


**PROPOSAL TO EXTEND AN
EXISTING DEGREE TO AN APPROVED PHYSICAL LOCATION**


Degree Title:	Doctor in Education Leadership (EdD)
Academic Program:	Graduate
Academic Plan:	Graduate
Number of Credits:	72 semester credits which includes <u>42 credits of graded coursework</u> (14 classes)
Department(s) or Program(s):	Education Leadership and Sport Management
College(s):	Education
Campus(es):	Everett
Method of Instructional Delivery:	Some Online

Contact Name:	Michael Trevisan	Email Address:	Trevisan@wsu.edu
Contact Phone:	509-335-4853	*Proposed start date:	Fall 2023

***Proposed Start Date:** Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education after NWCCU approval.

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair Signature:		Date:	3/29/2023
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Dean Signature:		Date:	3/30/2023
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Global Chancellor	<i>Dave Cillay</i>	Date:	5/17/2023
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→ Submit to the Provost's Office at provost.deg.changes@wsu.edu

Everett Chancellor		Date:	03-30-2023
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Spokane Chancellor	<i>Danell DeWald</i>	Date:	5-16-23
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Tri-Cities VCAA	<i>Sandra Haynes</i>	Date:	4/5/2023
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Vancouver VCAA		Date:	3/30/23
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Provost Office:		Date:	
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Comments:

For Registrar's Office Use Only:			
Current CIP Code:		New CIP Code:	
Date:			

Send completed form in Word format to: provost.deg.changes@wsu.edu

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors, and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether a program is feasible within the university's academic and financial situation, and if it will have the resources to further the University's objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself since a program that is starved for either students or resources from its inception is not likely to become a high-quality program.

Here are some of the things to consider as you complete the template:

What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?

Who are you trying to attract with this program in the new location? Will it bring new students to the university, better meet the needs of current students, or draw students away from other departments or campuses?

How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?

How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

Providing good answers to challenging questions maximizes the likelihood that a program extension will not just win acceptance by the Faculty Senate and administration but will be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.

Proposal

Mission and Core Themes (Strategic Goals):

Explain how extending the degree to this location fulfills the strategic plan and the missions of the department, campus, and university.

The Doctorate in Educational Leadership (EdD) is offered via distance technology (Academic Media Services) and tri-annual face-to-face instruction across the multi-campus system. Students receive weekly synchronous course instruction over zoom. These courses are taught by tenure-line program faculty from campus locations across the multi-campus system. Additionally, students meet for a weekend face-to-face seminar once each semester (Fall/Spring/Summer). These seminars are held on a single campus location and taught by program faculty. Program faculty from all campus locations attend and participate in these seminars. At the time of dissertation proposal and defense, per graduate school requirements, students defend from a WSU campus (Vancouver/Spokane/Tri-Cities) with at least one program faculty present.

Extending the Educational Leadership doctorate to the Everett campus fulfills the mission and vision of WSU's land grant mission of providing educational access to all areas of the state. The North Puget Sound region has consistently worked to bring higher education to the community. Our mission, as stated by the Washington State Legislature is to provide undergraduate and graduate education. Furthermore, students from the region are already able to access this degree. Need for the degree extension is demonstrated because students in the region already participate in the program however, they must enroll at another campus location. Extending the degree to Everett makes program resources more available to them. Everett students will still receive classes from faculty across the statewide system and their dissertation chair may also come from a campus other than Everett. The extension would place a faculty member in Everett. With 14 school districts in Snohomish County and 3 community colleges within the North Puget Sound region, we are capable of increasing the numbers of students participating in the Educational Leadership program when the program is ready for larger cohorts.

The purpose of this proposal is to recognize the presence of the Educational Leadership Doctorate already accessed by students in the Everett area through the statewide delivery modality. Graduate Programs are noted in our Strategic Plan and ELSM is a natural fit as Everett's Chancellor is a member of the faculty. The largest school district in Snohomish County (Everett Public Schools) has directly requested we offer this degree to develop future leaders and this sentiment is echoed by other school districts and community colleges. The P-20 Council and our Everett Advisory Council support this proposal. WSU Everett has worked in concert with the College of Education in development of this proposal. A current faculty member who currently chairs dissertation committees for Everett EdD candidates has requested a transfer from Tri-Cities campus to Everett upon tenure and Promotion Spring 2023. This request has been approved by the department, college, both campuses, and the Provost.

This degree aligns with the mission and vision of both the College of Education and Everett campus.

College of Education

Vision

We will be one of the nation's preeminent colleges of education through innovation in research and discovery, teaching and learning, and responsive engagement.

Mission

We are committed to our land-grant heritage and tradition of service to society. Our mission supports the larger WSU mission and is three-fold:

- **Advance** knowledge through scholarly and applied research.
- **Develop** globally aware and culturally competent students, leaders, educators, and scholars.
- **Enhance** education, thus contributing to quality of life for individuals, families, and communities.

The mission and values of the College of Education align with those of the University particularly around equity and access. The proposal to extend the EdD to Everett provides access to graduate education closer to work and homes of our students.

WSU Everett

Washington State University Everett is charged with expanding access to high-quality baccalaureate and graduate degree programs in the region and the state. The focus on planned growth of WSU Everett is closely aligned with the economic development and vitality of the region and the state of Washington and will prepare graduates for leadership in a rapidly changing and globally connected world.

Core Values:

- ✓ High-quality academic programs
- ✓ STEM and High Demand Degree focus
- ✓ Innovation
- ✓ Entrepreneurship
- ✓ Global Interconnectivity

WSU Everett developed a strategic plan in response to the 2011 legislative mandate to address the longstanding need for improved access to public baccalaureate and graduate degree programs across the North Puget Sound region of Washington. More specifically, it developed a strategy for addressing issues surrounding access to related and high demand disciplines in Snohomish, Island, and Skagit counties.

What differentiates WSU Everett from other institutions is that it is a new model of higher education in the state that focuses on access, affordability, and efficiency. It is an access model in that place- and time-bound students can attend a world-class university and still maintain their employment and keep their families stable.

However, Graduate degrees are not currently offered in Everett hence, the proposal to extend the EdD degree to this campus. Extending the degree to Everett enhances with the degrees the college already offers.

Educational Offerings:

Describe the program to be extended and include copies of the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional).

Please note that any curricular changes must go through the Catalog Subcommittee before the degree extension will be reviewed.

The Doctor of Education degree is offered in Educational Leadership. The Department of Educational Leadership and Sport Management is housed in the College of Education. Programs for the superintendent, principal, and program administrator certifications, the EdM and MA, and the EdD are offered at the Pullman, Spokane, Tri-Cities, and Vancouver campuses. Only the Pullman campus offers the PhD. Please note that there will be no curriculum changes needed. The EdD program requires a minimum of 72 semester credits which includes 42 credits of graded coursework (14 classes).

Upon completion of graded coursework, students must successfully pass a Preliminary Exam before advancing to candidacy for the Ed.D. degree. The exam is designed to assess knowledge the student has gained while completing coursework, and it is a measure for determining whether the student is prepared to complete the dissertation.

SAMPLE ED.D. PROGRAM OF STUDY PLANNING SHEET

- ED_AD 501: Philosophy of Education
- ED_AD 503: Values and Ethics in Education
- ED_AD 512: Leadership Studies for Social Justice
- ED_AD 521: Leadership Theory*
- ED_AD 522: Race, Identity, and Representation in Education*
- ED_AD 539: Applied Research for Educational Leaders
- ED_AD 561: Intro to College Student Development
- ED_AD 580: Organizational Theory
- ED_AD 582: Policy in Education
- ED_AD 591: Action Research
- ED_AD 800: Preliminary Exam, Dissertation Proposal, Dissertation Defense

- ED_PSY 508: Educational Statistics
- ED_RES 563: Principles of Research
- ED_RES 564: Quality Research
- TCH_LRN 577: Curriculum Theory

These are variable credit courses “Topics in Education” courses, and would be set for 3 credits (each) for these two specific courses. |

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

The program is not a hybrid program. There are no online activities. The program is offered via synchronous distance technology (Zoom) and students attend one Friday/Saturday in person session each semester.

Students enrolled in two classes each semester should finish the coursework portion of their program in two and a half years. Students making continual progress could complete the degree in four years, though it is common for students balancing educational, professional, and personal demands to finish in five to six years. The maximum time to complete is 10 years. |

Assessment of Student Learning and Student Achievement

*** For graduate programs, please contact the Graduate School before completing this section.**

Please provide a list and description of expected student learning outcomes.

The existing student learning outcomes for the Ed.D. in Educational Leadership program appear below. The existing assessment plan for the program is submitted as one report for all campuses. Everett will be included as well.

The primary objective of this program is to prepare practitioner-scholars for leadership in education at the local, state, national, and international levels. This objective occurs through a combination of coursework, field experiences, and inquiry opportunities. The ultimate goal is to prepare educational leaders who work together toward the goals of educational and institutional improvement and social justice. Specific learning outcomes of the program include preparation for students to:

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

PROGRAM ACCREDITATION

It is a graduate degree and is accredited like other graduate programs in the university. Since the assessment plan pertains to all Ed Lead programs (See attached assessment plan) Items in the plan directly address the EdD.

Mission Statement

The Washington State University Educational Leadership Program prepares practitioner- scholars for leadership in education at the local, state, national and international levels. A team of academic and field-experienced faculty blends scholarship and practical expertise to prepare school leaders who utilize research, implement policy, and reform practice to improve learning and achievement for all students. The statewide program serves students from all WSU campuses and fosters a community of educational leaders who work together toward the goals of school improvement and social justice.

Program Descriptions

Educational Leadership Programs include the following programs. A description of each is provided.

- Ed.D. in Educational Leadership: The Ed.D. program is designed to prepare K-16 teachers and practitioners for intellectual and practical leadership within classrooms, schools, districts, communities, teaching and/or community colleges, agencies, and the larger educational policy arena.

Program Objectives

Educational Leadership program are as follows:

- To guide students in their development as professionals in their chosen fields related to teaching and learning.
- To prepare students to be skilled and knowledgeable educational researchers and consumers of research.
- To establish successful programs that are recognized for the quality of their graduates and their statewide/national/international visibility.

Student Learning Outcomes

Although there are multiple distinct Educational Leadership Programs, they share common student learning outcomes. These are listed below:

By the completion of their graduate studies, students in Washington State University's Educational Leadership Programs will...

- Demonstrate knowledge and skills related to the Professional Standards for Educational Leaders [(PSEL) National Policy Board for Educational Administration, 2015].
- Demonstrate understanding of and ability to critically analyze issues of equity, ethics, and social justice to facilitate the solving of problems of practice.
- Demonstrate understanding and critically analyze the theories, research, and policies related to the study of P-16 educational leadership.
- Design and conduct clear and coherent inquiry that contributes to understanding and solving problems of practice in P-16 educational leadership.

Methods of Assessment

- Ed.D students are assessed in the following ways:
 - Within coursework via structured projects, exams, and papers (Grades).
 - At the time of annual program review.
 - Immediately after coursework is completed students sit for preliminary exams completing three (3) questions that address six (6) areas including leadership development, policy and systems, values and ethics, diversity and social justice, and action inquiry. A common scoring rubric is used for exam evaluation.
 - At the dissertation proposal stage, Ed.D students' proposals are scored, by committee members. New scoring rubrics have been developed and are being piloted.

- At the dissertation defense stage, Ed.D students' thesis work is scored, by committee members. New scoring rubrics have been developed and are being piloted.

Timeframe for Data Collection and Analysis

Program data is collected either annually (e.g., annual review) or at the end of each semester (e.g., Thesis proposal and defenses, grades). Program data are analyzed at each of the three (3) program retreats held in August, October, and April. Please see the assessment map provided in the program report for timeline of data collection. In general, course work data is collected at the end of each semester, program completion data most often each spring, and D1 and D2 data at the time of defense.

For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

Please indicate as appropriate:

- Assessment of this program will be incorporated into the existing assessment plan for Educational Leadership. Please attach a copy of the existing plan.
- A draft assessment plan is attached.
- A curriculum matrix is attached.

Planning:

1. Summarize the need for the degree at this location, and what planning steps led to the decision to extend the degree. Who was consulted, and how was the feedback incorporated into this plan?

Graduate students in the EdD, although enrolled as students at the Vancouver campus, have received coursework via distance learning technology at the Everett campus location for several years (much like programs can be made available to students at extension sites). This model of delivery is currently working for other campuses and is therefore shown to be sustainable. It also complies with Section 14 of the EPPM.

There are alumni in the area and currently four students in the program from the Everett area. Local school district leadership has asked for more opportunity for existing school leadership to access the EdD, including the hiring of a local faculty member.

The largest school district in Snohomish County (Everett Public Schools) has directly requested we offer this degree to develop future leaders and this sentiment is echoed by other school districts and community colleges. The P-20 Council and our Everett Advisory Council support this proposal. WSU Everett has worked in concert with the College of Education in development of this proposal.

2. Describe the target audience.

Provide realistic justification for the projected FTE.

How can transfer students articulate smoothly into the program and complete it with the same number of total credits as students who enter WSU as first-year students?

Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

The purpose of this proposal is to recognize the presence of the Educational Leadership Doctorate already accessed by students in the Everett area through the statewide delivery modality. Graduate Programs are noted in our Strategic Plan and ELSM is a natural fit as Everett's Chancellor is a member of the faculty. The degree is not currently offered in Everett and if extended the coursework will still be held over the WSU videoconferencing system. Extending available degrees at WSU-Everett will benefit those who wish to attend a location closer to their work and home.

3. What will need to happen at the instructional location for this degree to be offered, and what other steps will need to be taken for WSU to offer it?

A current faculty member who currently chairs dissertation committees for Everett EdD candidates has requested a transfer from Tri-Cities campus to Everett upon tenure and Promotion Spring 2023. This request has been approved by the department, college, both campuses, and the Provost. WSU Everett has received Provost Office approval for the transfer request of tenure-track assistant Professor Dr. Shannon Calderone. Dr Calderone has held a faculty appointment in Educational Leadership since 2015 and has the qualifications to mentor doctoral candidates in their dissertation work. She currently has several students for whom she chairs dissertation work. Additionally, she serves on doctoral and masters committees. Dr. Calderone would also instruct courses originating from the Everett campus via video conference as part of the multi-campus program delivery model. This position would be in place in advance of the Fall 2023 academic year and would be sufficient for program delivery. Dr. Calderone will be supported by and continue to work with other program faculty across the multi-campus system.

4. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.

	Year 1	Year 2	Year 3
Recruitment	The program is already advertised and recruited for in the region.	Program will continue to advertise and find additional ways to recruit students locally and regionally.	Program will continue to advertise and find additional ways to recruit students locally and regionally.
Tenured/Tenure-Track faculty	WSU Everett has received Provost Office approval for the transfer request of tenure-track assistant Professor Dr. Shannon Calderone leading to Year 1, and faculty on campus prior to the start of FA23.		

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Budget:

Attach the Financial Worksheet with five-year FTE, revenue, and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

Funding sources include support from secured funding from the WSU Everett Chancellor's budget. Facility costs include office space (provided), technology, phone (provided) and travel budgets within the scope of the current funding structures of the department. Library support is via WSU Libraries and the librarian for College of Education located in Pullman.

Student Services

Describe how the proposed location will support students (advising, tutoring, health and welfare, childcare, career services, financial services, technology support, etc.).

The Everett campus provides comprehensive student services, often in collaboration and cooperation with centralized units, to ensure student success. Included in this proposal is counseling, financial aid, and tech support for Graduate students. The Everett campus is also skilled in working with students to match their goals with the programs and services offered at WSU.

Physical Facilities and Equipment:

Describe the physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

WSU Everett is the newest campus in the WSU System. Every classroom and seminar room are complete with the latest teaching technology and every room has videoconferencing capability. These are supported with full-time technology support staff for classroom and lab spaces. Office space is available and outfitted with desk, shelves, chairs, phone, and filing cabinets.

Library and Information Resources:

Describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

Library access is primarily through WSU Libraries and the dedicated CoE librarian. WSU Everett has agreements with the City of Everett Library, Sno-Isle Libraries, and Everett Community College libraries to extend services to our students. Students have access to all required curriculum as determined by the faculty. Students use the library and ILLIAD extensively to obtain resources for their work. That said, so do students across the system so it is not an added burden to support this degree.

Faculty:

List the anticipated sources or plans to secure qualified faculty and staff.

WSU Everett has received Provost Office approval for the transfer request of tenure-track assistant Professor Dr. Shannon Calderone who comes with program experience and qualifications to offer coursework and mentor doctoral candidates in their dissertation work.

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, “cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

Students in the Everett region were enrolled as students in other campus locations prior to this proposed extension of the program. Those campus locations would balance to maintain steady statewide enrollment. Moreover, four other universities already offer doctoral programs in the region (i.e., UW Seattle, SPU, SU, WWU). There are no other face-to-face programs between Seattle and Bellingham. Additional competition includes online degrees offered at Oregon State University and Gonzaga University. However, given that the EdD program already attracts students from the region, it is not expected that existing competition would impact future enrollment.

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

The need for this degree does not require additional system resources to serve the population of students already attending Everett. This degree program will be evaluated continuously for enrollment and fiscal metrics. Underperforming degrees will be discontinued once the college, department, and Everett campus have explored all reasonable efforts to increase enrollments and revenue through marketing, partnerships, and innovation. However, prior to sun-setting a degree (phasing out a degree for non-performance), the program could revert to the existing delivery model and any students impacted by a phase out would be administratively transferred to other campus locations. It is also important to note that students already administratively transfer to the campus location of their doctoral advisor. Therefore, the program is well versed in student service across the multi-campus system.

Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

Send in Word format to: provost.deg.changes@wsu.edu