

NEW PROGRAM APPLICATION

Proposal for Ed.D. in Organizational Leadership

Basic Program Information

1. Title of Program: Doctor of Education in Organizational Leadership
2. Type of Degree: Ed.D.
3. Home Department: Department of Graduate Studies, College of Education and Human Services
4. Program Developers: Donnie Snider, Bruce Scott, Jaime Goff, Jason Morris, Garry Bailey, Jay Goin, and Tom Milholland
5. Description of Program: See Appendix A for catalog description.

I. OVERVIEW

A. Mission of the Program

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. This is accomplished through equipping leaders to:

- Lead with purpose based upon the foundation of Christian vocation;
- Effectively manage organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

The Ed.D. will consist of a minimum of 54 credit hours consisting of 24 foundational hours in organizational leadership; 12 hours in research methods; and a 12-15 hour track in the student's choice of specialization: higher education, school superintendent, principalship, or conflict resolution. After their coursework is completed, students will register for a minimum of six dissertation credits. Students with a masters degree may be given advanced standing of 15 credit hours to serve as their specialization track with approval from the Program Director.

B. Goal

According to the Carnegie Project on the Education Doctorate (cpedinitiative.org), the professional doctorate of education (Ed.D.) prepares learners for the "application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession." Graduates of ACU's Ed.D. in Organizational Leadership will be prepared for executive leadership roles in a variety of settings including primary and secondary schools and school districts; colleges and universities; nonprofit agencies; and a variety of other business settings.

C. Outcomes

The Ed.D. in Organizational Leadership is organized around five Program Outcomes (POs) and supporting Student Learning Outcomes (SLOs). The creation of these outcomes was informed by several sources: (1) the mission and vision of ACU; (2) feedback from ACU experts in education, leadership, and conflict resolution; and (3) benchmarking other Ed.D. programs in Organizational Leadership across the country (i.e., Pepperdine, USC, Grand Canyon University, and Nova Southeastern in addition to others). Appendix B contains a curriculum map linking the SLOs to specific courses. Each specialization track contains its own POs and SLOs (see Appendices C-F). The POs and SLOs for the foundational Ed.D. curriculum are as follows:

PO #1: Leading in Purpose: *Graduates will integrate insight about their own calling with their ability to influence organizations in a purposeful manner.*

- SLO #1.1: Learners will articulate the rich tradition of literature and practice in Christian vocation.
- SLO #1.2: Learners will reflect upon/appraise the concept of vocation in their own leadership development.
- SLO #1.3: Learners will apply new understanding of vocation in their organizational contexts.

PO #2: Leading in Resource Development: *Graduates will create, interpret, and administer practices with regard to resource development in organizational contexts.*

- SLO #2.1: Learners will assess and engage talent to reach organizational outcomes.
- SLO #2.2: Learners will creatively use resources to lead and complete organizational initiatives.
- SLO #2.3: Learners will evaluate and utilize available technological tools to reach effective solutions.
- SLO #2.4: Learners will understand critical financial processes and their impact on organizational results.

PO #3: Leading in Collaboration and Communication: *Graduates will design and implement messaging to build shared understanding and quality professional and personal relationships.*

- SLO #3.1: Learners will design missionally efficacious messages.
- SLO #3.2: Learners will build a system of collaborative, problem-solving, and decision-making processes.
- SLO #3.3: Learners will promote productive, dialogical relationships.
- SLO #3.4: Learners will exemplify a peace-oriented ethic in forming relationships of integrity.
- SLO #3.5: Learners will implement organizationally beneficial change.
- SLO #3.6: Learners will structure training and development modules for enhancing organizational capacity.

PO #4: Leading in Organizational Assessment: *Graduates will apply organizational assessment strategies to their organizational contexts.*

- SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.
- SLO #4.2: Learners will apply methods of quantitative and qualitative research and data analysis to improve practice in organizational contexts.
- SLO #4.3: Learners will facilitate assessment and evaluation processes to improve organizational function.

PO #5: Leading in Organizational Culture: *Graduates will demonstrate healthy leadership practices to influence organizational culture.*

- SLO #5.1: Learners will demonstrate intercultural competence.
- SLO #5.2: Learners will articulate an awareness of critical ethical and political issues affecting their organizational contexts.
- SLO #5.3: Learners will lead their organizations in establishing rituals of significance.
- SLO #5.4: Learners will cast a vision and promote shared ownership and governance in their organizational contexts.
- SLO #5.5: Learners will articulate the theories and practices of effective leadership.

D. Description of Target Audience

The target audience for the Ed.D. in Organizational Leadership consists of three groups of individuals:

- Professionals holding a Master's degree and seeking a terminal degree;
- Professionals in a career field requiring doctoral degrees for executive leadership roles; and
- Professionals seeking "expert" status.

E. Admission Requirements

- Application for admission with a nonrefundable processing fee.
- Official transcripts in a registrar's sealed and stamped/signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.
- Two recommendations that attest to the applicant's academic abilities, character, and professional ability. Letters on professional letterhead are acceptable.
- A statement of interest in the Ed.D. in Organizational Leadership addressing such topics as the candidate's view of leadership, ability to create followers, propensity to take risks, perseverance and demonstrated achievements, future career/life objectives, and reasons for pursuing a doctoral program.

- A writing sample that demonstrates the applicant's professional writing skills. Examples include an academic paper utilizing a style manual, a journal article, a training manual, or a technical report.
- Professional CV or resume.

International applicants to the Ed.D. will be required to complete the standard graduate application requirements for all international students applying to the Graduate School, including TOEFL scores and transcript assessment for degrees completed outside of the United States (<http://www.acu.edu/graduate/prospective-students/international/index.html>).

Students who wish to complete the superintendent track must already possess the principal certification or the equivalent. Those who wish to pursue the principal track must have two years of teaching experience in a TEA-approved school. For additional information regarding these requirements, visit the [ACU website](#) or the [TEA website](#).

II. FEASIBILITY STUDY AND DOCUMENTATION

A. Relation to ACU Mission and Key Emphases

The mission of ACU is “to educate students for Christian service and leadership throughout the world.” In addition to its mission, ACU is currently guided by the 21st Century Vision, consisting of four primary goals:

1. ACU will produce leaders who think critically, globally, and missionally.
2. ACU will build distinctive and innovative programs.
3. ACU will deliver a unique, Christ-centered experience that draws students into community.
4. ACU's Christian influence and educational reach will be expanded nationally and internationally.

An Ed.D. in Organizational Leadership will assist ACU in accomplishing each of the four goals of the 21st Century Vision. The first goal to produce leaders who think critically, globally, and missionally is the essence of the Ed.D. program. Key program outcomes focus on graduates' ability to create and lead in an organizational culture that respects diversity and encourages inclusion of all voices in an organization. Students will also be required to reflect upon how they can best communicate a missionally-driven message to those they are leading. The Ed.D. in Organizational Leadership is distinctive and innovative because of its foundation in the literature and tradition of Christian vocation, as students will be required to reflect upon their own sense of calling and the ways in which it is enacted in their leadership roles. The program will draw students into Christ-centered community as they share their personal visions and missions for their leadership roles. Finally, the program is designed to be offered online, expanding ACU's reach and influence to a global audience.

B. Societal Need for Program

In examining the demand for organizational leadership in today's business world, it is essential to recognize that the workplace of the past has transformed. Business is now conducted in a wide range of places and time frames, driven by the availability of enabling technologies and social collaboration tools, as well as a changing culture and desire for more flexibility in work styles and workplaces. As such, the demand is understandably high for individuals who can successfully navigate these potential challenges and lead a group of employees in achieving successful outcomes for their companies. With technology continually advancing, a demand also exists for those who can stay current with the latest breakthroughs, while simultaneously managing colleagues who can access work materials and interact from any location, at any time of day, with the simple click of a mouse or tap on a smartphone. In addition, a forecast shortage of skilled workers as the Baby Boomer generation retires will likely increase the demand for individuals with the knowledge base necessary to lead and train the next generation. Two market analyses, conducted by Embanet and InterEd, are available for review.

C. Employment Demand for Graduates from the Program

The need for organizational leadership is present in virtually all types of organizations, however, some of the areas with the greatest demand include:

- General business - An executive level position is a typical spot for organizational leaders to land in most companies. These managers lead employees and collaborate with others to create effective programs that boost productivity.
- Non-profit sector - Not-for-profit organizations are in constant need of administrators, operations managers, and directors to ensure they meet guidelines and run smoothly.
- Government agencies - Most government agencies rely on a bureaucratic style of management, thereby creating a great need for organizational leaders. With a forward-thinking mindset, government agencies require individuals with organizational leadership skills to compensate for the retirement of high-level officials. As these professionals leave, agencies strive for seamless transitions by hiring individuals that possess organizational leadership attributes.
- Human resources, labor management, training - These positions need to have the ability to apply psychological, communicative, and managerial principles in solving personnel problems, boosting employee morale, raising performance levels, and training future employees.

D. Prospective Student Interest

In 2012, Ed.D. programs were the most conferred doctoral level degrees outside the medical and legal fields (MD's and JD's), with more than 178,000 granted. This represents a 32% increase over the last decade. In addition, two separate market studies conducted by Embanet and InterEd in 2010 and 2012 recommended ACU move quickly in regards to an Ed.D.

III. CURRICULUM OUTLINE

A. Existing Courses, Rotation and Frequency, and Correlation to Program Outcomes

The Ed.D. will utilize existing graduate courses for the specialization tracks (see Table 1). These courses along with their SLOs have already been approved through ACU's academic processes and have been offered online for a number of years. A course sequence will be developed to insure that students are able to take the courses they need to complete the program in the advertised length of time of three years.

B. New Courses and Correlation to Program Outcomes

The core curriculum for the Ed.D. in Organizational Leadership will consist of eight foundational courses (24 hours); four research courses (12 hours); a specialization consisting of 12-15 credit hours; and a minimum of six hours of dissertation credit. New courses will be developed by content area experts in organizational leadership and research methods. Appendix B contains a curriculum map linking each course in the program to specific student learning outcomes. Table 2 contains the tentative names and course descriptions for new courses.

Table 1: Specialization Tracks for the Ed.D. in Organizational Leadership

School Superintendent (15 hours)	Principalship (15 hours - EDUC 660 required. Other courses chosen in consultation with advisor.)	Conflict Resolution (15 hours)	Higher Education (12 hours)
EDUC 656 School Finance	EDUC 621 Overcoming Learning Barriers	CONR 605 Negotiation & Mediation (6 hours)	HIED 611 Foundations of Higher Education
EDUC 672 Educational Facilities	EDUC 680 Allocating Resources & Structuring the	CONR 601 Conflict Theory & Communication (3 hours)	HIED 613 Introduction to Student Services

	School for Learning		
EDUC 674 Policy & Politics in Education	EDUC 682 School Law, Ethics, & the Learning Community	CONR 612 Conflict Management Systems Design (3 hours)	HIED 622 College Students & Student Development
EDUC 676 District Instructional Leadership	EDUC 687 Managing Data to Improve Student Learning	CONR ??? Leadership in Peacebuilding (3 hours)	HIED 643 Legal & Ethical Issues in Higher Education
EDUC 668 Practicum/Capstone in the School Superintendent	EDUC 684 Meeting the Learning Challenge		
	EDUC 686 Reframing Learning		
	EDUC 688 Creating Effective Learning Environments		
	EDUC 660 Practicum		

Table 2: New Course Names and Descriptions

Course Name	Description
LEAD ??? Introduction to Doctoral Study	Introduces the student to doctoral study at ACU. Provides a foundation for doctoral study based in the traditions and literature of Christian vocation. Begins the process of writing a dissertation for the doctoral degree by addressing the University dissertation procedures and aiding students in the process of successfully completing a dissertation.
LEAD ??? Human Resource Development	Introduces the student to a framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Topics will include employee training, employee career development, performance management and development,

	coaching, mentoring, succession planning, key employee identification, and organization development.
LEAD 7?? Technology & Financial Resource Development	Explores concepts and methods related to developing technological and financial resources. Exposes students to advanced concepts and methods of managing financial resources including risk and return, asset evaluation, capital budgeting, capital structure, financial planning, and working capital management. Examines a range of topics related to technology management including the international research and development environment and infrastructure; government, industry, and university roles in technology development; managing the research and development function; technology forecasting and assessment; and new product development.
LEAD 7?? Leadership in Diverse Contexts	Introduces students to relevant literature and practices of leading diverse groups. Includes examination of the leader's own social location and attitudes regarding diversity as well as the capacity to develop trust and shared motivations among diverse group members. Students will learn tools and concepts to resolve tensions, maximize strengths of diverse team members, support collaboration, and create welcoming and inclusive environments.
LEAD 7?? Theories & Practices of Effective Leadership	Examines classical and contemporary theories and styles of leadership and their application to a variety of professional settings. Incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Students will examine principal foundations of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.
LEAD 7?? Contemporary Issues in Organizational Leadership	Examines current political and social trends impacting organizations on both a macro- and micro-level. Students will appreciate the complexity of moral dilemmas through critical analysis and application of ethical principles.
LEAD 7?? Self-Assessment in Leadership	Assists students in understanding personal leadership styles including personality type and communication style. Exposes students to relevant literature on emotional intelligence and interpersonal neurobiology as it relates to leadership. Students will reflect upon the role of Christian vocation and calling in their leadership development.

LEAD 7?? Organizational Assessment & Evaluation	Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to theoretical and methodological options in current evaluation practice across social service, education, and business contexts. The comprehensive range of activities involved in designing, implementing, and assessing organizational effectiveness will be explored.
LEAD 7?? Quantitative Analysis	Provides instruction in the basic distributions, such as binomial and normal, and introduces hypothesis methodology. Students will apply inferential techniques including chi-square, the analysis of variance and covariance, and multivariate analysis to a variety of organizational issues and scholarly pursuits. In addition to utilizing these tools and techniques in their own work, this course will assist learners in become informed consumers of research.
LEAD 7?? Qualitative & Action Research Methods	Engages students in the study of qualitative and action research methods. Students will understand the philosophical and ethical foundations of qualitative research and be introduced to qualitative methodology. Students will study the three-fold process of action research focusing on improvement in the leader's practices, his/her understanding of those practices, and the situations in which those practices are carried out.
LEAD 7?? Dissertation Prospectus Seminar	Guides students in the completion of the dissertation prospectus.

C. Degree Plan and Proposed Graduate Student Schedule

The degree plan for the Ed.D. in Organizational Leadership is below. Courses in italics are new courses that will be developed by content area experts.

1. Foundational Courses (24 hours)

COMS 631 Leading Organizational Change (3 hours)
LEAD 7?? Introduction to Doctoral Study (3 hours)
LEAD 7?? Human Resource Development (3 hours)
LEAD 7?? Technology & Financial Resource Development (3 hours)
LEAD 7?? Leadership in Diverse Contexts (3 hours)
LEAD 7?? Theories & Practices of Effective Leadership (3 hours)
LEAD 7?? Contemporary Issues in Organizational Leadership (3 hours)
LEAD 7?? Self-Assessment in Leadership (3 hours)

2. Research (12 hours)

LEAD ??? Organizational Assessment & Evaluation (3 hours)

LEAD ??? Qualitative & Action Research Methods (3 hours)

LEAD ??? Quantitative Analysis (3 hours)

LEAD ??? Dissertation Prospectus Seminar (3 hours)

3. Dissertation Research (minimum of 6 hours) - Students who do not complete the dissertation in the minimum of 6 hours will continue to register for three hours of dissertation continuation each term until the dissertation is completed.

4. Specialization (12-15 hours) - Student selects one specialization from the following options. Students with a master's degree may be given advanced standing of 15 credit hours to serve as their specialization track with approval from the Program Director.

Principalship (15 hours) - Students selecting this track should work with their advisor to select four courses from this list in addition to EDUC 660. EDUC 660 is required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.

EDUC 621 Overcoming Learning Barriers
 EDUC 680 Allocating Resources & Structuring the School for Learning
 EDUC 682 School Law, Ethics, & the Learning Community
 EDUC 684 Meeting the Learning Challenge
 EDUC 686 Reframing Learning
 EDUC 687 Managing Data to Improve Student Learning
 EDUC 688 Creating Effective Learning Environments
 EDUC 660 Practicum/Capstone in Principalship

School Superintendent (15 hours) - EDUC 668 is required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.

EDUC 656 School Finance
 EDUC 672 Educational Facilities
 EDUC 674 Policy & Politics in Education
 EDUC 676 District Instructional Leadership
 EDUC 668 Practicum/Capstone in the School Superintendent

Conflict Resolution (12 hours)

CONR 601 Conflict Theory & Communication
 CONR 605 Negotiation & Mediation
 CONR 612 Conflict Management Systems Design
 CONR ??? Leadership in Peacebuilding

Higher Education (12 hours)

HIED 611 Foundations of Higher Education
 HIED 613 Introduction to Student Services
 HIED 622 College Students & Student Development
 HIED 643 Legal & Ethical Issues in Higher Education

IV. INSTITUTIONAL SUPPORTS REQUIRED FROM ACU

A. Faculty Requirements and Availability and Impact on Current Loads

This program will not be built upon the shoulders of existing faculty but will instead recruit and maintain its own online faculty with a strong emphasis on mission fit and online teaching and learning. Current faculty with relevant expertise in specific content areas may be provided with the opportunity to contribute to the development of the curriculum but will not be expected to do so. Ed.D. program-specific faculty will be responsible for teaching online graduate courses, leading/participating in the design of online graduate course content, and supervising the writing and defense of dissertations. Adjunct instructors will be hired on a course-by-course basis. However, top instructors may be offered full time online teaching appointments.

The Ed.D. model is built upon a 15:1 student to faculty ratio. The online nature of the program will provide more geographical flexibility with regard to faculty hiring. All faculty, whether full-time or adjunct, will possess either a Ph.D. or an Ed.D in a related area. Each potential faculty member will be credentialed according to SACSCOC policy. Faculty will be hired according to ACU's faculty hiring policy at the time of hire. The Graduate School and the Adams Center are collaborating with regard to faculty orientation and development activities with a special focus on the university's mission for online faculty who do not reside in Abilene.

B. Staff Requirements and Impact on Current Loads

For the most part, new staff will be added to deliver, recruit, enroll, and retain this program. We do not foresee any significant impact on current resources for staff.

C. Impact on Existing Programs in Home Department and Other Departments

Significant impacts are not expected on existing programs. Existing courses in Conflict Resolution, Higher Education, School Superintendent, Principalship, and Communication will be utilized, however, additional personnel will be hired as necessary to meet the increased demand for these courses.

D. Administration and Leadership for the Program

Administration and leadership will be provided via partnership between the College of Education and Human Services (Bruce Scott, Program Director) and the Graduate School (Jaime Goff, Associate Dean).

E. Library Requirements

According to library staff, the ACU Library offers sufficient resources to successfully launch the Ed.D. in Organizational Leadership. The ACU library currently has full-text access to 62 of the 68 top journals in organizational leadership and strategy ([Harold B. Lee Library at Brigham Young University](#)). Additionally, conducting searches of full-text resources utilizing key words yielded the following results:

- “Organizational leadership” - 1.1 million hits
- “Leadership and diversity” - 1 million hits
- “Higher education and leadership” - 1.7 million hits
- “Conflict resolution and leadership” - 816,000 hits
- “School superintendent and leadership” - 468,000 hits
- “Principalship and leadership” - 26,000 hits

A thorough review of student usage and resource need (i.e., electronic resources such as ProQuest Dissertations and Theses, ILL, and library personnel) will be conducted every six months with the first review occurring in September of 2015. This review will assess whether library resources continue to be sufficient in light of the scale of the program. In addition, the Graduate School will train advisors to be the initial point of support for students in online programs. These advisors will serve as concierges for online graduate students and will be trained to respond to student needs in a variety of areas, including library access. The Graduate School will also work in partnership with the Adams Center and library staff to ensure that online faculty receive adequate training with regard to library resources.

F. Equipment, Classroom Space, and Office Space Requirements

All courses will be delivered in the online format. No significant space or equipment requirements are necessary.

G. Recruiting and Scholarship Plans

Recruiting will be done by our Dallas office of enrollment professionals under the direction of Jay Goin, Executive Director of the Graduate School.

H. Impact on Revenue of the University

See attached financial model.

V. ASSESSMENT PLANS

A. Outcomes Assessment Measures for Each Program Outcome

All academic programs at ACU are required to conduct an annual outcomes assessment review and report those findings to their dean. Following the requirements of SACSCOC 3.3.1.1, these reports include mission statements, student and program learning outcomes, operational outcomes, assessment measures with targeted goals, posting of analyzed data, and how the program will use these data for continuous quality improvement. These reports are housed in ACU's TaskStream software. The evaluation of the Ed.D. in Organizational Leadership will be a cooperative work between the faculty, overseen by the program director, and reporting to the dean of the Graduate School. See Appendix B for a curriculum map that details student learning outcomes. Data will be collected through courses in which current students are enrolled as well as annual surveys completed by alumni and employers to measure satisfaction.

B. Program Assessment Measures

See Appendix B for a curriculum map that details student learning outcomes. Specific means of measuring student learning outcomes in new courses have not yet been identified. Measures and competency and ideal targets will be developed as new courses are developed. The Ed.D. Program Director will oversee the process of measuring POs and SLOs. Data will be collected through courses in which current students are enrolled as well as annual surveys completed by alumni and employers to measure satisfaction.

VI. TIMELINE FOR PROGRAM DEVELOPMENT AND IMPLEMENTATION

December 2010-Present

For the past several years, the College of Education and Human Services has been involved in the development of an Ed.D. program. During this time, Embanet conducted two viability assessments. Enrollment growth projections and a budget were also developed.

Fall 2014

- Curriculum Development Retreat (August 23, 2014) – A curriculum development retreat was held on August 23 to identify the program mission, program outcomes, student learning outcomes, and curriculum. Participants in this retreat included Bruce Scott, Jason Morris, Garry Bailey, Tom Milholland, Jay Goin, and Jaime Goff.
- Develop a program proposal for presentation to Faculty Senate, the appropriate Academic Councils, and the full faculty.
- Take the program to a full faculty vote.

- Identify an Ed.D. Program Director.
- Identify and hire content area experts to develop the foundational courses in the curriculum.
- Curriculum development
- Begin marketing the program and recruiting prospective students.

Spring 2015

- Continue marketing and recruiting efforts.
- Continue curriculum development.
- March – launch program with first students enrolling in courses

VII. SUPPORTING DOCUMENTATION

Letters of support from the following parties have been included:

- CEHS Dean – Dr. Donnie Snider
- Department Chairs - Dr. Bruce Scott, Dr. Garry Bailey, Dr. Jason Morris, Dr. Joe Cardot
- Library (two memos) – Dr. Mark McCallon
- Adams Center – Dr. Berlin Fang

VIII. APPROVALS

A. Department Chair: Attach review comments of 200-300 words.

Circle one: Strongly support Forward w/ no recommendation Do NOT support

Department Chair Date

B. College Dean: Attach review comments of 200-300 words.

Circle one: Strongly support Forward w/ no recommendation Do NOT support

College Dean Date

C. College Academic Council Action: (required for all programs)

Approved ____ Denied ____

College Dean or Director Date

D. Graduate Council Action: (for graduate level programs)

Approved ____ Denied ____

Dean of Graduate School Date

E. University Undergraduate Academic Council Action: (for undergraduate level programs)

Approved ____ Denied ____

Associate Provost Date

F. University Budget Committee Action: (required for all degrees)

Approved ____ Denied ____

UBC Chair Date

G. University Planning Committee Action: (required for all degrees)

Approved ____ Denied ____

UPC Chair Date

H. Provost Action: (required for all programs)

Approved ____ Denied ____

Provost Date

I. President of the University Action: (required for all programs)

Approved ____ Denied ____

President Date

APPENDIX A: CATALOG DESCRIPTION

Ed.D. in Organizational Leadership

Bruce Scott, Program Director

Office Phone: 325-674-2700

Email: wbs10a@acu.edu

Faculty

TBD

Introduction

The Department of Graduate Studies, located in the College of Education and Human Services at Abilene Christian University, offers a Doctor of Education in Organizational Leadership. This program is offered online with optional residency experiences. The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. This is accomplished through equipping leaders to:

- Lead with a purpose based upon the foundation of Christian vocation;
- Effectively manage organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

The Ed.D. will consist of a minimum of 54 credit hours consisting of 24 foundational hours; 12 hours of research methods; a 12-15 hour track in the student's choice of specialization (higher education, school superintendent or principal, or conflict resolution); and a minimum of six hours of dissertation credit. Students with a master's degree may be given advanced standing of 15 credit hours to serve as their specialization track with the approval of the Program Director.

Graduates of the Ed.D. in Organizational Leadership will be prepared for executive leadership roles in a variety of settings including primary and secondary schools and school districts; colleges and universities; nonprofit agencies; and a variety of other business settings.

Admission Requirements

- Application for admission with a nonrefundable processing fee.
- Official transcripts in a registrar's sealed and stamped/signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.
- Two recommendations that attest to the applicant's academic abilities, character, and professional ability. Letters on professional letterhead are acceptable.
- A statement of interest in the Ed.D. in Organizational Leadership addressing such topics as the candidate's view of leadership, ability to create followers, propensity to take risks,

perseverance and demonstrated achievements, future career/life objectives, and reasons for pursuing a doctoral program.

- A writing sample that demonstrates the applicant's professional writing skills. Examples include an academic paper utilizing a style manual, a journal article, a training manual, or a technical report.
- Professional CV or resume.

International applicants to the Ed.D. will be required to complete the standard graduate application requirements for all international students applying to the Graduate School, including TOEFL scores and transcript assessment for degrees completed outside of the United States (<http://www.acu.edu/graduate/prospective-students/international/index.html>).

Students who wish to complete the superintendent track must already possess the principal certification or the equivalent. Those who wish to pursue the principal track must have two years of teaching experience in a TEA-approved school. For additional information regarding these requirements, visit the [ACU website](#) or the [TEA website](#).

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

Major Code: LEAD

Requirements for the Ed.D. in Organizational Leadership are:

1. Foundational Courses (24 hours)
 - a. LEAD 7?? Introduction to Doctoral Study (3 hours)
 - b. LEAD 7?? Human Resource Development (3 hours)
 - c. LEAD 7?? Technology & Financial Resource Development (3 hours)
 - d. COMS 631 Leading Organizational Change (3 hours)
 - e. LEAD 7?? Leadership in Diverse Contexts (3 hours)
 - f. LEAD 7?? Theories & Practices of Effective Leadership (3 hours)
 - g. LEAD 7?? Contemporary Issues in Organizational Leadership (3 hours)
 - h. LEAD 7?? Self-Assessment in Leadership (3 hours)
2. Research Courses (12 hours)
 - a. LEAD 7?? Organizational Assessment & Evaluation (3 hours)
 - b. LEAD 7?? Qualitative Methods & Action Research (3 hours)
 - c. LEAD 7?? Quantitative Analysis (3 hours)
 - d. LEAD 7?? Dissertation Prospectus Seminar (3 hours)
3. Dissertation Research (minimum of 6 hours) - Students who do not complete the dissertation in the minimum of 6 hours will continue to register for three hours of dissertation continuation each term until the dissertation is completed.
4. Specialization (12-15 hours) - Student selects one specialization from the following:

School Superintendent (15 hours) - EDUC 668 is required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.

- a. EDUC 656 School Finance
- b. EDUC 672 Educational Facilities
- c. EDUC 674 Policy & Politics in Education
- d. EDUC 676 District Instructional Leadership
- f. EDUC 668 Practicum/Capstone in the School Superintendent

Principalship (15 hours) - Students selecting this track should work with their advisor to select four courses from this list in addition to EDUC 660P. EDUC 660P is required by the Texas Education Association for all students who plan to seek Texas Certification. Students seeking certification from another state should contact the Department of Education in their state to inquire about certification requirements.

- a. EDUC 621 Overcoming Learning Barriers
- b. EDUC 680 Allocating Resources & Structuring the School for Learning
- c. EDUC 682 School Law, Ethics, & the Learning Community
- d. EDUC 687 Managing Data to Improve Student Learning
- e. EDUC 684 Meeting the Learning Challenge
- f. EDUC 686 Reframing Learning
- g. EDUC 688 Creating Effective Learning Environments
- h. EDUC 660 Practicum/Capstone in Principalship

Conflict Resolution (12 hours)

- a. CONR ??? Leadership in Peacebuilding
- b. CONR 601 Conflict Theory & Communication
- c. CONR 605 Negotiation & Mediation
- d. CONR 612 Conflict Management Systems Design

Higher Education (12 hours)

- a. HIED 611 Foundations of Higher Education
- b. HIED 613 Introduction to Student Services
- c. HIED 622 College Students & Student Development
- d. HIED 643 Legal & Ethical Issues in Higher Education

APPENDIX B: CURRICULUM MAP

Student Learning Outcomes	Courses
Program Outcome #1: Graduates will integrate insight about their own calling with their ability to influence organizations in a purposeful manner.	
SLO #1.1: Learners will articulate the rich tradition of literature and practice in Christian vocation.	Introduction to Doctoral Study
SLO #1.2: Learners will reflect upon/appraise the concepts of vocation and calling in their own leadership development.	Self-Assessment in Leadership
SLO #1.3: Learners will apply new understandings of vocation and calling in their organizational contexts.	Self-Assessment in Leadership
Program Outcome #2: Graduates will create, interpret, and administer practices with regard to resource management in organizational contexts.	
SLO #2.1: Learners will assess and engage talent to reach organizational outcomes.	Human Resource Development
SLO #2.2: Learners will creatively use resources to lead and complete organizational initiatives.	Human Resource Development Technology & Financial Resource Development
SLO #2.3: Learners will evaluate and utilize available technological tools to reach effective solutions.	Technology & Financial Resource Development
SLO #2.4: Learners will understand critical financial processes and their impact on organizational results.	Technology & Financial Resource Development
Program Outcome #3: Graduates will design and implement messaging to build shared understanding and quality professional and personal relationships.	
SLO #3.1: Learners will design missionally efficacious messages.	Leading Organizational Change Leading in Diverse Contexts
SLO #3.2: Learners will build a system of collaborative, problem-solving, and decision-making processes.	Leading Organizational Change
SLO #3.3: Learners will promote productive, dialogical	Leading Organizational

relationships.	Change Leading in Diverse Contexts
SLO #3.4: Learners will exemplify a peace-oriented ethic in forming relationships of integrity.	Leading in Diverse Contexts
SLO #3.5: Learners will implement organizationally beneficial change.	Leading Organizational Change
SLO #3.6: Learners will structure training and development modules for enhancing organizational capacity.	Leading Organizational Change
Program Outcome #4: Graduates will apply organizational assessment strategies to their organizational contexts.	
SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.	Qualitative & Action Research Methods
SLO #4.2: Learners will apply methods of quantitative and qualitative research and data analysis to improve practice in organizational contexts.	Qualitative & Action Research Methods Quantitative Analysis
SLO #4.3: Learners will facilitate assessment and evaluation processes to improve organizational function.	Organizational Assessment & Evaluation
Program Outcome #5: Graduates will demonstrate healthy leadership practices to influence organizational culture.	
SLO #5.1: Learners will demonstrate intercultural competence.	Leadership in Diverse Contexts
SLO #5.2: Learners will articulate an awareness of critical ethical and political issues affecting their organizational contexts.	Contemporary Issues in Organizational Leadership
SLO #5.3: Learners will lead their organizations in establishing rituals of significance.	Leading Organizational Change
SLO #5.4: Learners will cast a vision and promote shared ownership and governance in their organizational contexts.	Leading Organizational Change
SLO #5.5: Learners will articulate the theories and practices of effective leadership.	Theories & Practices of Effective Leadership

APPENDIX C: CONFLICT RESOLUTION COURSES AND STUDENT LEARNING OUTCOMES

CONR 601 – Conflict Theory and Communication

1. Students will understand the human social dynamic of connection and difference.
2. Students will understand how humans perceive and construct a social world in the context of connection and difference.
3. Students will understand how humans explain their natural conflict patterns.
4. Students will understand how humans act to create positive value from personal conflict experiences.
5. Students will understand how humans act to create positive value from institutional and multicultural conflict experiences.
6. Students will understand the application of dialogic theory to self in changing problematic conflict situations.
7. Students will understand the application of dialogic theory to relations for changing problematic conflict situations.

CONR 605 – Negotiation and Mediation

1. Students will compare and contrast their leading conflict mode (as identified by the Thomas-Kilmann Conflict Mode Instrument) with that of others.
2. Students will apply the Levels of Conflict to a conflict scenario.
3. Students will distinguish between the concepts of conflict and dispute, and differentiate negotiation from other conflict resolution techniques.
4. Students will demonstrate understanding of the role of justice and mercy in defining peace.
5. Students will recognize and discuss what the Bible says about handling conflict in Matthew 18.
6. Students will explain and apply the concepts of the Distributive Bargaining Model and the Dual Concern Model.
7. Students will analyze a conflict in terms of the Dual Concern Model.
8. Students will discriminate and distinguish between issues, positions, and interests.
9. Students will prepare for a negotiation using the Negotiation Process Tool.
10. Students will demonstrate integrative bargaining skills and techniques.
11. Students will recall and relate the STAR process of mediation.
12. Students will explain and implement the Convening stage of the STAR process.
13. Students will identify common barriers to participation in mediation.
14. Students will demonstrate skills to assist mediation parties to overcome barriers to mediation.
15. Students will distinguish between the processes of negotiation and mediation.
16. Students will explain and implement the Opening stage of the STAR process of mediation.
17. Students will collaborate with classmates to develop an effective opening list for mediation sessions.

18. Students will demonstrate skills appropriate to effective opening techniques for mediation sessions.
19. Students will explain and implement the Communicating stage of the STAR process of mediation.
20. Students will demonstrate the ability to listen and paraphrase communications from parties.
21. Students will interpret a conversation between two parties into a statement of issues and interests.
22. Students will explain and implement the Negotiating stage of the STAR process of mediation.
23. Students will organize a mediation agenda.
24. Students will demonstrate the mediator's role in balancing power in light of the Riskin Grid and dispute frames.
25. Students will explain and implement the Closing stage of the STAR process of mediation.
26. Students will create a written agreement from a given case study.
27. Students will explain and apply the Ethical Guidelines for Mediators and the Model Standards of Conduct for Mediators.

CONR – 612 Conflict Management Systems Design

1. Students will identify common elements of the structural frame of an organization.
2. Students will utilize the occurrence of conflict in an organization as a lens for exploring change.
3. Students will identify and analyze structural issues and their impact on an organization.
4. Students will generate and evaluate potential solutions to an organization's structural dysfunction.
5. Students will identify common elements of the human resource frame of an organization.
6. Students will utilize the occurrence of conflict in an organization as a lens for exploring change.
7. Students will identify and analyze human resource issues and their impact on an organization.
8. Students will generate and evaluate potential solutions to an organization's structural and human resource dysfunction.
9. Students will identify common elements of the political frame of an organization.
10. Students will utilize the occurrence of conflict in an organization as a lens for exploring change.
11. Students will identify and analyze political issues and their impact on an organization.
12. Students will consider ethical concerns associated with political activity and formulate personal responses to those concerns.
13. Students will generate and evaluate potential solutions to an organization's structural, human resource, and political challenges.

14. Students will identify common elements of the symbolic frame of an organization.
15. Students will utilize the occurrence of conflict in an organization as a lens for exploring change.
16. Students will identify and analyze symbolic issues and their impact on an organization.
17. Students will generate and evaluate potential solutions to an organization's structural, human resource, political, and symbolic challenges.
18. Students will identify common characteristics linking all four frames (structural, human resource, political, and symbolic) of an organization.
19. Students will utilize the occurrence of conflict in an organization as a lens for exploring change.
20. Students will identify and analyze the primary issues, regardless of frame, impacting an organization.
21. Students will articulate the multi-frame foundations of an organization as the basis for future conflict resolution systems design.
22. Students will explore relationships between frame views and the strategies and tactics for managing conflict in an organization.
23. Students will create opportunities for "re-visioning" the future of an organization through conflict management.
24. Students will critically consider a collaborative plan and articulate the ways in which the plan can be strengthened.
25. Students will extend and expand traditional views of conflict resolution systems.
26. Students will reflect on their role as a peacemaker in the ongoing lives of individuals and organizations.

CONR ??? Leadership in Peacebuilding

1. Students will identify admirable leadership characteristics.
2. Students will apply the five "Practices of Leadership" to an organization.
3. Students will clarify values for oneself and others.
4. Students will create an inspiring vision for the workplace.
5. Students will see challenges as opportunities.
6. Students will learn about self-deception and "the box."
7. Students will distinguish between internal and external motivation.
7. Students will learn about self-betrayal.
7. Students will engage the peacemaking pyramid.
8. Students will connect roles of servant leadership and conflict resolution.
9. Students will describe relationships of trust, honesty, and collaboration.
10. Students will build a spirit of community in among diverse people.
11. Students will sense the moral imagination of diverse people in tension.
12. Students will identify turning points toward simplicity and agreement.
13. Students will initiate transcendent social relationships.
14. Students will identify necessary resources for peacebuilding
15. Students will design flexible orientations to time, space, and change.
16. Students will build processes of relationship reconciliation.

17. Students will plan for a peace-oriented social structure and process.
18. Students will identify elements of a peacebuilding infrastructure.
19. Students will evaluate peacebuilding frameworks strategically.
20. Students will analyze cases for peacebuilding capacity.

APPENDIX D: HIGHER EDUCATION COURSES AND STUDENT LEARNING OUTCOMES

HIED 611 Foundations of Higher Education

Course Learning Outcome: Students will have a comprehensive introduction to the American higher education system, including its historical development, structure, roles, and diverse characteristics. A special focus will be placed on the interplay of Christian faith with the historical development of American higher education.

Student Learning Outcomes:

- Understand the current U.S. system of higher education.
- Examine and research the development of higher education during the Colonial Era.
- Research, and organize information about the development of higher education during the College Building Era.
- Examine the development and current state of Christian higher education.
- Analyze the impact of events during the period 1785-1860 on U.S. higher education.
- Understand the growth of college football in the twentieth century and evaluate the impact of collegiate athletics on higher education in the United States.
- Understand the development of higher education during the period between 1920 and 1945.
- Analyze the impact of national events on higher education institutions.
- Evaluate the participation and contribution of African American students and analyze the role of historically black colleges and universities.
- Understand the development of higher education during the G.I. Bill and Student Activism (1945 - 1970).
- Evaluate the impact of the G.I. Bill and student activism as they relate to higher education.
- Explore the development of higher education during the Contemporary Era (1970 - 2000).
- Evaluate the question, "Whose fault is it if the student doesn't learn?"
- Create a timeline that demonstrates assimilation of contributors to higher education eras.
- Evaluate and analyze information to respond to higher level questions or prompts demonstrating integration of course concepts.

HIED 613 Introduction to Student Services

Course Learning Outcome: Students will be introduced to the comprehensive nature of the field of student services.

Student Learning Outcomes:

- Recognize historical events that helped shape higher education and the student affairs profession.
- Understand the diverse nature of the U.S. system of higher education and the diversity represented in the U.S. student population.
- Understand core philosophies and values of the student affairs field.
- Understand ethical standards that guide professional behavior.
- Understand the legal milieu in which you will reside as a student development professional.
- Examine and apply developmental, educational, organizational, environmental, and student success theories.
- Understand key professional competencies in a variety of areas related to student affairs practice.
- Understand the functions and structures associated with the area of student affairs.
- Demonstrate an understanding of human resource management in a student affairs setting.
- Understand future trends and issues in the area of student affairs.

HIED 622 College Students and Student Development

Course Learning Outcome: Students will recognize and define the characteristics of today's college students and have knowledge about and skill applying student development theory in a higher education context.

Student Learning Outcomes:

- Understand characteristics of today's college students.
- Examine and apply psychosocial and identity development theories related to college student development.
- Examine and apply cognitive-structural related concepts to college student development.
- Examine and apply typology theories related to college student development.
- Understand and apply student development theory in a variety of higher education contexts.

HIED 643 Legal & Ethical Issues in Higher Education

Course Learning Outcome:

Students will recognize and address the major legal and ethical issues facing higher education professionals in order to reduce liability and avoid litigation.

Student Learning Outcomes:

- Demonstrate your knowledge of the basic sources of law applicable to higher education including federal and state court systems in an online activity.
- Differentiate between laws applicable to public, private, and religiously-affiliated institutions of higher education in an online activity.
- Identify legal issues specifically relevant to religiously-affiliated institutions.

- Understand the procedural steps involved in litigation and the role of administrators in each.
- Recognize elements of legal claims commonly asserted against universities that give rise to liability.
- Determine how to reduce legal liability through preventative law and risk management.
- Understand common legal terms.
- Recognize and apply legal principles (found in contracts, collective bargaining agreements, statutes, and case law) to employment situations in a higher education setting including job posting, interviewing, management, and termination.
- Identify the unique legal issues related to faculty employment.
- Develop an understanding of what steps to take to avoid litigation related to faculty contracts and tenure denial.
- Appreciate the importance of developing and following institutional standards related to faculty members including the faculty conduct and expectations, the tenure process and academic freedom.
- Identify unique legal issues related to prospective and enrolled individual students.
- Develop an understanding of what steps to take to comply with applicable statutory requirements and avoid litigation related to individual students. Particular attention will be paid to the legal status of students, student discipline, searches of student housing, and safety.
- Identify the unique legal issues related to free speech and individual student organizations.
- Develop an understanding of steps needed to comply with applicable constitutional and statutory requirements and avoid litigation related to free speech and student organizations.
- Develop an understanding of values and ethics in a higher education context.

APPENDIX E: PRINCIPALSHIP COURSES AND STUDENT LEARNING OUTCOMES

The Department of Graduate Studies in Education courses being considered for the new doctoral degree are listed below. Course descriptions, course learning outcomes and student learning outcomes are provided. Each student learning outcome is connected to the appropriate Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders as adopted by the National Policy Board for Educational Administration in 2008.

EDUC 680 Allocating Resources and Structuring the School for Learning. Focuses on the research on effective schools to provide the most productive ways to organize resources. Develops strategies to define the most important priorities that best match the needs for improvement.

Course Learning Outcome: Students will analyze and apply an integrated budgeting process to improve student learning.

Student Learning Outcomes:

- Understand the steps in an integrated budget process (ISLLC 1).
- Analyze a personal budget for needed resources to support the implementation of personal priorities (ISLLC 1).
- Examine how an integrated budget planning process involves the school's culture, vision, and data driven decision-making (ISLLC 1).
- Recognize the role of stakeholders in development of the site budget (ISLLC 1).
- Employ a budget planning model to justify resource allocation that supports the vision and shapes implementation of the educational programs, plans, and actions (ISLLC 1).
- Demonstrate responsible, efficient, and effective management of the schools fiscal resources (ISLLC 3).
- Align the financial, human, and material resources of the school to the school's goals (ISLLC 3).
- Allocate resources to support the school vision and goals (ISLLC 1).
- Demonstrate responsible, efficient, and effective management of the schools fiscal resources (ISLLC 3).
- Involve all stakeholders in decisions affecting schools (ISLLC 3).
- Manage the fiscal resources of the school responsibly, efficiently, and effectively (ISLLC 3).
- Develop an implementation plan in which objectives and strategies to achieve the mission and goals are clearly articulated (ISLLC 1).
- Involve all stakeholders in decisions affecting schools (ISLLC 3).

EDUC 682 School Law, Ethics and the Learning Community. The legal basis for the organization and ethical administration of a learning community.

Course Learning Outcome: Students will analyze, appraise, and apply school law and ethics in the context of the daily operations of a school campus.

Student Learning Outcomes:

- Integrate and analyze a personal and professional code of ethics (ISLLC 5).
- Develop a proposal consolidating policies, laws, and regulations enacted by local, state, and federal authorities (ISLLC 6).
- Value the impact of one's administrative practices on others (ISLLC 5).
- Assess various policies, laws, and regulations enacted by applying them to a case study (ISLLC 6).
- Examine laws enacted by local, state and federal authorities (ISLLC 6).
- Comprehend that the school environment is influenced on behalf of students and their families (ISLLC 6).
- Evaluate student rights and freedoms topics (ISLLC 6).
- Demonstrate a personal and professional code of ethics (ISLLC 5).
- Evaluate and apply school law to an established case (ISLLC 6).
- Conduct yourself within the framework of policies, laws, and regulations enacted by local, state, and federal authorities (ISLLC 6).
- Evaluate personal and professional code of ethics citing applicable laws (ISLLC 5).
- Evaluate various policies, laws, and regulations by applying them to a case study (ISLLC 6).
- Distinguish liabilities from various school laws (ISLLC 6).
- Reflect on personal ethics and their application to school settings (ISLLC 5).
- Examine personal and professional values (ISLLC 5).
- Demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance (ISLLC 5).
- Demonstrate a willingness to serve as a role model (ISLLC 5).
- Treat people fairly, equitably, and with dignity and respect (ISLLC 5).
- Expect that others in the school community will demonstrate integrity and exercise ethical behavior (ISLLC 5).
- Comprehend that the school environment is influenced on behalf of students and their families (ISLLC 6).

EDUC 687 Managing Data to Improve Student Learning. Focuses on data-driven decision-making and skills necessary to meet the needs of all children and to reach accountability expectations. Special emphasis is on action for continuing analysis of the gaps between goals for student learning and student performance.

Course Learning Outcome: Students will develop skills to examine and analyze data from multiple perspectives in order to improve learning for all students.

Student Learning Outcomes:

- Establish a rationale for the use of data (ISLLC 2).
- Analyze relationships between four types of data (ISLLC 3).
- Define which data are important and identify intersections of four data measures.

- Build a knowledge base of information sources, data collection, and data analysis strategies (ISLLC 4).
- Build a knowledge base of information sources, data collection and data analysis strategies (ISLLC 4).
- Analyze demographic strengths and challenges (ISLLC 3).
- Analyze strengths and challenges presented by perceptual data (ISLLC 3).
- Analyze strengths and challenges presented by student learning data (ISLLC 3).
- Analyze performance data sets used by staff and students (ISLLC 3).
- Examine data to determine root causes of gaps in student achievement (ISLLC 3).
- Synthesize information from a variety of sources in making decisions about student learning (ISLLC 2).
- Create a school action plan based on a meaningful assessment of data driven by a collaborative vision (ISLLC 5).

EDUC 684 Meeting the Learning Challenge. Prepares the student to implement current theory, best practices, and brain research and to explore and investigate strategies that have a high probability of increasing learning for all students.

Course Learning Outcome: Students will be empowered to meet the learning needs for all populations within a school or classroom.

Student Learning Outcomes:

- Examine self-deception as a barrier to successful learning in diverse classrooms (ISLLC 2).
- Explore ways to minimize self-deception (ISLLC 5).
- Develop a teaching unit for a diverse group of learners on the concepts from the book *Leadership and Self-Deception: Getting Out of the Box* (ISLLC 2).
- Provide, receive, and integrate PLC feedback into the unit plan for teaching *Leadership and Self-Deception: Getting Out of the Box* (ISLLC 6).
- Determine what differentiated instruction is and explore ways to use differentiated instruction to meet student needs (ISLLC 2).
- Incorporate elements of differentiated instruction into the *Leadership and Self-Deception* unit plan (ISLLC 2).
- Research and identify characteristics and learning needs of specific populations (ISLLC 5.)
- Explore strategies to differentiate instruction to meet needs of specific populations (ISLLC 2.)
- Incorporate strategies for specific populations into the *Leadership and Self-Deception* lesson plans (or unit plan) (ISLLC 2).
- Complete a differentiated unit of three lessons that teach the concepts of leadership and self-deception and "getting out of the box" to a diverse group of learners (ISLLC 2).
- Give and receive feedback on lesson plans (ISLLC 2).
- Read current research on effects of grade retention on students (ISLLC 5.)

EDUC 686 Reframing Learning. Establishes the framework for moving a school culture from a focus on teaching to a focus on learning.

Course Learning Outcome: Students will analyze and apply response to intervention and professional learning community guidelines incorporating them into a plan to promote student learning.

Student Learning Outcomes:

- Explore the mismatch between the world as it is and educational practices (ISLLC 1).
- Characterize current trends that influence education today (ISLLC 6).
- Critique the effect of abundance, globalization, and automation on potential careers for today's students (ISLLC 4).
- Evaluate a school in light of four prevailing practices seen in schools today (ISLLC 2).
- Explore and investigate your personal purpose as related to teaching and learning (ISLLC 5).
- Explore and investigate concepts undergirding professional learning communities (ISLLC 2).
- Explore and investigate concepts and elements undergirding response to intervention protocols (ISLLC 2).
- Explore and investigate your personal purpose as related to teaching and learning (ISLLC 5).
- Compare and contrast cultural shifts in a professional learning community (ISLLC 2).
- Analyze professional learning concepts in a model school (ISLLC 2).
- Compare and contrast response to intervention (RTI) elements in a specified educational setting (ISLLC 2).
- Analyze the elements of response to intervention (ISLLC 2.)
- Analyze successful school models demonstrating RTI elements (ISLLC 2).
- Evaluate personal educational setting using RTI elements (ISLLC 2).
- Examine changes necessary to promote RTI implementation (ISLLC 2).
- Analyze and evaluate RTI essential elements and next steps (ISLLC 2).

EDUC 621 Overcoming Learning Barriers. Prepares students to investigate institutional forces that inhibit constructive school improvement and explore alternatives including curricular approaches addressing literacy, learning communities, and emotional intelligence.

Course Learning Outcome: Students will develop leadership skills and strategies for overcoming barriers to 21st century literacy.

Student Learning Outcomes:

- Examine how to confront, challenge, and help change institutional conditions under which they work (ISLLC 1).
- Explore what it means to discern God's calling, transcend fear, have a risking faith, manage failure, and trust God (ISLLC 5).
- Comprehend authentic literacy, understand its importance, and explore ways to deepen students' authentic literacy skills (ISLLC 2).

- Re-examine concept-based curriculum and instruction (ISLLC 2).
- Investigate knowing in community and subject-centered education (ISLLC 4).
- Create a metaphor and rationalization for integrating the concepts of classroom, community and curriculum into a model to address 21st century literacy (ISLLC 4).
- Compare models of learning communities and leadership styles and formulate conclusions about your own practice (ISLLC 6).
- Explore your own emotional intelligence and use strategies to strengthen desired skills (ISLLC 5).
- Analyze personal examples of social change agents (ISLLC 6).
- Apply concepts and principles presented in the course in a new setting (ISLLC 2).
- Summarize changes in thinking and synthesize the knowledge and insights presented in the course (ISLLC 1).

EDUC 688 Creating Effective Learning Environments. Explores and investigates current research-based practices and theories about ways to promote meaningful learning for all members of the school community. Emphasis is on factors and conditions within the school's circle of influence that enhance learning.

Course Learning Outcome: Students will be able to investigate and analyze factors affecting student performance at the student, teacher, and school levels and use that data to make research-based recommendations for improvement.

Student Learning Outcomes

- Analyze strengths and concerns of schools using school data and school factors affecting student performance (ISLLC 2).
- Make research-based recommendations to improve student performance based on a school level factor analysis (ISLLC 2).
- Analyze strengths and concerns of schools using school data and school factors affecting student performance (ISLLC 2).
- Make research-based recommendations to improve student performance based on a school level factor analysis (ISLLC 2).
- Analyze strengths and concerns related to instructional strategies used in a classroom (ISLLC 2).
- Analyze research-based instructional strategies and the implications of incorporating them into classroom instruction (ISLLC 2).
- Have working knowledge of classroom management strategies and their role in increasing student performance (ISLLC 3).
- Analyze and address four phases of acting-out behavior using research-based strategies (ISLLC 3).
- Analyze strengths and concerns related to instructional design in a classroom. (ISLLC 2)
- Analyze and apply research-based principles for effective classroom curriculum design in various settings (ISLLC 2)
- Evaluate an instructional planning model incorporating high-yield research-based instructional strategies (ISLLC 2).

- Demonstrate an awareness of student background characteristics as determinants of achievement (ISLLC 6).
- Explore student background factors that schools can address (ISLLC 6).
- Evaluate specific school-based interventions to mediate negative aspects of student background (ISLLC 6).
- Investigate the dynamics that predispose students to be either motivated or highly resistant to learning. (ISLLC 6).
- Use concepts and data to independently analyze a school setting (ISLLC 6).

EDUC 660 Practicum/Capstone in the School Principalship. The internship provides significant opportunities for candidates to synthesize and apply the skills identified in the national standards.

Course Learning Outcome: Students will synthesize academic theory with real world experiences and apply skills identified in national educational leadership standards (ISLLC 2008).

Student Learning Outcomes:

- Demonstrate how to promote the success of students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (ISLLC 1).
- Demonstrate how to promote the success of students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (ISLLC 2).
- Demonstrate how to promote the success of students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (ISLLC 3).
- Demonstrate how to promote the success of students by collaborating with faculty and community members, responding to diverse interests and needs, and mobilizing community resources (ISLLC 4).
- Demonstrate how to promote the success of students by acting with integrity, fairness, and in an ethical manner (ISLLC 5).
- Demonstrate how to promote the success of students by understanding, responding to, and influencing the political, social, economic, legal, and cultural context (ISLLC 6).
- Demonstrate how to promote the success of students by appropriately evaluating how a Christian worldview informs professional practice (GSE Departmental Standard).

APPENDIX F: SCHOOL SUPERINTENDENT

The Department of Graduate Studies in Education courses being considered for the new doctoral degree are listed below. Course descriptions, course learning outcomes and student learning outcomes are provided. Each student learning outcome is connected to the appropriate Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders as adopted by the National Policy Board for Educational Administration in 2008.

EDUC 668 Practicum in the School Superintendent. Internship experiences in the office of a superintendent of schools. This experience will cover a range of the duties and responsibilities encountered by a school superintendent.

Course Learning Outcome: Students will synthesize academic theory with real world experiences and apply skills identified in national educational leadership standards (ISLLC 2008).

Student Learning Outcomes:

- Demonstrate how to promote the success of students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (ISLLC 1).
- Demonstrate how to promote the success of students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (ISLLC 2).
- Demonstrate how to promote the success of students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (ISLLC 3).
- Demonstrate how to promote the success of students by collaborating with faculty and community members, responding to diverse interests and needs, and mobilizing community resources (ISLLC 4).
- Demonstrate how to promote the success of students by acting with integrity, fairness, and in an ethical manner (ISLLC 5).
- Demonstrate how to promote the success of students by understanding, responding to, and influencing the political, social, economic, legal, and cultural context (ISLLC 6).
- Demonstrate how to promote the success of students by appropriately evaluating how a Christian worldview informs professional practice (GSE Departmental Standard).

EDUC 656 School Finance. Problems relating to the adequate financing of schools.

Course Learning Outcome: Students will demonstrate a thorough comprehension of school finance and the effective implementation of an adequacy model that demonstrates appropriate resource allocation for student learning.

Student Learning Outcomes:

- Identify and apply school district organization, governance, and superintendent responsibilities.
- Characterize the scope and evolution of school finance in the United States within the milieu of school finance litigation.
- Examine and analyze the concepts of equity and adequacy as related to state funding.
- Compare and contrast the resources for staffing of your campus.
- Evaluate the current allocation of education funds and apply reallocation of resource strategies to improve student learning.
- Interpret state finance equalization formulas for distributing revenues to local school districts.
- Evaluate the evidence-based model for the allocation of educational resources in public schools.
- Examine taxation and the implications for funding public education.

EDUC 672 Educational Facilities. Provides advanced graduate students the opportunity to obtain practical experience related to the planning, financing, construction, renovation, and maintenance of educational facilities. Through presentations by practitioners with expertise in relevant areas as well as site visitations to educational facilities.

Course Learning Outcome: Students will be equipped to evaluate educational facilities with regard to planning, financing, design, construction and maintenance.

Student Learning Outcomes:

- Establish and demonstrate an awareness of a public school superintendent's leadership role in the school district and community.
- Review and analyze information concerning academic needs that translate into educational facilities.
- Organize and propose effective educational planning processes and use of school and community partnerships to establish a facility master plan.
- Examine and plan for working with a design team to evaluate project delivery, cost and funding options.
- Evaluate the elements of quality facilities through educational specifications and design guidelines.
- Review the criteria for evaluating site selection, infusion of technology and monitoring constructions.
- Evaluate the elements of sustainable design and assess the completed project by integrating maintenance and operations processes.

EDUC 674 Policy and Politics in Education. Develop an awareness of the responsibilities of a superintendent from the perspectives of political dynamics and their connections to the policy process.

Course Learning Outcome: Students will examine the responsibilities of a superintendent through examination of the political dynamics and their connections to the policy process.

Student Learning Outcomes:

- Examine the political dynamics and their connections to the policy process.
- Recognize the state political process with an emphasis on governance of local school systems.
- Analyze the micro-political structure of a school system that the learner has personal connections.
- Analyze local school boards and the community from which they are elected in the terms of the demands and politics.
- Analyze and evaluate the politics within local schools and the educational standards movement.
- Assess educational policy and the effects of power on the policy making and implementation process.
- Evaluate their state political culture, values, ideologies and major policy actors against the backdrop of the United States political system.

EDUC 676 District Instructional Leadership. Application of knowledge, skills and dispositions of the superintendent to maximize learning for diverse populations.

Course Learning Outcome: Students will obtain skills to nurture and sustain a district-level academically focused instructional program.

Student Learning Outcomes:

- Identify the fundamental skills needed to effectively interact with a local school board.
- Assess effective policy procedures for district-level administration.
- Identify pertinent foundations of district and school cultural change.
- Differentiate four foundational components of viable school and district culture (shared mission, vision, values, and goals).
- Integrate effective implementation strategies to answer four challenges to district-wide instructional improvement.
- Assess the impact of families and the community in developing and sustaining an instructional program.
- Identify and implement effective strategies for the central office to promote and sustain a Professional Learning Community.
- Apply themes from research to concepts presented in modules 1-5 and to your own setting.