

## APPENDIX O

### **Request to Establish a Doctoral Program in Educational Leadership and Administration The University of North Carolina at Wilmington**

#### **Introduction**

Following a recommendation from the Graduate Council and from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved on May 11, 2006 the request from the University of North Carolina at Wilmington to plan a doctoral program. The University of North Carolina at Wilmington now seeks approval to establish a doctoral program (Ed.D.) in Educational Leadership and Administration (CIP:13.0401) effective August 2007.

#### **Program Description**

The field of educational leadership and administration is evolving and dynamic. Many of North Carolina's school districts are the largest employers in their respective counties. By implication, school superintendents are not only educational leaders, they are the CEOs of the largest businesses in these counties. With this reality comes the need to prepare our new leaders with a broad background of knowledge, skills and dispositions to serve all students, their families and the broader community.

Population growth has challenged limited resources in all aspects of the work of school leaders from curriculum to facilities. A teacher shortage makes recruiting and retaining teachers and school administrators a major priority. High stakes assessment creates both appropriate and challenging dilemmas in our quest to serve all young people successfully. Increasingly diverse populations entering our educational systems challenge us to continue to revise curriculum, instruction and supervision pedagogy for the populations we serve.

The mission of the doctoral program in Educational Leadership and Administration is to prepare graduates to be informed, proactive and reflective agents of change to improve public schools and other educational organizations for the benefit of all students, particularly in southeastern North Carolina.

The primary goal of the program is to prepare effective leaders who are skilled managers, curricular experts and research-based scholars. Each of these roles includes:

- theoretical and practical knowledge
- application of skills
- appropriate professional dispositions

These areas of emphasis are taught and assessed throughout the program.

The Ed.D. program is intended for practicing professionals who envision themselves as public school leaders, superintendents (with a track leading to a North Carolina public school superintendent's license), state policy makers *or* higher education curriculum, instruction and supervision specialists.

The program includes foci that guide candidates toward:

- leading systemic organizational change processes
- facilitating educational reform
- serving urban and rural communities, particularly diverse students and families
- integrating interdisciplinary knowledge from the fields of education, business, nursing education (for health-related matters affecting schools) and social work
- expanding international connections
- applying emerging technologies
- using research and data to inform decisions

Candidates are exposed to seminar and internship opportunities that will explore:

- issues affecting diverse rural and urban communities
- comparative cultural/international leadership practices
- local/state/national business leadership exemplars

Candidates will participate in internship opportunities in rural or urban school-districts, at one of our UNCW/WSE partner international educational locations and with selected businesses whose vision and educational practices are most suited for their anticipated future leadership roles.

Coursework includes the following themes:

- Systemic educational change and reform practices
- Social, economic, cultural, environmental and political dynamics of southeastern North Carolina
- Curriculum and instruction
- Recruiting, retaining and supporting teachers and school administrators
- Supervision theories and applications
- Accountability from the level of the learner to the level of the organization
- Social and cultural dynamics of organizations
- Strategic planning
- Access to and management of resources including grant writing and funding
- Local, state and national legislative policies and practices
- Comparative cultural and international leadership initiatives
- Interdisciplinary connections with business
- Family engagement in the educational process
- Collaboration with community agencies and service providers
- Diversity awareness and success for all learners
- Students with exceptionalities including modifications and legal issues
- Students and families with limited English proficiency
- Research, evaluation and assessment
- Finance, law, sociology, public administration and public policy
- Emerging technologies
- Leadership dispositions and communication strategies

We envision that the majority of candidates for the Ed.D. will be graduates of the Master of School Administration (MSA) program and the Master of Education in Curriculum/Instruction/Supervision (CIS) program. Numerous MSA graduates are assistant principals and principals in

our region. CIS graduates are instructional leaders, curriculum coordinators or school and district administrators, many with administrative licensure.

UNCW fosters extremely collaborative relationships among the faculty in the College and the Professional Schools. For the Ed.D. planning the School of Education has worked very closely with faculty in the Cameron School of Business and met with and consulted with faculty in the appropriate departments in the College of Arts & Sciences. In addition, the Board of Trustees, the Faculty Senate, Deans, the Provost, and Chancellor's staff have been updated in all aspects of the planning. UNCW's new education building is a strong site to host the live portions of the program. UNCW's library is committed to continuing to increase its hard copy and electronic holdings in the area of Educational Leadership.

### **Program Review**

The review process is designed to surface strengths and weaknesses in proposed new degree programs. Proposals to establish new doctoral programs are reviewed internally and externally. The concerns from the two review processes were summarized in a letter to the Chancellor prior to the presentation to the Graduate Council. That summary follows:

*While the reviewers are generally supportive of the proposal, there are some major issues raised in the reviews. First, is the issue of the presence of an adequate core of faculty explicitly doing research and publishing in the area of educational and school leadership. The reviewers seem to like the mix of faculty that will be available for the program but they think the core component in educational leadership needs to be strengthened. There is discussion of new positions and the expectation of more positions, but little indication of the areas of the new faculty. This appears to be a core issue that needs to be made very clear.*

*Second, the reviewers, while recognizing a commitment to seeking a diverse cohort of students for the program, do not find any clear or explicit discussion of how such recruitment will take place and what the measures of success will be. In addition, one of the reviewers advises that there needs to be more attention to recruitment and admission overall in order to shape the quality of the program.*

*A third theme from the reviewers was a desire for more rationale for choice made in structuring the program. For example, one reviewer wants to know why the configuration of internships was chosen and what explicit benefit is expected. Another issue is the research component and how it is planned for the program. There is a contrast between producing research scholars and producing graduates who are well versed in the use of research results for evidence-based decision making. I think the reviewer wanted some explanation of why the decision was made to structure the program one way rather than another. Another such question was whether there will be variations in the program depending on what direction the candidates expect to go, since the program is proposed to serve several potential groups. Also, while the idea of including the Business School appears to be a good one, the rationale for their contribution was not made explicit in the proposal.*

## **Graduate Council**

The Graduate Council had, as a basis for its consideration, the proposal to plan the program, copies of the outside reviews of the program, the summary letter to the Chancellor, and a presentation to the Council by representatives of the program. In addition to the issues raised previously, the following concerns were expressed by Council members:

Council members inquired how the international internships would be organized and funded, the degree of commitment to the new faculty needed for the program, and whether the campus would be prepared to support out-of-state students who might be interested in the program.

## **Response**

The representatives of the program addressed the range of issues raised in the reviews of the program and by the members of the Graduate Council. Five new faculty members in Education Leadership will be added to the program. One has already been added two are being recruited this year, and one will be added in each of 2009 and 2010. The Dean has committed these positions for the program. The recruitment program will seek to increase women and minorities for the field of educational leadership. Preliminary work with a potential pool of graduates for the program indicates that it will be very diverse with more than half of the pool being women and about 25% being diverse. The business school is participating in the program to reflect that in many of the districts the school system is the largest enterprise in the county. Business skills are necessary for an effective management of schools. Graduates will have the skills not only to be consumers of research but also to be trained as researchers, so they can be better leaders and decision makers. The international internship is important for giving perspective and the program has already developed relationships with schools in other countries to make this possible, and has already developed ways that the experience can be funded. The initial focus of the degree program will be Southeastern NC, but the program is prepared to accept some more traditional and out-of-state students.

## **Need for the Program**

The cadre of school leaders in the surrounding counties is moving to retirement age, and the region needs a fresh supply of leaders. The UNCW program is prepared to meet that need with a program that emphasizes change and a new attitude toward all children succeeding and the need for all students to be educated to a higher level. The school districts are solidly behind this program proposal.

## **Resources**

The College of Education has indicated that it will commit its new positions from enrollment growth to this program, so it will have the cadre of faculty to make the program effective and successful. Many of the students will be employed and participating in the program part time, so the need for assistantships and fellowships is a little less pronounced, nonetheless the Graduate School indicates it has reserved five assistantships for this program. The build up of the faculty in educational leadership should result in more external funding in this area in support of the program.

The commitment of the faculty positions is the most important resource for the program to be successful.

**Recommendation by the Graduate Council**

After consideration of the issues raised by reviewers and Council members, the Graduate Council voted, without dissent, to recommend approval for the University of North Carolina at Wilmington to establish a doctoral program in Educational Leadership and Administration (Ed.D.).

**Recommendation**

The staff of the General Administration recommends that the Board of Governors approve the request from the University of North Carolina at Wilmington to establish a doctoral program in Educational Leadership and Administration.

**Approved to be Recommended for Establishment to the Committee on Educational Planning, Policies, and Programs**



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Senior Vice President for Academic Affairs

May 1, 2007