

# New Program Proposal

## 558 : Ed.S. Educational Leadership

### General Information

Give a brief (1-2 paragraphs) overview of the proposed credential, including its disciplinary foundations and connections, its focus and learning objectives for students, and the specific degree (e.g. bachelors, masters, doctorate) and/or credentials (e.g. major, certificate, minor, concentrations) to be offered. This should be based largely on your descriptions in the following sections but it should be shorter than their combined length. Moreover, it should use language that is capable of communicating your ideas to audiences increasingly distant from your academic field as your proposal moves through the review process.

The Education Specialist (Ed.S.) degree is situated between a masters and a full doctorate. It is ideal for educational practitioners who want to expand their skill set and who will be serving in leadership roles in schools that do not require a doctorate (e.g., reading specialists, math specialists, RTI coordinators, EL coordinators). It is also a requirement for working as a Superintendent in many states outside of Oregon. The Ed.S. degree could also be used to fulfill the requirements for advanced professional development for licensed teachers seeking to promote their teaching credential to the Professional Teaching License.

Students interested in earning an advanced degree in conjunction with their Professional Administrator License can enroll concurrently in the Ed.S. in Educational Leadership Program. Students enrolled in this program complete the courses required for Professional Administrator Licensure in addition to 18 credits focused on understanding the needs of diverse learners, including multilingual students and students with special learning needs. The courses for Ed.S. in Educational Leadership are taken in a two-and-a half-year model.

Students enrolled in this program will already have a master's degree and experience leading schools. The Ed.S. in Educational Leadership degree will only be offered in conjunction with the Professional Administrator License.

Upon successful completion of the program, students can apply for licensure through TSPC. UO will award the degree.

#### **Primary Proposer**

Julie Alonzo

#### **Is there a co-proposer for this proposal?**

Yes

#### **Co-proposer(s)**

Name	Home Unit
Sylvia Thompson	SPECS

**Home department**

Education

**College**

Education, College of

**Additional Department Affiliations**

**Level**

Graduate

**Program Type**

Education Specialist

**Degree Type**

Other degree

**Primary Location**

UO main campus

**Program Delivery Format**

Combined

**Does the program represent a collaboration of two or more university academic units?**

No

**Relationship to Institutional Mission and Statewide Goals**

**How is the program connected with the UO's mission, signature strengths and strategic priorities?**

This proposal represents a re-design of UO's long-standing, very successful program to prepare educators to lead school districts as superintendents, and in other leadership roles within district administration (e.g., Director of Special Programs, Director of Special Education, Director of Equity and Inclusion). Our emphasis on evidence-based practice aligns well with the UO's research mission and signature strengths, and our focus on preparing educational leaders to improve learning outcomes for all students (with a special emphasis on students with disabilities, English learners, and students from backgrounds historically under-represented in post-secondary education) directly addresses the UO's strategic priorities related to diversity and cultural support of Oregon and its communities.

UO's mission is:

"Serving the state, nation and world since 1876. The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and

service. We work at a human scale to generate big ideas. As a community of scholars, \*we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.\*

#### Purpose

We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to \*fostering the next generation of transformational leaders and informed participants in the global community.\* Through these pursuits, we enhance the social, cultural, physical, and economic well-being of our students, Oregon, the nation, and the world.”

Several key ideas in the UO mission, above, align closely with our proposed programs’ mission and purpose: to prepare people to be highly effective school leaders who can work through others to improve outcomes for all students and who are committed to teaching, discovery, and service to those in our educational communities. These programs will prepare compassionate, ethical educators to become transformative leaders committed to justice in America’s schools. These programs will build a community of scholars and practitioners who help their community and schools to question critically, think logically, reason effectively, communicate clearly, and act creatively. Our graduates are prepared to leverage opportunities as well as improve school performance in their areas of need, as indicated by school data and/or state and district goals/initiatives. It is our expectation that our graduates will represent the values of achievement, equity, good citizenship, and preparedness for future challenges.

#### **How will the proposal contribute to meeting UO and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities?**

Our program centers leadership in support of equitable learning outcomes. Our coursework and portfolio of competencies provide our students with clear and actionable knowledge and skills they can use to help foster quality learning, knowledge creation and innovation in the schools. Through the development of diverse, highly qualified educational leaders, our program supports Oregon and its communities and the increasingly diverse groups of students they serve.

#### **How will the proposal meet regional or statewide needs and enhance the state' capacity to:**

- **improve educational attainment in the region;**
  - **respond effectively to social, economic and environmental challenges and opportunities;**
- and**
- **address civic and cultural demands of citizenship?**

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and skills they can use to help foster quality learning, knowledge creation and innovation in the schools. Through the development of diverse, highly qualified educational leaders, our program supports Oregon and its communities and the increasingly diverse groups of students they serve.

There is a pressing need for school district administrators within the region and state which this proposal works to address.

## Program Description

### **Is there a core set of required courses?**

Yes

### **What is the core set of required courses and what is the rationale for giving these courses this prominent role? What are the central concepts and/or skills you expect students to take from the core?**

#### CENTRAL CONCEPTS:

This program is based on national standards that emphasize instructional leadership, supporting students with special needs, and developing the competencies to support multilingual students. This program is designed for candidates who already have a master's degree in education and are seeking to advance their school and district leadership career.

#### CORE COURSES:

##### ED.S. IN EDUCATIONAL LEADERSHIP PROGRAM COURSE SEQUENCE

EDLD 638 Advanced Public School Law

EDLD 644 Learning Organization

EDLD 675 Oregon School & District Finance

EDLD 643 Evidence-Based Decision Making in Schools

EDLD 649 Ethical Governance for School District Leaders (New course)

EDLD 687 Supervisory Practices for Administrators (New course)

EDLD 611 K-12 Education Policy for School Leaders (New course)

EDUC 620 Program Evaluation I

EDLD 624 Leading for Equity

EDUC 621 Program Evaluation II

EDUC 615 Qualitative Data and Coding Methods \*New course

SPED 528 Special Education Law

EDLD 631 Education Policy for Multilingual Students

CLINICAL INTERNSHIP

EDLD 604 Professional Administrator License Clinical Internship

Total Credits – 45 hours. Courses marked with an asterisk (\*) fulfill requirements for the Oregon Professional Administrator license. Candidates seek licensure through TSPC with UO/COSA's assistance once all coursework is completed. The Clinical Internship experience is a total of 7 credits and requires a minimum of 200 hours of meaningful district-level experiences distributed across the District Level National Educational Leadership Preparation (NELP) standards. A University internship supervisor and a district-based supervisor form the supervision team for each candidate. All University Internship Supervisors are highly qualified and experienced Oregon administrators, and all District-Based Supervisors must have held an Oregon Administrator license for at least three years. During the Internship experience, candidates are engaged in reading, discussion board posts and job-embedded assignments.

CLINICAL INTERNSHIP OVERVIEW – Ed.S. IN EDUCATIONAL LEADERSHIP CLINICAL INTERNSHIP

The Clinical Internship for the Professional Administrator License requires a total of seven credits and can be distributed across two or three terms. The total internship hours spent in meaningful district level experiences must be a minimum of 200 hours. These 200 hours must be logged across the eight National Educational Leadership Preparation (NELP) District Level standards. A minimum of 20 hours must be logged in each of the standard areas 1 through 7. The current National Educational Leadership Preparation (NELP) standards (2018) include the following:

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity, Inclusiveness, and Cultural Responsiveness
4. Learning and Instruction
5. Community and External Leadership
6. Operations and Management
7. Policy, Governance and, Advocacy
8. Internship

OAR 584-420-0070 (10) STANDARD 8

Clinical Practice Program completers engaged in a substantial and sustained educational leadership clinical practices experience that developed their capability to promote the success and well-being of each student, teacher, and leader through field experiences and clinical practice within a district setting, monitored and evaluated by a qualified, on-site mentor.

- a. (FIELD EXPERIENCES) Candidates are provided a coherent, authentic, district-based individualized plan for clinical practices of a minimum of 200 hours in consideration of the administrator previous experience and capabilities and that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Professional Administrator License program standards (1) through (7).
- b. (MENTOR) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context' is present for a significant portion of the clinical practice; is selected collaboratively by the candidate, a representative of the district, and program faculty; and is provided with training by the supervising institution.
- c. (OBSERVATIONS AND EVALUATIONS) Candidates are provided a minimum number of observations and evaluations as provided:
- d. Faculty Supervisor: The Faculty supervisor must conduct evaluations and observations of the administrator candidate during their clinical practice, including:
  - a. At least one formal observation of the candidate, conducted at approximately the middle of the clinical experience; and
  - b. At least one formal evaluation of the candidate, conducted at the completion of the clinical experience and includes the candidates' successful completion of the clinical experience plan and their ability to meet the standards of the Professional Administrator License.
- e. Mentor: The mentor must conduct evaluations and observations of the administrator candidate during the clinical practice, including:
  - a. At least two formal observations of the candidate; and
  - b. At least one formal evaluation of the candidate.

**CENTRAL CONCEPTS:**

This program is based on national standards that emphasize instructional leadership, supporting students with special needs, and developing the competencies to support multilingual students. This program is designed for candidates who already have a master's degree in education and are seeking to advance their school and district leadership career.

**Are there tracks or concentrations within the credential? If so, do these start from a common core or are they differentiated from the beginning?**

No.

## Course of Study

Code	Title	Credits
YEAR 1 - COURSEWORK		
<a href="#">EDLD 611</a>	K-12 Education Policy for School Leaders (K-12 Education Policy for Leaders)	2
<a href="#">EDLD 624</a>	Leading for Equity	3
<a href="#">EDLD 638</a>	Advanced Public School Law (Oregon Advanced School Law)	3
<a href="#">EDLD 643</a>	Evidence-Based Decision Making in Schools	3
<a href="#">EDLD 649</a>	Ethical Governance for School District Leaders (Ethical Governance for School District Leaders)	2
<a href="#">EDLD 675</a>	Oregon School and District Finance (Oregon School & District Finance (will require official title change - needed to meet new TSPC requirement))	4
<a href="#">EDLD 687</a>	Supervisory Practices for School Administrators (Supervisory Practices for Administrators)	3
YEAR 2 - COURSEWORK		
<a href="#">EDUC 620</a>	Program Evaluation I	3
<a href="#">EDUC 621</a>	Program Evaluation II	3
<a href="#">EDUC 615</a>	Qualitative Data and Coding Methods (Introduction to Qualitative Research *New Course) <small>*New course</small>	<b>3</b>
<a href="#">EDLD 631</a>	Education Policy for Multilingual Students	3
<a href="#">EDLD 644</a>	Learning Organization	3
<a href="#">SPED 528</a>	Special Education Law	3
YEAR 3 - CLINICAL INTERNSHIP <sup>1</sup>		7
<a href="#">EDLD 604</a>	Internship: [Topic]	7
Total Credits		52

<sup>1</sup> Students must complete a minimum total of 7 credits of EDLD 604. This fulfills requirements for the Oregon Professional Administrator license. Candidates seek licensure through TSPC with UO/COSA's assistance once all coursework is completed. The Clinical Internship experience is a total of 7 credits and requires a minimum of 200 hours of meaningful district-level experiences distributed across the District Level National Educational Leadership Preparation (NELP) standards. A University internship supervisor and a district-based supervisor form the supervision team for each candidate. All University Internship Supervisors are highly qualified and experienced Oregon administrators, and all District-Based Supervisors must have held an Oregon Administrator license for at least three years. During the Internship experience, candidates are engaged in reading, discussion board posts and job-embedded assignments.

## Expected Learning Outcomes for Students and Means of Assessment

*Only one learning outcome should be listed per row. Additional fields are added once a row has been filled.*

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this learning outcome introduced	Part of curriculum where this learning outcome developed	How student learning for this outcome will be assessed
Mission, Vision, and Improvement	EDLD 638	EDLD 644, EDLD 632, EDLD 643, EDLD 649, EDLD 616, EDLD 604	<p>Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership Preparation (National Educational Leadership Preparation (National Educational Leadership Preparation (National Educational Leadership Preparation (NELP) standards is conducted</p> <p>Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership</p>
Ethics and Professional Norms	EDLD 638	EDLD 644, EDLD 675, EDLD 632, EDLD 643, EDLD 649, EDLD 604	<p>Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership</p>



<b>Principle Learning Outcome (Concept or Skill)</b>	<b>Part of curriculum where this learning outcome introduced</b>	<b>Part of curriculum where this learning outcome developed</b>	<b>How student learning for this outcome will be assessed</b>
Equity, Inclusiveness, and Cultural Responsiveness	EDLD 638	EDLD 644, EDLD 675, EDLD 643, EDLD 649, EDLD 616, EDLD 632, EDLD 604	<p>Preparation (NELP) standards is conducted</p> <p>Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (National Educational Leadership Preparation (NELP) ) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted</p> <p>Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p>
Learning and Instruction	EDLD 638	EDLD 675, EDLD 643, EDLD 616, EDLD 604	<p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted</p> <p>Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted</p> <p>Each of the seven courses includes key</p>
Community and External Leadership	EDLD 638	EDLD 612, EDLD 632, EDLD 649, EDLD 604	<p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted</p> <p>Each of the seven courses includes key</p>

<b>Principle Learning Outcome (Concept or Skill)</b>	<b>Part of curriculum where this learning outcome introduced</b>	<b>Part of curriculum where this learning outcome developed</b>	<b>How student learning for this outcome will be assessed</b>
Operations and Management	EDLD 638	EDLD 644, EDLD 632, EDLD 675, EDLD 643, EDLD 604	<p>assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p>
Policy, Governance, and Advocacy	EDLD 638	EDLD 644, EDLD 675, EDLD 649, EDLD 632, EDLD 643 EDLD 604	<p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards</p>

<b>Principle Learning Outcome (Concept or Skill)</b>	<b>Part of curriculum where this learning outcome introduced</b>	<b>Part of curriculum where this learning outcome developed</b>	<b>How student learning for this outcome will be assessed</b> (through papers, presentations, and projects).
<p>Internship</p> <p>The eight learning outcomes for the Professional Administrator Licensure Program are defined by National Educational Leadership Preparation (NELP) district-level program recognition standards. Each syllabus references the specific NELP standard(s) addressed.</p>	<p>EDLD 604</p> <p>Note: The ways in which each learning outcome is addressed are identified in each of the syllabi.</p>	<p>EDLD 604</p> <p>The culmination of the Professional license programs is application of the learning from all course work in the clinical internship experience. The Professional licensure program includes a two-three term (7 credits) long experience culminating in a capstone project that is designed to</p>	<p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted. Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted. Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted. Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p> <p>Final evaluation of each of the 8 National Educational Leadership Preparation (NELP) standards is conducted. Each of the seven courses includes key assessments, which require demonstration of mastery of National Educational Leadership Preparation (NELP) district-level standards (through papers, presentations, and projects).</p>

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this learning outcome introduced	Part of curriculum where this learning outcome developed	How student learning for this outcome will be assessed
		<p>improve student achievement, specifically for students most marginalized in our system. The Professional Administrator license internship is based at the district level.</p>	<p>Educational Leadership Preparation (NELP) standards is conducted</p>
		<p>Coursework and projects in the internship are fully aligned to the National Educational Leadership Preparation (NELP) District-Level Standards (2018) and the Oregon Equity Lens. Candidates engage in weekly readings, discussion board posts, and time logs, and complete an internship project that includes goals and an action plan for addressing a problem of practice impacting student learning within their district. Candidates will also pre-assess their level of competence for the National Educational Leadership Preparation (NELP) standards prior to the start of the internship, and then together with both the on-site</p>	

<b>Principle Learning Outcome (Concept or Skill)</b>	<b>Part of curriculum where this learning outcome introduced</b>	<b>Part of curriculum where this learning outcome developed</b>	<b>How student learning for this outcome will be assessed</b>
		<p>Mentor and University supervisor at the end of the clinical experience.</p>	
		<p>Each intern is supported by an on-site Mentor (licensed administrator) who guides and coaches the development of the candidate throughout the internship experience. The Mentor helps identify the clinical internship activities and reviews and signs off on the candidate's weekly time logs. In addition, the Mentor gives regular feedback to the candidate and meets with the Faculty supervisor and the candidate at least once per term. The on-site Mentor must have held an Oregon Administrative license for at least three years to be in a Mentor role.</p>	
		<p>Explain the methods by which the learning outcomes will be assessed and used to improve curriculum and instruction The learning outcomes</p>	

<b>Principle Learning Outcome (Concept or Skill)</b>	<b>Part of curriculum where this learning outcome introduced</b>	<b>Part of curriculum where this learning outcome developed</b>	<b>How student learning for this outcome will be assessed</b>
		<p>will be assessed through key assignments in each course as well as two culminating projects in the seven-credit clinical internship. All of these assessments are aligned to the appropriate National Educational Leadership Preparation (NELP) standards and the standards addressed for all courses in each program have been crosswalked to ensure adequate coverage across all of the standards. Course and program completion data will be examined multiple times per year by faculty and the Consortium Committee. The Consortium Committee shall be made up of faculty and student representatives from each program. Student and faculty representatives will give feedback and input on program improvements.</p>	

**Expected Learning Outcomes (Will Appear in Catalog)**

### Learning Outcomes

- 1 Mission, Vision, and Improvement
- 2 Ethics and Professional Norms
- 3 Equity, Inclusiveness, and Cultural Responsiveness
- 4 Learning and Instruction
- 5 Community and External Leadership
- 6 Operations and Management
- 7 Policy, Governance, and Advocacy
- 8 Internship

## Accreditation

### Is or will the program be accredited?

Yes

### Name the accrediting body or professional society that has established standards in the area in which the program lies:

The Association for Advancing Quality in Educator Preparation (AAQEP) is a membership association and quality assurance agency that provides accreditation services and formative support to all types of educator preparation providers. AAQEP promotes excellent, effective, and innovative educator preparation that is committed to evidence-based improvement and enjoys a high degree of community engagement and public confidence. AAQEP leverages credible evidence, technological advances, and innovations in quality assurance/accreditation to provide transparent, understandable reports on program quality and to foster innovation and improvement. AAQEP promotes and recognizes quality educator preparation that strengthens the education profession's ability to serve all students, schools, and communities, and to do so equitably. Our intention is to seek AAQEP accreditation.

### If accreditation is a goal, identify the steps being taken to achieve accreditation:

In preparing this proposal for the COE and UO Curriculum Committees, we have taken an important first step in seeking accreditation: explicitly aligning all course syllabi to AAQEP and TSPC standards. The next step is to prepare for a site visit.

First, we will engage in a self-study process which includes drafting a proposal 2 to 3 years prior to a site visit, to provide a self-study process and receive peer-review feedback prior to the site visit. In the proposal, we will describe the evidence we plan to use in relation to all aspects of Standards 1 and 2, including plans for ensuring data quality. In the proposal, we will also explain the program's contextual challenges and any current or anticipated programmatic improvements or innovations. We will receive formative feedback on each proposal from two AAQEP trained peer reviewers, and we will use this feedback to inform the next steps of our accreditation work.

The Accreditation Proposal is an opportunity for our programs to begin the self-study process by defining an evidence set aligned to the aspects of Standards 1 and 2, articulating the criteria for success for each measure included in the evidence set; detailing or articulating plans for investigating data quality for each of the measures; and recording contextual challenges and planned innovations that are pertinent to the scope of accreditation. We will receive formative feedback in a timeframe that allows us then to make necessary changes. Our proposal and programs are free to adjust our plans as the self-study progresses, including revising or using altogether different measures if appropriate. Our proposal is meant to be a useful reference point in documenting our ongoing improvements in program offerings and in self-assessment. These adjustments and accompanying rationale will be documented in the Quality Assurance Report (QAR) and subsequent Annual Reports. The content of the Proposal is as follows: The Accreditation Proposal focuses primarily on the planned evidence for Standards 1 and 2; it is not a rough draft of the entire QAR. The proposal includes no information related to Standards 3 and 4 except for the treatment of data quality considerations. In relation to the overall accreditation process, writing the proposal allows our program to begin its work with a focus on evidence of candidate and completer performance to ensure that the evidence we are collecting will meet the needs of the self-study. The proposal narrative is a relatively brief document (generally 20-30 pages in length, not counting appended measures) composed of four sections:

1. Introduction/overview of the provider's programs and context
2. Specification of measures to be used as evidence for Standards 1 and 2 (with instruments appended at the end of the proposal)
3. Explanation of how data quality characteristics have been or will be investigated for all proposed measures
4. Description of contextual challenges and planned or implemented changes and/or innovations, including ways of monitoring the impact of those changes

In addition, we have applied to Oregon's Teacher Standards and Practices Commission (TSPC) for approval of our Professional Administrator licensure program. The TSPC was established in 1965 to maintain and improve performance in the education profession by approving teacher preparation programs offered by Oregon colleges and universities; by licensing teachers, administrators and other personnel employed in Oregon schools; and by taking disciplinary actions when educators commit crimes or violate Standards for Competent and Ethical Performance.

Feedback from TSPC's initial review of our program proposal was favorable, and we fully anticipate our licensure programs being approved by the TSPC based on their approval of COSA's 2022-2023 licensure programs previously offered through Concordia University –



Chicago (which is very similar to what we are proposing here); UO’s prior administrator licensure programs; and conversations held in September of 2022 between the UO COE Dean, the COSA team, and TSPC leadership. Our proposed programs meet or exceed all the TSPC requirements for approval.

**If the program does not or cannot meet those standards, the proposal should identify the areas in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to fully accredited.**

We anticipate being able to meet all standards required for accreditation. The COSA/CUC Ed.S. in Educational Leadership Program was fully accredited, and our proposed program is in even closer alignment to AAQEP and TSPC standards. Of particular importance is our emphasis on preparing school and district leaders for leadership roles with a diversity, equity, and inclusion focus. Initial review by the TSPC's representative assigned to guide our program through the TSCP review process was quite positive. No changes were recommended to the Ed.S. in Educational Leadership Program proposal

**If the proposed program is a graduate program in which the institution offers an undergraduate program, identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

n/a

**Need for this Credential**

What is the anticipated fall term headcount over each of the next five years?

**Fall Term Headcount = number of students enrolled in the program as of Fall term.**

	Year 1	Year 2	Year 3	Year 4	Year 5
	40	40	40	40	40

What are the expected degrees/certificates over the next five years.

**Number of Degrees:**

	Year 1	Year 2	Year 3	Year 4	Year 5
	20	20	20	20	20

**Number of Certificates/Microcredentials:**

**How did you arrive at the above estimates? Please provide evidence. (e.g. surveys, focus groups, documented requests, occupational/ employment statistics and forecasts, etc.)**

COSA/CUC is currently serving 47 students in their Ed.S. Degree + Professional Administrator Licensure. Of these, 27 are currently in their first or second year (coursework). We anticipate that most of these students will transfer to the COSA/UO program. The rest are expected to graduate from the COSA/CUC program in the winter of 2023.

We anticipate the number of students enrolled in the Ed.S. in Educational Leadership program will remain fairly constant, as students enrolling in the Professional Administrator License become more familiar with the opportunity to concurrently work toward the Ed.S. degree.

We anticipate enrolling approximately 13 students who will begin the Ed.S. degree in the fall of 2023 (a slightly lower number than we project enrolling in future years due to the anticipated slightly more than 20 students transferring from the COSA/CUC program to the UO/COSA program. We project admitting approximately 20 students annually after Year 1. Thus, we project a fall term headcount of 40 moving forward.

These estimates are based on historical trends over the past three years and current enrollment numbers from COSA, with whom UO will be partnering on the programs being proposed.

Annually, we expect to graduate approximately 20 students from the Ed.S. in Educational Leadership program. Because we will be accepting transfer students from the existing COSA/CUC program, we anticipate being able to grant degrees to students even in our first year of operations.

**What are the characteristics of students you expect this program to attract (e.g., resident/out-of-state/international; traditional/nontraditional; full-time/part-time)? Will it appeal to students from particular backgrounds or with specific careers in mind?**

We expect to attract a wide variety of students for the programs we are proposing. Students in the Ed.S. in Educational Leadership program will be primarily Oregon administrators attending school full-time on nights and weekends, while they continue to hold down their full-time jobs in school settings. In addition to Oregon students, we hope to attract out-of-state students for the Ed.S. program. The online format of our course offerings is integral to our ability to serve these students.

The programs we are proposing will appeal to people who plan to work as district specialists, superintendents, and in a variety of roles in state departments of education. We will be able to offer substantial financial assistance to students from under-served backgrounds enrolled in the Professional License program through COSA's established partnership with a foundation, which has agreed to continue to cover all tuition costs for up to two years of courses for students from under-served backgrounds enrolled in our licensure programs. We plan to use these scholarship funds to encourage, recruit, and support diverse cohorts of students.

**What are possible career paths for students who earn this credential? Describe and provide evidence (e.g. surveys, focus groups, documented requests, occupational/employment statistics and forecasts, etc.) for the prospects for success of graduates in terms of employment, graduate work, licensure, or other professional attainments, as appropriate.**

Those who complete the Professional Administrator Licensure program will generally be aspiring to work in a leadership role within a school district (e.g., superintendent). Students who add an Ed.S. degree to their Professional Administrator license will primarily be working in district-level roles within school districts or at a state department of education.

Based on the prior success of UO Educational Leadership graduates and COSA alumni, we anticipate that our licensure program graduates will be easily employable because there is a large need for principals and superintendents throughout the state, region, and nation. In the past two years, nearly half of Oregon school districts have hired new superintendents. Similarly, we anticipate that our Ed.S. students will readily be able to find work at schools, school districts, institutes of higher education, and/or government or private organizations where a solid grounding in leadership is sought.

**Describe the steps that have been taken to ensure that the proposed program(s) does not overlap other existing UO program(s) or compete for the same population of students. [Provide documentation that relevant departments or areas have been informed of the proposal and have voiced no objections.]**

The proposed Professional Administrator Licensure Program will replace the EMPL Administrator License Program that had been active for decades, but which closed as of July 1, 2022, to enable us to redesign them in alignment with the new principal and district administrator requirements adopted in Oregon.

Under the leadership of TSPC’s Executive Director, Dr. Rosilez, a fully redesigned system of preparing and licensing administrators has been approved by the Commission. This new set of rules aims to better prepare administrators for work in school buildings and district-wide assignments, create flexibility for administrators depending on their chosen career path, and reduce the numbers and types of licenses, similar to the redesign work accomplished for teachers. This is the reason for the redesign and resubmission to TSPC for the Licensure programs.

**List any existing program(s) that are complemented or enhanced by the new major.**

<b>Program(s)</b>
The existing UO D.Ed. program in Educational Leadership is complemented by the proposed new programs for Principal and Professional Administrator Licensure. For school and district leaders, the opportunity to further their administrator licenses while earning an advanced degree is a compelling motivator when selecting a graduate program. Without the ability to

### Program(s)

provide an avenue for licensure to our graduate students in educational leadership, we substantially reduced our ability to compete for D.Ed. students. This partnership will enable the University of Oregon to lead the state once again in the preparation of highly-skilled, highly sought-after school and district leaders with a strong commitment to diversity, equity, and inclusion. The proposed new programs represent an important complement to the existing D.Ed. program in Educational Leadership. For years, educational leaders seeking administrator licensure have started their UO enrollment as licensure students, with some of the top students in each of the licensure programs ultimately deciding to continue in our D.Ed. program. Our proposal builds on and expands this successful model, with intentional “pipelines” built in to help students concurrently earn their principal or professional administrator license and one of three advanced graduate degrees. Because we are proposing adding two courses with special education content focus to our requirements for both the Ed.S. and D.Ed. programs (History of Special Education and Special Education Law), we anticipate being able to open additional FTE opportunities for UO faculty (those in the research professors and research associate ranks, as well as TTF) with expertise in this content, who might be interested in teaching available sections. It is important to note, however, that we are also confident that we can fill the need for instructors for these courses through highly qualified pro-tem hires should no current UO faculty have FTE available to teach them. The proposed new Ed.S. degree, if approved, will also open opportunities for the School Psychology program to offer this type of degree, enhancing the reach of their program as well.

### Program Integration And Collaboration

**Are there closely-related programs in other Oregon public or private universities?**

Yes

**List similar programs and indicate how the proposal complements them. Identify the potential for new collaboration.**

George Fox University (Private) <http://www.georgefox.edu/>

414 North Meridian St.

Newberg, Oregon 97132

Currently offers both Principal and Professional Administrator programs.

Does not offer Ed.S..

Principal License Cost: \$19,494

D.Ed.: \$48,944

Lewis & Clark College (Private) <http://graduate.lclark.edu/>

615 S. Palatine Hill Road

Portland, Oregon 97219

Currently offers both Principal and Professional Administrator programs as well as Ed.S. and

D.Ed. programs.  
Principal License Cost: \$24,975  
D.Ed.: \$61,500

Portland State University (Public) <http://www.pdx.edu/education/>  
PO Box 751  
Portland, Oregon 97207  
Professional Administrator Program on hold for AY 2022-2023.  
Offers a D.Ed. program and Principal Licensure.  
Principal License Cost: \$17,960  
D.Ed.: \$61,500

Southern Oregon University (Public) <http://www.sou.edu/>  
1250 Siskiyou Blvd.  
Ashland, Oregon 97520  
Offers Principal License and M.S. in Education only.  
Principal License Cost: \$20,200  
D.Ed.: Not offered.

University of Portland – Oregon (Private) <http://www.up.edu/>  
5000 N Willamette Blvd.  
Portland, Oregon 97203-5798  
Offers Principal License and Ed.D. only.  
Ed.D. on hold until summer 2024.  
Principal License Cost: \$17,960  
D.Ed.: no tuition projections available at this time.

\*UO/COSA proposed programs:  
Principal License, Professional Administrator License, M.Ed., Ed.S., and D.Ed. proposed  
Principal License Cost: \$17,000  
D.Ed.: \$56,367

\*Two key features set the UO/COSA partnership apart from the other programs: the UO's well-earned reputation as a research powerhouse and COSA's time-proven ability to provide outreach and foster collegial professional networks among school leaders in the state. Currently, the COSA/CUC programs are the most cost-effective of the programs offered in the state, and it is our plan to continue to offer these programs for a similar cost through the COSA/UO partnership.

**If applicable, explain why collaborating with institutions with existing similar programs would not take place.**

Since 2012, the COSA/CUC program has been a major player in Oregon Professors of Education Administration (ORPEA), a network of all the above universities, plus UO, that

meet quarterly to coordinate across institutions offering similar programs.

At the time this proposal was initially submitted, COSA was in its twelfth year of a contract with Concordia University, Chicago and was actively seeking an in-state partner better aligned with its equity focus and aspiring leaders' desire to be affiliated with a well-respected in-state university.

COSA has since provided appropriate notice to CUC to terminate the contract now that the UO partnership has officially been approved. This proposal represents a deep collaboration between UO and COSA, which has a very successful program already in the state of Oregon. By partnering with UO rather than CUC, this collaboration enables COSA to focus more on state and regional needs as well as more deeply support the equity work that is so important to both UO and COSA.

In addition to the collaboration between UO and COSA that is central to this proposal, there is the potential for further cross-institutional collaborations in the areas of professional networking (e.g., at the multiple conferences COSA organizes and hosts for Oregon school administrators each year), sharing of innovations and research findings relevant to educational leadership, and through the quarterly ORPEA meetings.

**Describe the potential for impact on other institution's programs.**

It is important to note that our proposed programs are a continuation of existing (UO D.Ed./COSA Principal and Professional Licensure, M.Ed., Ed.S., and Ed.D.) programs, rather than new programs being introduced to the state for the first time. Thus, we do not anticipate any negative impact on other institution's programs.

**If the program's location is shared with another similar Oregon public university program, provide externally validated evidence of need.**

Our proposed programs are a continuation of existing (UO D.Ed./COSA Principal and Professional Licensure, M.Ed., Ed.S., and Ed.D.) programs, rather than new programs being introduced to the state for the first time. Our history of providing these programs in this same geographic location, with ongoing solid enrollment numbers, provide externally validated evidence of need.

**Resources Required to Offer the Program or Move to New Location**

**List any faculty who will have a role in this this program, indicating those who have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), rank, and full-time or part-time.**

Faculty Name	Faculty Classification and Rank	FTE	Role
Julie Alonzo, Ph.D.	Career NTT, Instructional, Sr. Instructor 2	TBD	Director

Faculty Name	Faculty Classification and Rank	FTE	Role
Krista Parent, D.Ed.	Professor of Practice	TBD	Director
David Liebowitz, Ed.D.	TT – Assistant	TBD	Faculty
Heather McClure, Ph.D.	Career NTT, Instructional, Sr. Instructor 1	TBD	Faculty
See details and additional faculty and supervisors listed below			

**Please describe the adequacy and quality of the faculty delivering the program, including how the mix of tenure-track, career and pro tem faculty are strategically used to ensure effective delivery of the curriculum.**

The faculty delivering the program all have experience in K-12 education as well as graduate degrees. We anticipate the faculty teaching in the professional administrator licensure program will have extensive experience working in K-12 leadership positions to complement their graduate education. All courses in the proposed program will be evaluated using existing UO course evaluation mechanism (mid-course surveys and end-of-course evaluations). Instructors will have access to the UO Teaching Engagement Program and will be expected to meet the UO’s expectation for professional, inclusive, engaged, and research-informed teaching.

Krista Parent, D.Ed. is currently a tenured associate professor at Concordia University, Chicago and has overseen the COSA/CUC administrator licensure program since 2018. Prior to that, she taught a variety of courses at the University of Oregon as a pro-tem faculty member while also working nearly 20 years as a K-12 superintendent. She was named National Superintendent of the Year in 2007. Krista currently guides and coaches all superintendents in the state of Oregon through her role at COSA and facilitates COSA’s New Superintendent Academies.

Julie Alonzo, Ph.D. is a CNTTF Research Associate Professor / Senior Lecturer II at the University of Oregon who has served as the director of the D.Ed. program since December of 2019. A National Board for Professional Teaching Standards certified teacher, she was honored with the Distinguished Teaching Award from the UO College of Education in 2022. She has served as P.I. and Co-P.I. on multiple Institute of Education Sciences and Office of Special Education Programs research grants and model demonstration projects and has served as a member of 36 doctoral dissertation committees, chairing 21.

Both Drs. Parent and Alonzo bring a wealth of experience in teaching and school leadership to the program.

Additional UO faculty who are anticipated to teach in the program include a mix of tenure-track and career-track faculty. We anticipate hiring pro-tem faculty with deep field-based expertise and graduate coursework to instruct the Professional Administrator Licensure classes and serve as internship and clinical supervisors as Professors of Practice.

This mix of faculty is intended to ensure that those delivering the curriculum have both practical experience working in the schools and a deep understanding of research and the content they are teaching.

#### COMPLETE PROGRAM FACULTY & SUPERVISORS' DIRECTORY:

##### PROGRAM CO-DIRECTORS:

- Julie Alonzo, Ph.D., Research Associate Director/Senior Lecturer II is a CNTTF, who works full-time at UO.

She will serve as UO Program Director for the degree programs (M.Ed., Ed.S., and D.Ed.) in Educational Leadership.

- Krista Parent, D.Ed., Deputy Executive Director of COSA, will serve as COSA Program Director for the licensure programs (Principal and Professional Administrator License). She will be recognized as a UO affiliated faculty. UO will be contributing an annual contracted amount toward her salary at COSA in recognition of her service overseeing the licensure programs. Krista has nearly 20 years of service as a K-12 superintendent in Oregon and currently coaches and guides all superintendents in the state.

##### UNIVERSITY SUPERVISORS FOR STUDENTS ENROLLED IN THE PRINCIPAL LICENSURE PROGRAM:

Must be licensed administrators who have served in a Principal and/or other K-12 Administrator roles, for a minimum of five years. Current COSA Faculty Supervisors (whom we intend to continue to employ in this role) include:

- Shirley Burris, M.A. Shirley served Oregon schools for nearly 40 years as a teacher and principal. Shirley has supervised principal interns for the past four years.

- Colin Cameron, M.S. Colin has served as an educator in Oregon for four decades. He has supervised principal interns for the past four years.

- Tim Crider, Ed.S. Tim is currently a district administrator in the North Bend School District where he previously served as a principal. Tim has supervised principal interns for the past three years.

- Shari Furtwangler, M.S. Shari served as a principal in the Springfield School district for two decades and has supervised principal interns for the past six years.

- David Gray, Ph.D. David most recently served as the Executive Director of the Metro Web Academy and has served as a Professional Administrator intern supervisory for the past six years.

- Jennifer Haliski, M.Ed. Oregon Principal in both Coos Bay and Bethel School Districts for the



past 12 years.

- Bob King, M.S. Bob served as the Principal of Renaissance High School in the Central Point School District and has been mentoring and coaching aspiring principals for the past four years.

- Melanie Marrone, Ed.D. Melanie has served in principal and assistant principal roles in Oregon districts and in international schools.

- Wendy McCulloch, M.A. Wendy is currently a principal in the Bend-LaPine School District and has both taught and supervised interns in the Principal License program.

#### UO PRO-TEM FACULTY:

The following faculty are currently available to serve as instructors in the program's graduate courses. All have existing relationships with the UO, hold terminal degrees, content-area expertise, and are either currently in the Instructor Pool available to hire or plan to apply for the instructor pool for availability in SY2023-2024.

- M. Coleman, D.Ed., University of Oregon. Has taught Evidence-Based Decision Making and Learning Organization.

- D. Eder, D.Ed., University of Oregon. Has led numerous schools and districts through the change process with an equity lens.

- B. Hungerford, J.D., Oregon Attorney specializing in Education Law. Has taught Advanced School Law for the UO for several years.

- C. McGaughy, D.Ed., University of Oregon. Has taught the Learning Organization course for the University of Oregon.

- C. Moses, D.Ed., University of Oregon. Strong equity focus. Has led numerous state organizations and school districts in their ongoing diversity, equity, and inclusion work.

- M. Thier, Ph.D., University of Oregon Has taught UO Program Evaluation I and II.

#### COSA PRO-TEM FACULTY

The following faculty are currently serving as instructors in the COSA/CUC Principal and Professional Administrator Licensure programs. We anticipate asking them to apply to be added to the Instructor Pool available to hire as pro-tem faculty, more specifically as Professors of Practice.

- T. Acker, M.S.

- K. Barker, M.Ed.
- M. Carter, Ed.S.
- T. Collins, Ph.D.
- L. Florence, Ed.D.
- R. George, Ed.D.
- D. Gray, Ph.D.
- J. Haliski, M.Ed.
- L. Hartley, Ed.D.
- W. McCulloch, M.A.
- K. Parent, D.Ed.
- M. Schachner
- H. Sipe, Ed.S.

**What is the nature and level of research and/or scholarly work expected of program faculty that will be indicators of success in those areas?**

Program faculty are expected to have relevant content expertise related to the courses they teach and experience working in or with K-12 schools and school districts in the United States. Examples of such experience include: a minimum of 1 year of full-time employment (or the equivalent) as a K-12 teacher, school psychologist, school counselor, instructional assistant, instructional coach, behavioral support coach, speech-language pathologist, principal, or superintendent.

**Describe how students will be advised in the new program.**

Students in the Professional Administrator Licensure program will be assigned an academic advisor as well as a university supervisor. The academic advisor will help track their progress through their required coursework, while the university supervisor will mentor them through their practicum placements.

**Describe the staff support for the proposed program, including existing staff and any additional staff support that will be needed.**

Angela Burham, Academic Program Coordinator, is a classified UO employee who has supported the Educational Leadership licensure and degree programs for several decades. We anticipate her primary focus will be on students enrolled in the degree programs (M.Ed., Ed.S., and D.Ed.)

We anticipate needing one additional Program Coordinator, whose focus will be on students enrolled in the licensure programs.

(Principal and Professional Administrator). COSA has a person currently serving in this role at 1.0 FTE, and we have built funding for this position into our budget.

With our heavy emphasis on online instruction (both asynchronous and synchronous), we

anticipate needing some additional IT support (such as the support previously provided to the EMPL programs by Adam Pritt).

**Are special facilities, equipment, or other resources required as a result of this proposal (e.g., unusual library resources, digital media support,**

We do not anticipate any special facilities, equipment or other resource needs. We anticipate that students in the program will be well-served by the standard resources available to all students at UO (standard library access, etc.). Our students will primarily be working professionals with access to their own technology and technology supports through their places of employment.

**Attach your communication(s) showing due diligence in consulting with your department's discipline-specific library liaison and any other resource area affected by this proposal.**

COMMUNICATIONS WITH UO LIBRARIES ET AL.docx

## Financial Sustainability

**What financial resources are needed to support this proposal? Identify the resources currently available as part of existing UO programs or reallocations within existing budgets. Are additional resources needed?**

We have worked closely with Chris Krabiel, Associate Dean, Finance and Operations, to ensure that the proposed programs are financially viable both in the short and long term. The program is anticipated to be funded entirely through tuition dollars. See budget projections provided by Chris Krabiel, Associate Dean, Finance and Operations. We anticipate the combined programs will generate positive income for UO of approximately \$1.1 million annually, after all expenses have been paid.

The majority of this income is projected to be generated by the Principal and Professional Administrator Licensure programs.

With the UO's current staff, and COSA's current programs and reputation, it should be fairly easy to recruit the pro-tem faculty required to teach the courses in the Principal Licensure Program. The COSA/CUC program currently employs 23 part-time adjunct faculty, many of whom would be available to teach in the proposed program at UO. In addition, UO has long-standing relationships with a variety of qualified professionals who have previously been hired as pro-tem instructors for the UO Administrator Licensure programs, many of whom have expressed interest in continuing to teach in our revised program.

**Provide a plan that shows how long-term financial viability of the program is to be achieved, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

## Business Plan Description

Budget projections were run using a 5% budget holdback for UO. The \$173,194 annual income this budget holdback will generate should cover maintenance of unique resources, such as the office spaces used by program faculty and staff.

The College of Education (COE) is well suited to enhance and support course delivery. The COE has on staff two full-time highly skilled E-Learning & Classroom Tech Specialists. The COE also employs skilled students during the academic year to assist with classroom technical support. This e-learning team provides direct support to on-line course presentations, both IT technical assistance and presentation development assistance. This team will be available to this partnership whether the course is delivered remotely or at the College.

The COE and this team utilize high quality systems and equipment (e.g., Panopto software, Panopto records, live streams, host, share & search videos with an all-in-one online video platform). Panopto is the secure and reliable alternative to Youtube or other free or limited software often utilized for delivery.

Additionally, over the past 3 years, the COE has heavily invested in top-of-the-line equipment in several classrooms providing faculty with the ability to present on-line or hybrid courses. These classrooms have microphones in the ceiling so everyone in the room can easily communicate, along with TV monitors for remote participants. The COE also contracts with a local audiovisual company to troubleshoot and maintain this equipment, limiting any downtime along with maintaining the system quality.

The faculty to student ratio is designed to be 20 students per course, with We have worked closely with Chris Krabel, Associate Dean, Finance and Operations, to ensure that the proposed programs are financially viable both in the short and long term. The program is anticipated to be funded entirely through tuition dollars. See budget projections provided by Chris Krabel, Associate Dean, Finance and Operations. We anticipate the combined programs will generate positive income for UO of approximately \$1.1 million annually, after all expenses have been paid.

The majority of this income is projected to be generated by the Principal and Professional Administrator Licensure programs.

With the UO's current staff, and COSA's current programs and reputation, it should be fairly easy to recruit the pro-tem faculty required to teach the courses in the Principal Licensure Program. The COSA/CUC program currently employs 23 part-time adjunct faculty, many of whom would be available to teach in the proposed program at UO. In addition, UO has long-standing relationships with a variety of qualified professionals who have previously been hired as pro-tem instructors for the UO Administrator Licensure programs, many of whom have expressed interest in continuing to teach in our revised program.

**Describe your plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program.**

We do not anticipate any special facilities, equipment or other resource needs. We anticipate that students in the program will be well-served by the standard resources available to all students at UO (standard library access, etc.). Our students will primarily be working professionals with access to their own technology and technology supports through their places of employment.

**If grant funds are required to launch the program, how will the program be supported upon termination of the grant?**

Grant funds are not required to launch the program. However, the COE has foundation and general funds to support the start-up of these programs. The Provost's Office will provide start-up support if additional funding is required.

In addition, COSA's focus on recruiting more diverse leaders in Oregon has resulted in grant and scholarship funds to support this endeavor. Through a Meyer Memorial Trust grant that spanned four years, COSA was previously able to provide tuition scholarships for 20 diverse candidates in the Principal License program. This same grant provided 2nd year Principal License candidates with an Equity Academy experience facilitated by the Oregon Center for Educational Equity (OCEE) that focused on professional learning for education leaders who want to learn how to help their students meet high expectations equitably, regardless of social indicators. During the three-day class series, participants are expected to develop a deep personal awareness about how who they are impacts how they teach and lead. COSA will continue to offer the Equity Academy for all students enrolled in the second year of the COSA/UO Principal Licensure program, free of charge.

More recently, the Oregon Administrator Scholarship Program (OASP) provided full tuition scholarships to 15 diverse candidates in COSA/CSU's combined Professional Administrator license and Ed.S. programs beginning in the fall of 2022. They plan to continue providing these scholarships moving forward and have affirmed that the scholarships will continue to be available to students associated with COSA's program, regardless of the university partner.

## Other Program Characteristics

**Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed program? If so, please list the courses and the requirements of each. Note: Although there is variation in detail, UO undergraduate majors typically require that most of the courses be taken for a letter grade (not "pass/no pass") and that the grade be C- or better.**

For students earning a degree (with or without administrator license), the following courses (when required by their program) must be taken graded:

All research and writing courses MUST be taken GRADED, including:

- EDUC 611 Survey of Educational Research Methods
- EDUC 614 Educational Statistics
- EDUC 630 Qualitative Methodology I: Interpretivist Inquiry
- EDUC 640 Applied Statistical Design & Analysis
- EDLD 697 Professional Writing I: Foundations
- EDLD 698 Professional Writing III: Synthesis
- EDLD 699 Dissertation Methods Apprenticeship

All courses in the Professional Administrator Licensure Program must be taken for a letter grade and passed with a minimum grade of B- or higher to count toward the program.

Internship credits shall be taken as Pass/No Pass.

*Master's programs require at least 24 credits to be taken for a letter grade, but individual programs may require a higher number. There are no specific graded credit policies for doctoral and certificate programs; each program should determine what is appropriate within their discipline.*

**How much course overlap will be allowed to count toward both this programs and some other credential a student might be earning (a minor, certificate, or another program)? If there are specific credentials with overlap limits, please list those and the limits. For Accelerated Master's Program proposals, include in this section the proposed credit allocation structure for graduate credits taken as an undergraduate, i.e., how many graduate credits may count only toward the master's degree and how many may be used to clear requirements for both the bachelor's and the master's.**

Historically, many students in the D.Ed. program also enroll in an Administrator Licensure Program. We have intentionally built overlap into our Principal and Professional Licensure, M.Ed., Ed.S., and D.Ed. programs with the hope that students will enroll concurrently in both licensure and degree-granting program(s). Principal licensure students who do not already have a master's degree will be encouraged to enroll concurrently in the M.Ed. in Educational Leadership and Principal Licensure programs. Graduate students who aspire to work in school or district leadership positions will be encouraged to enroll concurrently in the Ed.S. or D.Ed. program and either the Principal or Professional Administrator license program.

We do not propose to set limits on overlap between these programs. It is our hope that students entering one of our administrator licensing programs will enroll concurrently in a degree-granting program.

**Does your proposal call for new courses, or conversion of experimental courses into permanent courses? If so, please list courses in the text box below and indicate when they will be submitted to UOCC for approval:**

Our proposal calls for the creation of the following new courses to meet the new TSPC requirements:

- EDLD 612 Communications and Community Relations (4 credit course)
- EDLD 614 Leading School Improvement Through Curriculum and Assessment (4 credit course)
- EDLD 616 Supervisory Practices for Administrators (3 credit course)
- EDLD 611 K-12 Education Policy for Leaders (2 credit course)
- EDLD 645 Principal License Internship II (4 credit course)
- EDLD 646 Principal License Internship III (4 credit course)
- EDLD 604 Professional Administrator License Internship I (Variable CR 1-7)
- EDUC 615 Introduction to Qualitative Research (3 credit course)

In addition, we are proposing modifications to the following existing courses (these changes primarily impact course titles, but we have also updated the course syllabi to reflect the new TSPC standards) so that they better align with the new TSPC requirements for licensure:

- EDLD 686 Oregon Legal Issues (4 credit course)
- EDLD 617 Oregon Education Finance (4 credit course)
- EDLD 613 Ethical Leadership (4 credit course)
- EDLD 635 Executive Leadership for Principals - Instructional Leadership (4 credit course)
- EDLD 649 Ethical Governance for School District Leaders (2 credit course)
- EDLD 638 Oregon Advanced School Law (3 credit course) – course title changed to add the word “Oregon”
- EDLD 675 Oregon School & District Finance (4 credit course) – course title changed to add the words “Oregon, School, & District”

We are concurrently submitting these courses to UOCC.

**Will admission to the program be limited?**

Yes

**Maximum enrollment:**

90

**Will students be required to apply for entry to this program?**

Yes

**What are the conditions for admission?**

Admission to the program will be limited to students who meet the requirements for admission to the program. Requirements will include clear alignment with our program’s mission; evidence of academic potential for graduate work (undergraduate GPA of 2.5 minimum, with 3.0 or above preferred; professional support from at least three letters of recommendation; writing sample); evidence of leadership potential or experience serving in

leadership roles in schools.

We anticipate being able to admit a maximum of 20 students annually to the Ed.S. in Educational Leadership program.

**Please describe admission procedures (Will Appear in Catalog)**

### **APPLICATION INSTRUCTIONS (for publication on the UO website)**

Complete the online [Graduate Admission Application](#); select the Educational Leadership (EDLD) program within the College of Education.

Nonrefundable Application Fee: \$70 (Domestic Students)/\$90 (International Students), paid by credit card or eCheck. You will need to pay the application fee before you are able to submit the application.

#### **Fee Waivers**

Students who are applying to multiple graduate programs at the UO need to start the applications, pay the first application fee, and then contact the Division of Graduate Studies with a request for a fee waiver.

Students who have been admitted previously to the UO Division of Graduate Studies and have registered for credits the term they were admitted should still fill out the Admissions Application. The form will ask if you have ever enrolled as an admitted graduate student at the UO; saying yes to this will automatically waive the application fee.

You will be required to upload the following documents in the Slate application:

### **References or Letters of Recommendation**

Three references are required for applicants

- As part of your online application, you will be asked to provide contact information for individuals who can help determine your potential for success in a graduate program.
- Individuals who have had previous opportunities to supervise or evaluate your work are the best candidates to write these letters.
- Upon submission of a completed application, Slate will email a request and instructions to referees to log in to the Slate system and provide their answers to a series of questions and optionally upload supplemental letters of recommendation.
- These references must be received before the deadlines for applications to close.



- We encourage you to list additional references to ensure you get the minimum number required.

## Goal Statement

- Please write and upload a goal statement that answers the following:
  - Why are you applying for this program?
  - Address your current or future employment:
    - How would this degree/experience further your career aspirations?
    - How does your interest align with faculty and research centers at the UO?
- Your goal statement is a key document in the application process. It is your opportunity to describe your purpose in pursuing a graduate degree in education.
- Your statement should discuss any personal skills and experiences that explain your aspirations for graduate study, and how your work, experience, and goals are directly related to the expertise of the faculty.
- Successful applications reflect alignment between potential program of study and the expertise of the faculty in supporting this program of study.

## Résumé or Curriculum Vitae

Your vitae should include the following information, beginning with most recent education, including degree and institution (with dates of graduation):

- Work experiences in education
- Presentations at conferences or workshops
- Publications, if any
- Organizational affiliations
- Any other relevant professional information

## Writing Sample

Applicants submit a writing sample describing a problem of practice that warrants change. Your writing should address:

- What is being done that is either incomplete, incorrect, or ill-informed and could benefit from change in practice?
- Describe the problem in sufficient detail to understand the context and setting as well as the manner in which this change could/should occur (e.g., deploy professional development, consider experimentation, improve communication systems, etc.).

- Address the relevant targeted group (students, teachers, parents, administrators, school boards, state departments, etc.) and how this change would benefit them.
- Finally, in your analysis, cite the scholarly literature that supports your analysis.

In addition to the writing sample above, students have the option to submit one or more additional samples of scholarly writing (e.g., course papers, articles, essays).

## **Official Transcripts**

At the time of application, applicants must submit unofficial transcripts from all colleges or universities previously attended, including the University of Oregon. Unofficial transcripts are uploaded as part of the online application.

Unofficial transcripts should show all coursework taken to date and, if applicable, the title of the degree earned and the date the degree was conferred. Applicants must provide English translations if the documents are issued in a language other than English.

Applicants who accept their offer of admission and matriculate must submit official transcripts from all colleges or universities from which they received a bachelor's degree or higher. Official transcripts received will be compared to the unofficial transcripts submitted as part of the application. If unofficial transcripts are later determined to be a forgery, or, if official transcripts are not submitted, your admission will be rescinded. Transcripts must show the title of the degree earned and the date the degree was conferred. Students admitted with in-progress coursework or requirements for bachelor's level degrees must have their degree conferred prior to the beginning of their term of admission at UO. Transcripts are subject to review and verification of authenticity.

In cases where documents are not issued in English, applicants must submit certified word-for-word English translations of all documents.

Mail to:

Office of the Registrar

5257 University of Oregon

Eugene, OR 97403

## **International Students**

International students must provide the Registrar's Office with a copy of their official transcript in both the language of origin and in an officially recognized translated English version. Please read about [special instructions for international transcripts](#).

- International students should add an additional six weeks before application deadlines to accommodate the processing of additional required paperwork.
- Copies of official TOEFL or IELTS score sheets or an explanation must be uploaded as “Additional Documents” to your Slate application, and official copies sent to UO Admissions.
- International students should also visit the Division of Graduate Studies and follow the instructions listed there to submit additional requirements.
- Additional information and support can be found at UO International Student and Scholar Services.

### **Vaccination Requirements**

Students will be required to meet the University of Oregon’s current policies on vaccinations prior to being allowed to enroll in courses each term.

### **Residency Requirements (Will Appear in Catalog)**

None