,
- Clarifying priorities.

Textbooks

Harvey, J., Cambron-McCabe N., Koff R.H., (2013). *The superintendent's field book: A guide for leaders of learning* 2nd edition. Thousand Oaks, CA.

Pacific Lutheran University
EDUC 746: Crisis, Conflict, and Emergency Management
2 credits
Spring 20xx

Course Description

Effectively managing crisis, conflict, and emergencies is a critical responsibility of a school leader. This course focuses on how educational leaders plan for, manage, and address crises at the institutional level. This course provides practical experiences where students analyze and apply knowledge related to crisis management systems essential to health and safety of employees and students.

Learning Outcomes

- Upon successful completion of this course, the students will be able to:
- Articulate the scope of potential crises that can emerge.
- Evaluate methods for prevention, recognition, and resolution of crises.
- Analyze methods for effective media communications in crisis situations.
- Analyze FEMA, state, and local procedures involving communities and educational organizations in preparation for crises.
- Effectively communicate and manage communications, including social media, during and after a crisis or emergency.
- Investigate an institutional leadership plan for management of crisis events at the organizational/systems levels

NELP Standards

- Standard 2: Ethics and Professional Norms (2.1, 2.2, and 2.3)
- Standard 5: Community and External Leadership
- Standard 6: Operations and Management (6.1, 6.2, and 6.3)

Topics Covered

- Emergency preparedness,
- effective crisis management,
- media and social media communications,
- community and external communications,
- district policy and procedure.

Textbooks

Jordan-Meier, Jane (2011) *The Four Stages of Highly Effective Crisis Management: How to Manage the Media in the Digital Age,* Boca Raton, FL: CRC Press, Taylor and Francis Group, LLC

Harvey, J., Cambron-McCabe, N., Cunningham, L. L., & Koff, R. H. (2013). *The Superintendent's Fieldbook, 2nd Edition*. Thousands Oaks: Corwin Press/National Superintendent Roundtable.

www.fema.gov National Incident Management System, Federal Government

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Pacific Lutheran University
EDUC 747: Central Office and Programmatic Leadership
2 credits
Fall 20xx

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Course Description

This course focuses on superintendent or school district leader roles in establishing effective central management and the integration of special programs including Title I, LAP, student services, early childhood, career and technical education, and special education. The course also includes systems and strategies to evaluate program leaders and principals across the system. Students will explore approaches to improve central district systems and student learning for historically underserved populations.

Learning Outcomes

- Upon successful completion of this course, the student will be able to:
- Analyze the role and organization of central administration in implementing special programs in a school district.
- Evaluate research-based models for district-wide special programs designed to provide effective support for all students.
- Apply compliance and reporting requirements for state and federal special programs.
- Identify values-related concerns and political barriers involved in funding and implementation of special programs.
- Be able to evaluate, support and supervise program leaders and principals across the P-12 system.

Required Texts

Beyer, B. & Eileen S. Johnson, E. S., (2005). Special programs and services in schools: Creating options, meeting needs. Baltic Chambers, Waveney Road, UK: Proactive Publications.

Honig, M. I. (2013) Central Office Transformation Toolkit Strengthening school district central offices in the service of improved teaching and learning. University of Washington Center for Educational Leadership. Commissioned by The Wallace Foundation. https://www.wallacefoundation.org/knowledge-center/pages/central-office-transformation-district-wide-teaching-and-learning.aspx

Topics Covered

While much of the educational leadership field centers on school principals and instructional leaders at the school level, central district offices are often left out of the conversation. This course focuses on the role of principals AND district central offices, including supportive leadership structures to improve school level efforts. This course provides an overview of central support, with a particular focus on special programs that address targeted student populations with a goal of improving student learning.

Assessments

Focus Paper on Special Programs
Case Study

Pacific Lutheran University
EDUC 760: Evaluation and Supervision in Educational Leadership
2 credits
Spring 20XX

Description

The primary goal of this course is to develop knowledge, skills, dispositions, and cultural competence required of the aspiring school leader to effectively assess instruction and provide feedback to teachers for the improvement of practice and pedagogy in the P-12 setting. This course will cover the evaluation and supervision of certificated staff including teachers, principals, and central office/program administrators.

During this course the school leader will conduct several classroom, school, and district observations using the Washington State Teacher and Principal Evaluation (TPEP) and one of the three approved instructional frameworks and the AWSP principal framework.

Learning Outcomes

At the end of this course, students will:

- Know and apply RCW, WAC, and locally negotiated collective bargaining agreement requirements that govern the teacher and principal evaluation processes in the State of Washington and in local school districts.
- Know and apply understanding of Washington state's Teacher and Principal Evaluation Project (TPEP), including but not limited to:
    - Washington state criteria, preferred instructional and leadership frameworks, the four-tiered rating system, and the use of student growth data/multiple measures of performance.
- Understand how bias can impact observation and evaluation, and how inter-rater reliability is achieved to reduce bias in observation and evaluation.
- Understand what constitutes evidence and the collection of evidence over time to support evaluations.
- Student will develop the skills in setting student growth goals, classroom observation, including pre- and post-observation and evaluation conference skills.
- Develop model classroom teacher support plans reflecting observation and evaluation data; understand the development of principal support plans.
- Expand research-based knowledge that defines quality P-12 teaching.
- Develop multiple methods for the collection, analysis, and communication of teacher evaluation data, including use of online tool(s) for management of evaluation-related information.
- Develop expertise in supervision and evaluation of instructional staff to improve instruction and student learning.
- Develop the ability to articulate specific supervisory approaches one might take in order to assist both effective and ineffective teachers improve instruction.

Topics Covered

- TPEP

- Teacher evaluation, three instructional frameworks (Cel5D, Danielson, and Marzano) teacher observation pre and post conferencing skills, evaluation, bias in evaluation, and student growth goal setting.
- Principal evaluation, principal framework (AWSP), observation, student growth goal setting, bias in evaluation.
- Curriculum and instruction

Possible Texts

Hattie, J. (2008). Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analysis relating to achievement.* Routledge.

Schmoker, M. (2016). *Leading with focus: Elevating the essentials for school and district improvement*. ASCD.

Online Resources including the instructional and principal frameworks (AWSP, Cel5D, Danielson, and Marzano).

Pacific Lutheran University
EDUC 761: Educational Leadership: Equity and Social Justice
3 credits
Summer 20XX

Description
This course will prepare students to serve as leaders who can demonstrate effective diversity leadership for all students, including students of all races, students who are linguistically diverse, students with disabilities, students from low-income families, and students along the gender/sexual identity spectrum and their intersections. This course supports students in creating equitable and rich school and district cultures where staff, students, and members of the wider school community are engaged and work together to create a dynamic, inclusive learning environment. The course requires work within an actual school setting and several assignments require collaboration with students, staff, and other school leaders. This makes the learning in this course directly applicable to real work in real schools and districts.

Learning Outcomes

Students will be able to:
- Establish, communicate, and garner support for a vision of equity
- Develop a highly effective team of equity-minded educators and leaders
- Set accountability measures and monitor progress
- Budget equitably and with equity in mind
- Build a supportive, inclusive and equitable school culture
- Collaborate with families and communities to build on their assets

Topics Covered

Topics of race, culture, equity, and shifting from a deficit-based to proactive education from a leadership perspective will be explored.

Possible Texts

Henderson, A., Mapp, K., Johnson, V., and Davies, D. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York, NY: The New Press.

Pollock, M. (2008). Everyday Anti-Racism: Getting Real About Race in Schools. New York: The New Press.

Yull, D., Blitz, L.V., Thompson, T., & Murray C. (2014). Can we talk? Using community-based participatory action research to build family and school partnerships. School Community Journal, 24(2), 9-32.

Pacific Lutheran University
EDUC 762: Educational Leadership: Systems Leadership
3 credits
Fall 20XX

Description

The goal of the course is to expand the students understanding of (a) the role of the leader in evaluating systems theory and frameworks used by educational organizations, particularly in the creation and maintenance of organizational identity; (b) knowledge and skill of policy formulation, evaluation, and advocacy, including methods of influence, building strategic alliances, and setting policy agendas; (c) the role of the educational leader in working with multiple constituencies (government, legislature, lobbyists, special interest groups, media); and (d) purposes and effective strategies for building using teams in leadership settings. Additionally, the course focuses on ways educational leaders apply systems thinking to organizations, policy advocacy, and team building.

Learning Outcomes

Upon successful completion of this course, the student will be able to:

● Evaluate systems theory and frameworks as applied to leadership in educational organizations.
● Analyze models and processes of policy formulation, evaluation, and advocacy.
● Apply concepts about leading teams with specific focus on system effectiveness.

Topics Covered

● Systems leadership
● Systems inequities
● Building teams
● Communicating with multiple constituencies
● Policy and advocacy

Possible Texts

● Bolman, L. G., & Deal, T. E. (2008). *Reframing Organizations: Artistry, Choice, and Leadership (4th ed).* San Francisco, CA: JosseyBass.

● Wheatley, M. J. (2006). *Leadership and the New Science: Discovering Order in a Chaotic World* (3rd ed.), San Francisco, CA: Berrett-Koehler. ISBN: 978-1576753446

Pacific Lutheran University
EDUC 763: Collaboration and Contributions to the Profession
1 credit
Spring 20XX

Course Description

This course supports Ed.D students/candidates by offering opportunities for them to engage in providing and receiving professional growth and development, mentorship, and networking within the P-12 system. Students in this course will partner with local school and local system leaders, community leaders, current cohort members, and alumni to advance connections and identify next career steps.

Learning Outcomes

·   Students will identify next career steps in their professional growth plan and goals for the 3-5 years following the Ed.D program.
·   Students will develop a superintendent/advanced leadership resume.
·   Students will develop relationships and connections with leadership associations including WASA and AWSP.

Topics

·   Professional associations
·   Resume preparation
·   Professional presentations and public speaking
·   Mentoring
·   Networking
·   Developing a professional growth plan

Possible Assignments

·   Professional presentation
·   Prepare professional growth plan
·   Prepare superintendent quality resume
·   Join 1-2 professional associations

Possible Textbooks

Hughes, R.L., Ginnett R.C., Curphy G.J. (2022) Leadership: Enhancing the Lessons of Experience 10th Edition. McGraw Hill.

Pacific Lutheran University
EDUC 790—Program Evaluation Applied Project and Seminar
3 Credits
Fall 20xx

Course Description

This is the first course in the EdD Program Evaluation Applied Project Series. Throughout this sequence the EdD student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. (3) (Didactic 1 credit, 3 clinical credits)

Required texts

● Sanders, J. R., &. Sullens, C. D. (2005). *Evaluating school programs* (3rd ed.). Thousand Oaks, CA: Sage.
● Fowler, F. J. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.

Suggested texts

Learning Outcomes

● Use appropriate methodology, data collection and data analysis for program evaluation plan
● Develop data collection or assessment tools as needed (surveys, interview protocols, etc)
● Design and implement a program evaluation in their school or district setting
● Analyze and synthesize program evaluation findings
● Prepare a client/user friendly program evaluation report
● Effectively present program evaluation findings to relevant stakeholders and audiences

Program Outcomes

● Prepare and present written work to both academic and practitioner audiences.
● Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
● Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.

Course Requirements/Evaluation

● Program Evaluation Plan
● Presentation of Program Evaluation Plan
● Program Evaluation Mid-Point Reflection

Pacific Lutheran University
EDUC 791—Program Evaluation Applied Project and Seminar
4 Credits
Spring 20xx

Course Description
This is the second course in the EdD Program Evaluation Applied Project Series. Throughout this sequence the EdD student will plan, implement, evaluate, and disseminate the results of a job-embedded Program Evaluation. This course includes public presentation of the Program Evaluation to both an academic audience as well as the relevant client (e.g. school, district, state agency, and/or community organization). Prerequisite: (4) (Didactic 1 credit, 3 clinical credits)

Required texts
Sanders, J. R., &. Sullens, C. D. (2005). *Evaluating school programs* (3rd ed.). Thousand Oaks, CA: Sage.
Fowler, F. J. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.
Additional readings will be posted on the Sakai site.

Learning Outcomes
- Use appropriate methodology, data collection and data analysis for program evaluation plan
- Develop data collection or assessment tools as needed (surveys, interview protocols, etc)
- Design and implement a program evaluation in their school or district setting
- Analyze and synthesize program evaluation findings
- Prepare a client/user friendly program evaluation report
- Effectively present program evaluation findings to relevant stakeholders and audiences

Program Outcomes
- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
- Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.

Course Requirements/Evaluation
- Completed Program Evaluation Report
- Program Evaluation Presentation in Academic Setting
- Program Evaluation Presentation to Appropriate Stakeholders or Audience
- Program Evaluation Reflection

Pacific Lutheran University
EDUC 792—Applied Project Seminar
2 credits
Summer 20xx

Course Description

This course serves as an introduction to the Instructional Leadership and Equity Applied Project process. Students will build upon their research methods and leadership courses to develop their problem statement, research question(s), and outline for their project proposal.   The course will also provide an overview of the IRB process.

Learning Outcomes

- Analyze and synthesize relevant literature
- Develop a research question
- Design a research methodology appropriate to the research question

Program Outcomes

- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
- Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.

Course Requirements/Evaluation

- Problem statement and Introduction Chapter
- Outline of Literature

Pacific Lutheran University
EDUC 793—Instructional Leadership and Equity Applied Project and Seminar
4 credits
Fall 20xx

Course Description

This is the first course in the EdD Instructional Leadership and Equity Applied Project series. Throughout this sequence the EdD student will plan, implement, evaluate, and disseminate the results of an Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program.

Learning Outcomes

- Analyze and synthesize the relevant literature base
- Design an applied action research project for their school or district setting

Program Outcomes

- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
- Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.

Course Requirements/Evaluation

- Instructional Leadership and Equity Applied Project Proposal
- Presentation of Project Proposal

Pacific Lutheran University
EDUC 794—Instructional Leadership and Equity Applied Project and Seminar
5 credits
Spring 20xx

Course Description

This is the second course in the EdD Instructional Leadership and Equity Applied Project series. Throughout this sequence the EdD student will plan, implement, evaluate, and disseminate the results of an Instructional Leadership and Equity Focused Applied Project that represents a synthesis of the learning throughout the doctoral program. This course includes public presentation of the project to both an academic audience as well as the relevant school, district, state agency, and/or community organization. (5) (1 Didactic credit, 4 clinical credits)

Learning Outcomes

- Use appropriate methodology, data collection and data analysis for applied project research question(s)
- Implement an applied action research project in their school or district setting
- Analyze and synthesize project findings
- Prepare a written report of project findings/outcomes
- Effectively present project findings/outcomes to relevant stakeholders and audiences

Program Outcomes

- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
- Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving complex problems of practice on multiple levels of educational leadership.

Course Requirements/Evaluation

- Completed Instructional Leadership Applied Project
- Instructional Leadership Applied Project Presentation in Academic Setting
- Instructional Leadership Applied Project to Appropriate Stakeholders or Audience
- Instructional Leadership Applied Project Reflection

Course Description
The superintendent internship is part of the professional preparation of school administrators. Its basic function of the internship is to enable the intern/candidate to gain the necessary experience in the performance of the critical tasks of his/her profession while under the close supervision of a certified, experienced superintendent and a university field supervisor. The internship is 360 hours and will assist the aspiring school leader by building upon coursework and learning through practical field experience. NELP leadership standards that are the foundation of the superintendent certification program frame this course.

Learning Outcomes
- Provide the intern with a practical internship experience in the day-to-day administration and operation of P-12 educational district.
- Enable the intern to carry out major responsibilities requiring skillful communication and leadership under the supervision and advice of the mentor superintendent and of the university advisor/supervisor.
- Stimulate the intern to expand and improve his/her knowledge of course concepts and research in administration.
- Increase ability to work independently as a team on the complex ethical and social justice issues of schools and leadership.
- Continue to develop a vision of school and district leadership focused on the improvement of learning for all students.

Topics Covered
- Field placement experiences
- Communication
- Data Analysis
- Equity centered school leadership

Possible Assignments
- Development of Internship Plan
- Internship Log
- Semester Internship Feedback from Supervisor

Textbooks
Harvey, J., Cambron-McCabe, N., Cunningham, L. L., & Koff, R. H. (2013). *The Superintendent's Fieldbook, 2nd Edition*. Thousands Oaks: Corwin Press/National Superintendent Roundtable.