UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. A checklist is available to assist in the preparation of a proposal. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: _Joan L. Buttram_____phone number__831-4434_____

Department: _School of Education_____email address__jbuttram@udel.edu__

Date: __Nov. 1, 2012_____

Action: __Revise Major and Delete Concentrations_____
      (Example: add major/minor/concentration, delete major/minor/concentration, revise
   major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective
term___13F_____
         (use format 04F, 05W)

Current
degree___EDD_____
             (Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of:
   ___EDD_____
                     (Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name:___Doctor of Education in Educational Leadership_____
               Proposed new name for revised or new major / minor / concentration / academic unit
                              (if applicable)

Revising or Deleting:

    Undergraduate major / Concentration:_____
                        (Example: Applied Music – Instrumental degree BMAS)

    Undergraduate minor:_____
                     (Example: African Studies, Business Administration, English, Leadership, etc.)

    Graduate Program Policy statement change:__☒_____
                          (**Must attach** your Graduate Program Policy Statement)

    Graduate Program of Study:___EDD Educational Leadership_____
                  (Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

    Graduate minor / concentration:__Current concentrations (2) are being deleted.

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

Attached please find the revised Graduate Program Policy Document for the Ed.D. in Educational Leadership.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?
 (Be aware that approval of the curriculum is dependent upon these courses successfully passing through the **Course Challenge** list. If there are no new courses enter "None")

EDUC 827 & EDUC 839, formerly restricted just to K-12 administrators, will now have "K-12" removed from their title indicating that the scope of these courses is the broader education system, not just K-12 schools.

Another course, EDUC 897, is being re-titled to reflect the course's greater emphasis on curriculum planning and design, as opposed to its historical focus on theory and inquiry; this change is warranted because the Ed.D. program serves professionals and practitioners, not theorists.

Enrollment restrictions are being removed for EDUC 818 and EDUC 890; no other changes are being made to these courses.

EDUC 827, EDUC 828, and EDUC 846 are being retitled to give each of the three courses a more distinct focus. EDUC 827 and EDUC 828 may be taken in any order, but will now be pre-requisites for EDUC 846 and all three are pre-requisites for EDUC 863. This will help students to advance their skills in evidence-based decision making. Formerly these courses were in the separate concentration but with substantial overlap and similar titles; now they will each have a distinct purpose and focus and be required of all students.

EDUC 891 is being changed to focus on the theory, research, and practice of organizational change and problem solving in educational contexts. This change reduces overlap and redundancy with EDUC 827, EDUC 828, EDUC 846, and EDUC 863.

Collectively these courses will form a more planned and coherent curriculum than the former collection of courses that evolved individually and incrementally in the contexts of the separate concentrations. These course revisions have been undertaken with a view to achieving the program's larger goal as expressed in its purpose statement: equipping candidates with the knowledge, tools, and skills to gather and utilize information effectively in decision-making and problem-solving around organizational improvement.

Supply support letter from the Library, Dean, and/or Department Chair if needed
(all new majors/minors will need a support letter from the appropriate administrator.)

Support from the University Council on Teacher Education (UCTE) is attached at the end of the proposal.

Supply a resolution for all new majors/programs; name changes of colleges, departments, degrees; transfer of departments from one college to another; creation of new departments; requests for permanent status. See example of resolutions.

The program revision requested here goes onto the Faculty Senate's Consent Agenda; no resolution is required.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: http://www.ugs.udel.edu/gened/

N/A (this is a graduate program)

Identify other units affected by the proposed changes:
(Attach permission from the affected units. If no other unit is affected, enter "None")

None.

Describe the rationale for the proposed program change(s):
(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The Ed.D. program currently has two concentrations: Administration & Policy (A & P) and Curriculum, Technology and Higher Education (CT & HE). This proposal eliminates the separate concentrations to create one unified program. This reduces operating costs and creates a more unified and coherent curriculum. Following is the rationale behind this change:

The Ed.D. program originally developed two separate concentrations to create a separate school administrator certification track within the Ed.D. program to distinguish this group of students from the rest of the professional education students in the program not interested in or seeking K-12 administrative licensure. Formerly, national accreditation requirements for education programs (NCATE) were based on prescribing courses and counting credits; accordingly, it made sense to create a separate track (ADPO concentration) for the group of students seeking K-12 administrative certification. The rest of the students – educators working in different positions in schools, districts, and postsecondary institutions – constituted the other track (CTHE concentration). Historically, this separation worked, but over time it created redundant courses, unacceptably small enrollments in some courses, course planning inflexibilities, and obstacles to planning and designing a coherent Ed.D. program. Several years ago, NCATE certification requirements changed from prescribing courses and tallying up credits to a standards-based approach which requires documenting core administrator preparation learning experiences, assessments, rubrics, and achievement outcomes. With this shift in accreditation requirements, it mattered less what courses prospective administrators were in; what matters now is documenting coverage of key topics and achievement outcomes as specified in the national education leadership standards used by NCATE and adopted by the Delaware Department of Education.

The priority for the education leadership faculty now is creating a single, unified Ed.D. program with a single vision and core curriculum with an array of electives that allows students to pursue their academic interests, professional preparation needs, and career goals. Because there is now a single education leadership curriculum planning committee, both the core and the electives will be designed for balancing the need for a common core with the need for professional specialization, for creating balanced enrollments among courses, and for more effective and consistent advisement for all students from admission to graduation. The proposed change will eliminate redundant courses and small-enrollment sections, improve the planning and offering of elective options, and allow students to plan earlier and more predictably the three year plan of coursework. Our curriculum design insures appropriate standards-based preparation and documentation needed for administrative licensure and program accreditation.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.) **See example of side by side.**

Doctor of Education in Educational Leadership

Telephone: (302) 831-4434
http://www.udel.edu/education/edd/index.html
Faculty Listing: http://www.udel.edu/education/people/index.html

The School of Education offers doctoral studies in Educational Leadership for practitioners at all levels of education. Candidates are ordinarily employed in positions or have roles involving leadership in both K-12 and higher education (e.g., principal, department chair, curriculum coordinator/specialist, personnel or human resources manager, counseling and guidance coordinator, central office specialist, higher education program instructor). Candidates in K-12 leadership positions can earn Delaware administrative certification (School Leader Licensure I and II).

Requirements for Admission to the Ed.D. Program

Ed.D. admission decisions are made by an admissions committee composed of the program's affiliated faculty members. Students are admitted to the program based upon program capacity (which limits the total number that can be accepted) and the applicant's qualifications. Applicants must meet the following requirements:

1. Applicants must hold a Master's degree in a relevant area (e.g., educational leadership; literacy, mathematics, or science education; higher education; human services; special education; technology in education) from an accredited university by the month in which they begin doctoral work
2. Applicants must demonstrate scholastic ability by having achieved a minimum graduate grade point average of 2.75 on a 4.00 scale in their undergraduate degree and 3.00 on a 4.00 scale in their master's program.
3. Applicants should be working in or toward a leadership role in their current position (e.g., administrator, coordinator, or teacher leader at a district/school, department, or other education organization). A current Curriculum Vitae (C.V.) must be submitted as part of the application.
4. Three letters of recommendation from people qualified to assess the applicant's leadership skills and academic potential. One letter must be from the applicant's supervisor. Recommendations must be submitted electronically as part of the online application.
5. A completed University of Delaware online graduate application.
6. Written responses to the following three prompts:
   - Explain why you are applying to this particular program, that is, why do you want to be admitted to the Ed.D. in Educational Leadership?
   - The Ed.D. in Educational Leadership requires that candidates be involved in planning and implementing a series of initiatives targeted at specific improvement needs that candidates identify and in which they may exercise leadership. Describe the contexts and responsibilities in your current position which would allow you to exercise leadership.
   - Describe a problem in your area of interest that typifies the kind of issue that you would like to pursue as a leadership professional and why you think it is important to address.
7. The GRE test is not required as an admission requirement for this program. However, applicants who are international students and whose native language is not English must submit evidence of their English ability through TOEFL or IELTS scores. Minimum acceptable scores are 100 for TOEFL iBT

or 7.0 on the IELTS. International applicants who have completed a masters degree from an American university may have this requirement waived.
8. Additional materials are appropriate if they help to establish the candidate's ability to analyze, reason, interpret and write clear and persuasive prose. A grant proposal, report, journal article, or other succinct writing may be included with the application.

Program Requirements for the Ed.D. Degree

1. **Course Work:** A total of 54 credit hours of course work is required for the Ed.D. Students take 27 credit hours of Core Coursework (EDUC 818), (EDUC 827), EDUC 828), (EDUC 839), (EDUC 846), (EDUC 890), (EDUC 891), (EDUC 863) (EDUC 897), 15 credits of electives in the student's area of content knowledge expertise or area of employment responsibilities/expertise, and 12 credit hours of Educational Leadership Portfolio (EDUC 880), (EDUC881), (EDUC882) in fulfillment of the Educational Leadership Portfolio.
2. Advancement to leadership candidacy, including the successful defense of the ELP proposal (EDUC 880).
3. Development and successful oral defense of Education Leadership Portfolio (EDUC 882).

In the table below, the left column color codes the requirements that differ between the two concentrations. A&P requirements are shown in red, and CT&HE requirements are blue. Requirements printed in black are common to both concentrations.

Current Ed.D. Program with Two Concentrations	Revised Ed.D. Program with No Concentrations
Ed.D. Core Courses (Both Concentrations) 9 credits Effective Communication for Educational Leaders (EDUC 824) Organizational Problem Analysis/Planning (EDUC 891) Program Evaluation (EDUC 863) EPP Proposal Independent Study w/ advisor (EDUC 866) **A & P Concentration Core Courses** 27 credits Models/Practices of Instructional Leadership (EDUC 810) Data Analysis for School Improvement (EDUC 827) Performance Assessment and Accountability (EDUC 828) Educational Governance, Policy and Law (EDUC 839) Leadership Theory & Research (EDUC 890) Managing Student, Parent, & Community Relations (EDUC 809) Internship in Education (EDUC 879) – 6 credits **A & P Concentration Electives** 6 credits	**Ed.D. Doctoral Core Courses** 27 credits **Educational Improvement** Curriculum Planning & Design (EDUC 897) Educational Technology Foundations (EDUC 818) Education Policy & Governance (EDUC 839) Organizational Problem Analysis and Planning in Education (EDUC 891) Leadership: Theory and Research (EDUC 890) **Evidence-Based Decision Making** Analysis of Secondary Data for Decision Making (EDUC 827) Research in Education Decision Making (EDUC 828) Collection and Analysis of Data for Decision Making (EDUC 846) Program Evaluation in Education (EDUC 863) **Electives** 15 credits The list of Ed.D. electives is online at www.udel.edu/education/edd/electives. In addition to the courses on this list, the student's advisor can approve other

CT & HE Concentration Core Courses 12 credits	electives based on the student's goals and needs.

Curriculum Theory (EDUC 860)
Elementary Statistics (EDUC 665)
Qualitative Research in Educational Settings (EDUC 850)
Foundations Education Technology (EDUC 818)
 	
CT & HE Concentration Electives
     21 credits
 	
Doctoral Thesis (EDUC 969)   12 credits
 	
TOTAL CREDITS FOR DEGREE:
     54 credits
	ELP 1-3 (EDUC880, 881, 882) 12 credits
	
	TOTAL CREDITS FOR DEGREE: 54 credits

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____Date_____

Dean of College_____Date_____

Chairperson, College Curriculum Committee_____Date_____

Chairperson, Senate Com. on UG or GR Studies_____Date_____

Chairperson, Senate Coordinating Com._____Date_____

Secretary, Faculty Senate_____Date_____

Date of Senate Resolution_____Date to be Effective_____

Registrar _____Program Code_____Date_____

Vice Provost for Academic Affairs & International Programs_____Date_____

Provost   _____Date_____

Board of Trustee Notification _____Date_____

Revised 02/09/2009   /khs

The University Council on Teacher Education unanimously approved the revision to the above program at its December meeting. The Council wishes the School success in its implementation of this revised program.

Please attach this message to the materials forwarded to the University committee.

Carol Vukelich
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