

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: **or Degree Plan(s):**

New program Educational Leadership, EdD (Ed Lead).

Consisting of 60 credit hours, the online Ed.D. in Educational Leadership serves practitioners from schools, districts, higher education, and other educational environments. The program is divided into three key parts. Foundational courses enhance universal, broadly applied leadership skills for educational organizations. A concentration translates these skills to the students' particular school leadership field to better understand how to empower staff and meet the needs of the students. Research courses help examine leadership from observational and data-gathering perspectives and prepare students to develop their dissertation.

At the program's core, the foundational courses advance what students know about classic and contemporary educational leadership theories, weave in human resources, finance and technology development concepts and school improvement culture while diving into the latest political and social issues influencing educational leadership applications. From here, students will select from one of two concentrations:

- Principal Leadership (PRN)
- School Superintendent (SPT)

Highlight the item that corresponds to the requested change.

	Change to a Course	U	A	C	O	S
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I

12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	u	a	c	o	s	I
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	U	P	C	E	V	D	S	S
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

Aug 14, 2023


Aline Ayala (Aug 14, 2023 14:41 CDT)

Signature

Date

Signature

Date

Dean(s)

Signature

Date

Signature

Date

College Academic Council

Chair's Signature

Date

Chair's signature

Date

University General Education Council

Chair's signature

Date

Undergraduate Academic Council

Chair's signature

Date

Provost

Signature

Date

Faculty

Faculty Senate Chair's signature

Date

President

Signature

Date

New Program Application Instructions

Use this template to propose a new degree program, either undergraduate major or graduate degree. Use the New Track, Minor, or Certificate Application if your proposal is not a free-standing degree program.

Preparation and Formatting: Use the following outline format and number the pages. Complete sections I (Program Identification) through VI (Required Institutional Support). The applicant is welcome to consult with the respective dean and the assistant provost for curriculum and assessment to clarify questions and shape the proposal.

Submission: When sections I through VI are complete, send the application to the provost's office for initial review and development. Once the proposal has been updated and completed in response to feedback, assemble the required supporting documentation and begin the approval process outlined by the Approval Chart for Curriculum.

A schedule for approval of any new courses required for the program will be set individually with the unit in the initial review stage by the provost's office.

Information Availability: The full application will be sent forward for the approval process. The dean's office and provost's office will remove sections VI (Required Institutional Support) and, if applicable, VII (Additional Information Required for Substantive Changes), from materials shared with academic councils.

New Program Application

- I. Program Identification
 - A. Program title: [Ed.D. in Educational Leadership](#)
 - B. Degree type: [Graduate](#)
 - C. Home department or unit: [College of Graduate and Professional Studies](#)
 - D. Program developer(s) and credentials
[Dr. Nannette Glenn](#)

[Serves as subject matter expert, has an earned doctorate of education degree \(EdD\), experienced educator in teacher and principal certification programs, has developed principal certification programs, served in school leadership positions, prepared and received NCATE/CAPE accreditation for a COE principal certification program as a program director, served as program consultant position with the Texas Education Agency, and provided consultative work in the area of professional development within schools \(at state and national levels\).](#)

- E. Where program will be offered and delivery method [ACU Dallas delivered online.](#)
- F. Proposed date of implementation [Beginning Fall 1 2023](#)

II. Program Details

- A. Program description. This 50- to 200-word explanation will be included in the catalog with degree plan.

Consisting of 60 credit hours, the online Ed.D. in Educational Leadership serves practitioners from schools, districts, higher education, and other educational environments. The program is divided into three key parts. Foundational courses enhance universal, broadly applied leadership skills for educational organizations. A concentration translates these skills to the students' particular school leadership field to better understand how to empower staff and meet the needs of the students. Research courses help examine leadership from observational and data-gathering perspectives and prepare students to develop their dissertation.

At the program's core, the foundational courses advance what students know about classic and contemporary educational leadership theories, weave in human resources, finance and technology development concepts and school improvement culture while diving into the latest political and social issues influencing educational leadership applications. From here, students will select from one of two concentrations:

- Principal Leadership (PRN)
- School Superintendent (SPT)

- B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

The mission of the Ed.D. in Educational Leadership is to prepare professionals for school leadership roles. A distinguishing feature is a focus on the vocation of leadership in school cultures to develop effective practice.

This is accomplished through equipping leaders to do the following:

- Lead with purpose based on the foundation of vocation, rooted in Christian principles;
- Effectively develop educational resources;
- Build effective communication structures and collaborative relationships;
- Apply school improvement and evaluation strategies; and
- Demonstrate healthy leadership practices to influence school culture.

- C. Program outcomes. Define the competencies for graduates of your program. They should be specific and measurable. No specific number is required, but three to six is a reasonable target to consider. Program outcomes are to a program as student learning outcomes are to a course; each defines the scope of an experience and what students should be equipped to achieve upon completion.

PLO #1 — Leadership of the Educational Community with Purpose

Graduates will learn, apply, reflect, and show an understanding of concepts, theories, and strategies as related to leadership and connect new understandings and plans of action to the expression of their vocations.

PLO #2 - Instructional Leadership

Graduates will create, interpret, and administer practices that contribute to learning and human flourishing in educational contexts.

PLO #3 - Administrative Leadership

Graduates will demonstrate an understanding of data, information, and empirical evidence and will apply organizational assessment strategies to their educational contexts.

D. Description of target audience.

The target audience for this degree consists primarily of principals and superintendents all across the U.S. who are seeking to further their skills as education leaders. It is of special interest to those within the Education Service Center Region 13. The degree complements the principalship and superintendent licensures in Texas.

E. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

Application for admission with a non-refundable processing fee.

Official transcripts in English of all previous colleges attended. The transcripts must indicate an earned Bachelor's degree and Master's degree from a regionally accredited college or university.

A statement of interest in the EdD in Educational Leadership describing your doctoral education and research areas of interest, potential research questions, and your professional career objectives. Your statement should be well organized and concise, and be no longer than two to three pages in length. Keep in mind that you are not committed to studying this topic as will be presented. Applicants may consider including topics such as the applicant's view of leadership, a continuous pursuit to improve education, a propensity to take risks in the best interest of others, perseverance and demonstrated achievements, future career/life objectives, and reasons for pursuing a doctoral program. The purpose of this statement is to share an example from your life that illustrates your commitment to continued intellectual and professional development and demonstrate to the admissions committee that you have a clear direction in mind.

Completion of a three to five-page writing sample that clearly communicates what the applicant's beliefs are about educational leadership, your philosophy of education, why they hold these beliefs, and how they translate their beliefs into practice. Provided by ACU Dallas. This prompt should demonstrate scholarly writing since effective academic writing is an essential skill in doctoral study, students who do not demonstrate the necessary writing skills to be successful may be placed on academic probation and be required to participate in writing enhancement tutoring.

Professional CV or résumé.

Video conference interview with the program director may be requested.

International applicants to the EdD will be required to complete the standard graduate application requirements for all international students applying for an ACU graduate degree, including TOEFL or IELTS scores and transcript assessment for degrees completed outside of the United States (<http://www.acu.edu/undergraduate/admissions/international/international-graduate-application-information.html>). All students in the EdD, regardless of their language background, are held to the same standard of written English proficiency.

Students who choose the School Superintendent (SPT) or Principal Leadership (PRN) track must already possess the superintendent or principal certification, the equivalent courses, and recent school administration experience.

https://catalog.acu.edu/preview_entity.php?catoid=15&ent_oid=799

F. Projected total enrollment for each of the first five years.

Projected enrollment from districts within the Region 13 ESC catchment area (Austin, Texas area) is approximately 20-25 students per year:

- Year 1: 25
- Year 2: 50
- Year 3: 75
- Year 4: 100
- Year 5: 125

G. CIP code. Identify the 6-digit CIP code for the program. This is the system by which the government classifies all postsecondary educational programs

CIP 13.0401

III. Rationale and Need for Program

- A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How

does the program fit with the university's current strategic plan or emphases?

Education has been a hallmark of ACU's brand. This program will help expand our reach and influence on education in Texas. Most students in this program will be working adults from school districts working in the Education Service Center Region 13 area. This program capitalizes upon the university's strategic vision for innovation and Direct to business initiatives.

- B. Societal need. What gaps does this program fill? You can consider needs of an informed citizenry, practical needs of society, vocational connections of potential students, or other factors.

Education and schooling has changed greatly in this post-pandemic era. There are many challenges facing the educational systems today, such as, learning gaps caused by pandemic online and hybrid models, secondary trauma of teachers are rising, staff burnout has greatly increased, staffing shortages are rising nationwide, districts are growing at unprecedented rates, and school board meetings are becoming increasingly political. New leaders are needed that can navigate the changing educational landscape with effective strategies, strong leadership skills, and unwavering ethics. Additionally, this is a direct-to-business model; the students will be meeting learning objectives that are directly related to the needs of their employers and the needs of the local area.

- C. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.

- Education Administrators
- Assistant Principal
- Principal
- Deputy Superintendent
- Superintendent

2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

3. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).

- There are currently 7,450 jobs in the state that map to this CIP code (using Lightcast mapping heuristic). There has been a growth of 11.3% over the past three years in Texas, compared to national growth of 7.7% in this field.

- There are currently 3,999 positions open annually. There were 10,761 jobs posted over the past 36 months, with a posting intensity of 4:1 (average).
- PAY:
 - Principals: The median annual wage for elementary, middle, and high school principals was \$98,420 in May 2021.
 - Superintendent: The median annual wage for elementary, middle, and high school principals was \$148,950 in May 2022.

D. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

There are currently 28 programs with this CIP in the State of Texas, with 555 completions in 2021 (most recent data available from IPEDS). Regional trends show a 84.4% growth for Distance Offered Programs under this CIP code in the last five years in this program. There are 177 distance-offered programs out of 555 total programs in Texas, and those programs have enjoyed a growth of 227.8% over the past five years.

Certainly ACU alumni would be prime candidates for this degree and would be a target audience. However, we would not limit ourselves to alumni or to Texas, for that matter. We would seek a national student group for whom quality and a Christian predisposition are attractive features.

E. Disciplinary benchmarking. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program.

University	Program(s)	Credits	Focus
University of Houston	Ed.D. in Professional Leadership - K-12	51 credit-hour program is delivered through a combination of face-to-face and online instruction	Texas superintendent certification
Lamar University	Ed.D. Educational Leadership - Educational Technology Innovation Ed.D. Educational Leadership - Global Educational Leadership	60 credit-hour program	Technology Innovation Global Leadership and Policy
Dallas Baptist University	Ed.D. in Educational Leadership - K-12	60 credit-hour program • Three to four-year	Christ-centered Texas superintendent

	Leadership Concentration	program in a cohort model for “face-to-face” learning • Classes held three weekends per semester, and one week in the summer	certification
Texas A & M University-Commerce	Ed.D. in Educational Leadership - Educational Administration	60 credit-hour program	Post-certification program: Designed specifically for persons who already have a master's degree, are certified principals, and have K-12 practical administrative experience.
University of St Thomas	Ed.D. in Educational Leadership and Learning	66 credit-hour program	All courses can be completed online, plus a Summer Residency (face-to-face or online). Concentrations or program tracks include: Director of Special Education and Principal Licensure (PK-12), Higher Education Administration, Music Education, Leadership in Student Affairs, Adult Learning, and Learning Technology Leadership and Innovation.
The University of Texas at Austin	The Cooperative Superintendency Program (CSP) offers a doctoral degree within the Department of Educational Leadership and Policy. The Executive Ed.D. in Higher Education Leadership program prepares students for higher education leadership careers.	69 credit-hours Face-to-face contact with renowned faculty, combined with eLearning	Texas superintendent certification Concentrations in specific fields: the Program in Higher Education Leadership and the Public School Executive Leadership Program.
Tarleton State University	Ed.D. in Educational Leadership	63 credit-hours	Superintendent Certification or Principal Certification

			Concentrations: • EC–12 Education Leadership • Educational Technology Leadership • Educational Finance • Higher Education Leadership
Sam Houston State University	Ed.D. in Educational Leadership Ed.D. in Higher Education Leadership	60 credit-hours	General students who aspire to leadership positions at the college or university level and across the P-20 spectrum

How is ACUD unique:

- 100% asynchronous online
- Post-licensure program
- Will offer 15 credit hours of Advanced Standing to students who hold a current, unencumbered Principal or Superintendent certification
- Incorporate themes from local area (such as the challenges of fast-growth districts, English Language Learning, staffing shortages, urban and rural challenges, etc)
- Foundational courses taught by local-area education leaders
- Education Service Center Region 13 discount and marketing opportunities through their network as preferred partners

IV. Curriculum

- A. Degree plan. For undergraduate degree plans, include 72 credit hours of major requirements and electives. A master's degree must have a minimum of 30 credit hours. A doctoral degree must have a minimum of 30 hours beyond the master's degree.

Major Requirements

Foundational Courses

- EDUO 701 - Introduction to Doctoral Studies Credit Hours: 3
- EDUO 704 - Effective Communication as an Education Leader Credit Hours: 3
- EDUO 708 - Learning Instruction and Innovation Credit Hours: 3
- EDUO 712 - Managing Human Capital Credit Hours: 3
- EDUO 716 - Schools as Organizations Credit Hours: 3
- EDUO 724 - Theories in Educational Leadership Credit Hours: 3

Total: 18 Credit Hours

Research Courses

- LEAD 765 - Applied Research Problem Credit Hours: 3
- LEAD 781 - Organizational Assessment and Evaluation Credit Hours: 3
- LEAD 784 - Qualitative and Action Research Credit Hours: 3
- LEAD 786 - Quantitative Analysis Credit Hours: 3
- LEAD 793 - Dissertation Prospectus Seminar I Credit Hours: 3
- LEAD 794 - Dissertation Prospectus Seminar II Credit Hours: 3

Total: 21 Credit Hours

Tracks

Principalship (PRN)

- EDUO 687 - Managing Data to Improve Student Learning Credit Hours: 3
- EDUO 684 - Meeting the Learning Challenge Credit Hours: 3
- EDUO 686 - Reframing Learning Credit Hours: 3
- EDUO 688 - Creating Effective Learning Environments Credit Hours: 3
- EDUO 660 - Practicum/Capstone in the School Principalship Credit Hours: 3 *

*These courses are 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.

Total: 15 Credit Hours

School Superintendent (SPT)

- EDUC 656 - School Finance Credit Hours: 3
- EDUC 672 - Educational Facilities Credit Hours: 3
- EDUC 674 - Policy and Politics in Education Credit Hours: 3
- EDUC 676 - District Instructional Leadership Credit Hours: 3
- EDUC 668 - Practicum/Capstone in the School Superintendent Credit Hours: 3 *

*These courses are 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.

Total: 15 Credit Hours

Additional Major Requirements

Completion of all dissertation readiness requirements.

Dissertation Research

- LEAD 799 - Dissertation Research Credit Hours: 6

Total: 6 Credit Hours

Students who do not complete the dissertation in the minimum of 6 hours will continue to register for one hour of dissertation continuation each term until the dissertation is completed.

Dissertation Defense

Total Major Hours: 60

B. Courses. List all courses, existing and new, included in the program/major requirements. For undergraduate programs, identify the capstone and writing-intensive courses. Create a table that shows for each course:

1. Rotation and frequency (e.g., fall odd years)
2. Whether the course is required or on a menu
3. Which track(s) the course serves, if applicable
4. Program outcomes that the course serves
5. Current faculty credentialed to teach

FOUNDATIONAL COURSES: 18 Credits

COURSE	CREDITS	ROTATION	REQ/MEN U	PLOs Aligned	FACULTY CREDENTI ALS
EDUO 701 - Introduction to Doctoral Studies	3	Running Every Term (LEAD 701) as part of the EDD- ORGL	required	PLO #1(R) PLO #2(R) PLO #3(I)	Faculty possessing a terminal degree in all social science and education fields including but not limited to Psycholog y, Curriculu m and Instruction , Education al Theory and Policy, Special

					Education, Education al Technolog y, etc. (As described in the Credentialing in Organizational Leadership Document)
EDUO 724 - Theories in Educational Leadership	3	Every 3rd term beginning Fall 2 2023	required	PLO #1(M) PLO #2(M) PLO #3(R)	EdD or PH in • Education or Education Administrat ion/Leader ship • Higher Education or Higher Education Administrat ion/Leader ship • Curriculum and Instruction, Educational Theory and Policy • Special Education, Educational Technology, etc.
EDUO 704 - Effective Communication as an Education Leader	3	Every 3rd term beginning Spring 1 2024	required	PLO #1(R) PLO #2(M) PLO #3(R)	
EDUO 708 - Learning Instruction and Innovation	3	Every 3rd term beginning Spring 2 2024	required	PLO #1(R) PLO #2(M) PLO #3(R)	
EDUO 716 - Schools as Organizations	3	Every 3rd term beginning Summer 1 2024	required	PLO #1(M) PLO #2(M) PLO #3(R)	
EDUO 712 - Managing Human Capital	3	Every 3rd term beginning Summer 2	required	PLO #1(M) PLO #2(R) PLO #3(R)	

RESEARCH COURSES: 21 Credits

COURSE	CREDITS	ROTATION	REQ/MEN U	PLOs Aligned	FACULTY CREDENTI ALS

LEAD 765 - Applied Research Problem	3	Running every term as part of the EDD-ORGL	required	PLO #2(R) PLO #3(M)	Faculty possessing a terminal degree in all social science and education fields including but not limited to Psychology, Curriculum and Instruction, Educational Theory and Policy, Special Education, Educational Technology, etc. (As described in the Credentialing in Organizational Leadership Document)
LEAD 781 - Organizational Assessment and Evaluation	3	Running Fall 2, Spring 2, Summer 2 as part of the EDD-ORGL	required	PLO #2(R) PLO #3(M)	
LEAD 784 - Qualitative and Action Research	3	Running Fall 1, Spring 1, Summer 1 as part of the EDD-ORGL	required	PLO #1(M) PLO #2(R) PLO #3(M)	
LEAD 786 - Quantitative Analysis	3	Running Fall 2, Spring 2, Summer 2 as part of the EDD-ORGL	required	PLO #2(R) PLO #3(M)	
LEAD 793 - Dissertation Prospectus Seminar I	3	Running every term as part of the EDD-ORGL	required	PLO #1(R) PLO #2(R) PLO #3(M)	
LEAD 794 - Dissertation Prospectus Seminar II	3	Running every term as part of the EDD-ORGL	required	PLO #1(R) PLO #2(R) PLO #3(M)	

PRINCIPALSHIP (track) COURSES: 15 Credits
Advanced Standing Only

* These courses are 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.

COURSE	CREDITS	ROTATION	REQ/MEN U	PLOs Aligned	FACULTY CREDENTI ALS
EDUC 687 - Managing Data to Improve Student Learning	3	Scheduled to run Fall 2, Spring 2, Summer 2 as part of the MED-IL	required	PLO #1(R) PLO #2(R) PLO #3(M)	EdD or PH in • Education or Education Administration/Leadership • Higher Education or Higher Education Administration/Leadership • Curriculum and Instruction, Educational Theory and Policy • Special Education, Educational Technology, etc.
EDUC 684 - Meeting the Learning Challenge	3	Scheduled to run Fall 1, Spring 1, Summer 1 as part of the MED-IL	required	PLO #1(R) PLO #2(M) PLO #3(R)	
EDUC 686 - Reframing Learning	3	Scheduled to run every term as part of the MED-IL	required	PLO #1(R) PLO #2(M) PLO #3(R)	
EDUC 688 - Creating Effective Learning Environments	3	Scheduled to run Fall 1, Spring 1, Summer 1 as part of the MED-IL	required	PLO #1(R) PLO #2(M) PLO #3(R)	
EDUC 660 - Practicum/Capstone in the School Principalship	3	n/a - Advanced Standing only	required	PLO #1(R) PLO #2(M) PLO #3(R)	

SCHOOL SUPERINTENDENT (*track*) COURSES: 15 Credits

Advanced Standing Only

* These courses are 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.

COURSE	CREDITS	ROTATION	REQ/MEN	PLOs	FACULTY
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			U	Aligned	CREDENTIALS
EDUC 656 - School Finance	3	n/a - Advanced Standing only	required	PLO #1(R) PLO #2(M) PLO #3(M)	EdD or PH in • Education or Education Administration/Leadership • Higher Education or Higher Education Administration/Leadership • Curriculum and Instruction, Educational Theory and Policy • Special Education, Educational Technology, etc.
EDUC 672 - Educational Facilities	3	n/a - Advanced Standing only	required	PLO #1(M) PLO #2(R) PLO #3(M)	
EDUC 674 - Policy and Politics in Education	3	n/a - Advanced Standing only	required	PLO #1(M) PLO #2(M) PLO #3(M)	
EDUC 676 - District Instructional Leadership	3	n/a - Advanced Standing only	required	PLO #1(R) PLO #2(M) PLO #3(R)	
EDUC 668 - Practicum/Capstone in the School Superintendent	3	n/a - Advanced Standing only	required	PLO #1(M) PLO #2(M) PLO #3(M)	

DISSERTATION RESEARCH COURSES: 6 Credits

COURSE	CREDITS	ROTATION	REQ/MEN U	PLOs Aligned	FACULTY CREDENTIALS
LEAD 799 - Dissertation Research	6	Running every term as part of the EDD-ORGL	required	PLO #1(M) PLO #2(M) PLO #3(M)	Faculty possessing a terminal degree or faculty who has earned doctoral degree and relevant experience

					related to the content area or research methodology of the dissertation (and served on two prior committees) <i>(As described in the Credentialing in Organizational Leadership Document)</i>
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DISSERTATION DEFENSE

C. New courses. For new courses included in the program/major requirements, list:

1. Course title and description

Five new courses needed.

- **EDUO 724 - Theories in Educational Leadership** (Credit hours: 3)
Examines the elements of strategic leadership to develop skills for the comprehension of motivational and problem-solving approaches by fusing theory and practice to design, implement, maintain, and evaluate change initiatives within K-12 institutions. The student will study the roles of servant leadership, credibility, vision, empowerment, and strategy for educational leaders.
- **EDUO 704 - Effective Communication as an Education Leader** (Credit hours: 3)
Explores the principles underlying public relations in K-12 education concerning organizational, interpersonal, and cross-cultural communication in educational and community settings by developing written and verbal skills for specific contexts (including crisis management, school community support, and public relations) for developing inclusive systems and favorable outcomes for all stakeholders.

- **EDUO 708 - Learning Instruction and Innovation** (Credit hours: 3)
Examines curriculum and instruction from a leadership perspective with an analysis of the various determinants of, approaches to, and the systematic evaluation of curriculum in K-12 education settings. Students examine current issues, including reform efforts and policy measures with an impact on curricular decisions, and the effects of curriculum.
- **EDUO 716 - Schools as Organizations** (Credit hours: 3)
Encourages students to self-reflect on advocacy, and use of theoretical frameworks and research to advance excellence and equity in education. Students will gain skills in establishing cross-cultural relationships to enhance academic achievement and advance social justice while acting as fearless agents of change to guarantee academic excellence for all students.
- **EDUO 712 - Managing Human Capital** (Credit hours: 3)
Explores how to effectively manage human resources in the public school system. Examines the formulation and implementation of strategic staffing, recruitment and selection, training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of human resource management frameworks and practices.

2. Existing programs in which the courses will also be used, if applicable
N/A.
3. Curriculum approval schedule will be negotiated with the provost's office during initial review
The five new course applications have been presented with the new program application, so if all are approved, the program will have no followup work on curriculum and degree audit will be complete from program launch.

V. Assessment Plan

- A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory(I), reinforcing (R), or advanced level (M).

FOUNDATIONAL COURSES	PLO #1	PLO #2	PLO #3
EDUO 701 - Introduction to Doctoral Studies	<i>R</i>	<i>R</i>	<i>I</i>
EDUO 724 - Theories in Educational Leadership	<i>M</i>	<i>M</i>	<i>R</i>
EDUO 704 - Effective Communication as an Education	<i>R</i>	<i>M</i>	<i>R</i>

Leader			
EDUO 708 - Learning Instruction and Innovation	<i>R</i>	<i>M</i>	<i>R</i>
EDUO 716 - Schools as Organizations	<i>M</i>	<i>M</i>	<i>R</i>
EDUO 712 - Managing Human Capital	<i>M</i>	<i>R</i>	<i>R</i>
RESEARCH COURSES	PLO #1	PLO #2	PLO #3
LEAD 765 - Applied Research Problem		<i>R</i>	<i>M</i>
LEAD 781 - Organizational Assessment and Evaluation		<i>R</i>	<i>M</i>
LEAD 784 - Qualitative and Action Research	<i>M</i>	<i>R</i>	<i>M</i>
LEAD 786 - Quantitative Analysis		<i>R</i>	<i>M</i>
LEAD 793 - Dissertation Prospectus Seminar I	<i>R</i>	<i>R</i>	<i>M</i>
LEAD 794 - Dissertation Prospectus Seminar II	<i>R</i>	<i>R</i>	<i>M</i>
PRINCIPALSHIP (PRN) TRACK	PLO #1	PLO #2	PLO #3
EDUO 687 - Managing Data to Improve Student Learning	<i>R</i>	<i>R</i>	<i>M</i>
EDUO 684 - Meeting the Learning Challenge	<i>R</i>	<i>M</i>	<i>R</i>
EDUO 686 - Reframing Learning	<i>R</i>	<i>M</i>	<i>R</i>
EDUO 688 - Creating Effective Learning Environments	<i>R</i>	<i>M</i>	<i>R</i>
EDUO 660 - Practicum/Capstone in the School Principalship	<i>R</i>	<i>M</i>	<i>R</i>
SUPERINTENDENT (SPT) TRACK	PLO #1	PLO #2	PLO #3
EDUC 656 - School Finance	<i>R</i>	<i>M</i>	<i>M</i>
EDUC 672 - Educational Facilities	<i>M</i>	<i>R</i>	<i>M</i>
EDUC 674 - Policy and Politics in Education	<i>M</i>	<i>M</i>	<i>M</i>
EDUC 676 - District Instructional Leadership	<i>R</i>	<i>M</i>	<i>R</i>
EDUC 668 - Practicum/Capstone in the School Superintendent	<i>M</i>	<i>M</i>	<i>M</i>
DISSERTATION RESEARCH COURSES	PLO #1	PLO #2	PLO #3

LEAD 799 - Dissertation Research	M	M	M
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- B. Outcome assessment measures. For each program outcome in II.C., identify *at least* two methods of assessment. These may be course-embedded components (e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment, standardized exams, research presentation, juries, etc. Each measure will include:
1. Description of the artifact to be assessed.
 2. Competency target. This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.
 3. Ideal target. This may be a slightly higher standard or a greater percentage of student success (e.g., 90% of students will demonstrate competency; 75% of students will earn a B or higher). Be realistic; universal success is unlikely.
 4. Name of the person responsible for measuring the outcome.
 5. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).

PLO #1 — Leadership of the Educational Community with Purpose <i>Graduates will positively influence educational organizations through the expression of their vocations.</i>		
Program Outcome Measures	Leadership Assessment & Plan	Targeted School Initiative
Description	In EDUO 724 a paper will require students to learn, apply, reflect, and show an understanding of concepts, theories, and strategies as related to leadership, using the Supervisor Belief System Scale (SBSS) as a tool for self-reflection and professional development.	In EDUO 704 a paper will require students to learn, apply, reflect, and show an understanding of concepts, theories, and strategies as related to addressing a specific issue in their school community, using the Effective Schools Framework. https://texasesf.org/
Level of Proficiency Target	85% of students will attain an 85% or greater (B grade)	85% of students will attain an 85% or greater (B grade)
Ideal Target	90% of students will attain an 90% or greater (A grade)	90% of students will attain an 90% or greater (A grade)

Person Responsible	Program Director	Program Director
Timeline	Data will be collected at the end of each term in which the course is offered and aggregated and analyzed at the end of each academic year.	Data will be collected at the end of each term in which the course is offered and aggregated and analyzed at the end of each academic year.

PLO #2 - Instructional Leadership <i>Graduates will create, interpret, and administer practices that contribute to learning and human flourishing in educational contexts.</i>		
Program Outcome Measures	Targeted Improvement Plan (TIP)	Staff Professional Development Plan for Future-Ready schools
Description	In EDUO 708 a paper will require students to learn, apply, reflect, and show an understanding of concepts, theories, and strategies as related to addressing student performance gaps and district ratings, according to TEA protocols. https://tea.texas.gov/student-assessment/monitoring-and-interventions/school-improvement/campus-accountability-interventions-and-guidance	In EDUO 712 a paper will require students to learn, apply, reflect, and show an understanding of concepts, theories, and strategies as related to Professional Development plans to prepare teachers and staff to effectively use technology for learning and instruction and for district-wide collaborations. https://tasanet.org/professional-learning/leadership-transformation/future-ready-superintendents-leadership-network/
Level of Proficiency Target	85% of students will attain an 85% or greater (B grade)	85% of students will attain an 85% or greater (B grade)
Ideal Target	90% of students will attain an 90% or greater (A grade)	90% of students will attain an 90% or greater (A grade)
Person Responsible	Program Director	Program Director
Timeline	Data will be collected at the end of each term in which the course is offered and aggregated and analyzed at the end of each academic year.	Data will be collected at the end of each term in which the course is offered and aggregated and analyzed at the end of each academic year.

PLO #3 - Administrative Leadership <i>Graduates will demonstrate an understanding of data, information, and empirical evidence and will apply organizational assessment strategies to their educational contexts.</i>

Program Outcome Measures	Advancing Excellence and Equity	Targeted School Initiative
Description	In EDUO 716 a paper will require students to learn, apply, reflect, and show an understanding of concepts, theories, and data-collection strategies as related to advocacy and research to advance excellence and equity in education.	In EDUO 704 a paper will require students to learn, apply, reflect, and show an understanding of concepts, theories, and strategies as related to addressing a specific issue in their school community, using the Effective Schools Framework. https://texasesf.org/
Level of Proficiency Target	85% of students will attain an 85% or greater (B grade)	85% of students will attain an 85% or greater (B grade)
Ideal Target	90% of students will attain an 90% or greater (A grade)	90% of students will attain an 90% or greater (A grade)
Person Responsible	Program Director	Program Director
Timeline	Data will be collected at the end of each term in which the course is offered and aggregated and analyzed at the end of each academic year.	Data will be collected at the end of each term in which the course is offered and aggregated and analyzed at the end of each academic year.

- C. Description of assessment cycle. Explain when you will evaluate performance on each program outcome and implement changes based on findings.

Assessment of the Ed.D.-EL PLOs will be ongoing. Data will be collected at the end of each term in which the course is offered and aggregated and analyzed at the end of each academic year.

VI. Required Institutional Support

- A. Faculty requirements and availability. Show instructors for a full four-year cycle of degree delivery using current faculty members, new faculty members, and anticipated use of part-time faculty.

1. Describe the new program's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

Most courses are already running in the Ed.D. in Organizational Leadership degree plan. Adjuncts have been identified as part of the MOU between ACU Dallas and Educational Service Center Region 13. The Ed.D.-EL students would join the research and dissertation research courses already running in the Canvas Master Shells with other degree-seeking students and those taking the Ed.D. in Organizational Leadership.

One course (LEAD 701 - Introduction to Doctoral Studies) will be cross-listed with an EDUO prefix - EDUO 701 Introduction to Educational Leadership

Five of the courses will be developed (Phase 3) to provide targeted school and educational-focused readings, assignments, and discussions.

- EDUC 724 - Theories in Educational Leadership
- EDUC 704 - Effective Communication as an Education Leader
- EDUC 708 - Learning Instruction and Innovation
- EDUC 716 - Schools as Organizations
- EDUC 724 - Managing Human Capital

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

This program does not anticipate the immediate need for additional faculty. It will require an additional stipend for a Program Director, about \$6,000, that has been considered in the development of the budget for FY2024.

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

This plan does not anticipate the need for additional adjunct faculty, as a) existing adjuncts will be reassigned as a function of their expertise, and b) the adjunct faculty model at ACU Dallas is designed to increase or decrease by the number of students enrolled in the program.

- B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

A percentage of students in the Ed. D. in Organizational Leadership program may transfer to the Ed.D.-EL program; though, this would only be encouraged for students who are seeking to focus on the Higher Education, Principalship, or Superintendent tracks. A percentage of students who enroll in the Ed.D.-EL program will choose to transfer these credits into the Ed. D. in Organizational Leadership degree program.

- C. Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.

- We intend to hire someone by July 1st, 2023. In the meantime the interim Program Director will be Dr. Alline Sada.

- D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

This will not impact existing loads. One FTE was put into the FY24 Budget for the Educational Leadership program. Additional Adjunct Faculty have been identified via ESC Region 13 and are currently teaching in Ed ORGL.

- E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.

All courses are delivered in the Canvas Learning Management System. Students will access their required course materials in the Canvas course navigation menu. On the course homepage there is a link to the ACU Library Distance Education Portal. All Canvas courses are reviewed by the Library with an accompanying memo of support.

2. Describe requirements to support students in their access to and use of learning resources.

The ACU Library provides services common to academic libraries throughout the region and the nation. These services include faculty and departmental liaison assignments to facilitate collection development and information literacy, research (reference) and information assistance, interlibrary lending and borrowing, and access to online resources, special collections, and archives. The Online Learning Librarian, an ACU Dallas supported position housed in the ACU Library, serves as an essential point of contact for access and research support for online students. This individual also works with the academic program directors to decide on the databases, electronic journals, electronic books, and other digital tools and platforms to provide to the students based on the courses developed and the research needs of the students.

Students and faculty can access electronic resources through their ACU library access from any computer connected to the internet. The ACU Library's Distance Education Portal (<http://guides.acu.edu/distance>), OneSearch Discovery (a metasearch tool), Journal Finder, and a high-quality online catalog of library resources all offer access to available online collections and services for online students. Links to these resources can be found through the MyACU Online portal at <http://online.acu.edu>. Interlibrary Loan is available for articles and book chapters not found in the ACU Library. Document delivery of books in the ACU Library's circulating print collection is available to all ACU Online students.

- F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

No new physical resources for the Ed.D.-EL are necessary.

- G. Scholarships. Will the unit provide any unique scholarships to students in the program?

Scholarships are currently available via the ACU Dallas and Educational Service Center Region 13 partnership.

Both the Principalship (PRN) and School Superintendent (SPL) tracks offer 15 credit hours of Advance Standing via "Credit by Examination". This reduces the time and cost.

- H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?

Marketing can be done affordably through ACU Dallas' partnership with the Education Service Center Region 13, and also through school districts, social media, and at education conferences in Texas and across the nation where our faculty and recruiters are already engaged.

Direct to Business will coordinate meetings with marketing and admissions to educate them on the nature of the program so prospective students can be given enticing information about them. ESC Region 13 will also publish the degree information online and partner in marketing efforts.

- I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

The expected total cost per year in adjunct pay for courses in the EdD in Educational Leadership is estimated to be \$17,000 (five courses), and compensation for SMEs is estimated to be \$12,500 (five courses at \$2,500 each), which is based on an average section size of 20 students during the first year.

When sections I-VI are complete, please submit to the Office of the Provost for initial review and development. Section VII is not required for all applications; you will learn whether it's required for your program during initial review.

VII. Additional Information Required for Substantive Changes

- A. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
- B. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
- C. Provide contingency plans in the event required resources do not materialize.

All applications are required to include Section VIII. Please compile this documentation after the initial review by the provost's office.

VIII. Supporting Documentation

- A. Approval Chart for Curriculum Changes
- B. Memo of support from the department chair of each department outside the home department that will provide a course for the program.
- C. When the new program application is complete, provide the full proposal to the following individuals for review. Each will provide a memo to attach to the proposal.
 - 1. Assistant provost for institutional effectiveness and SACSCOC liaison for substantive change review.
 - 2. Dean of the library for library resources review.
 - 3. Dean of the college of the program for a statement of commitment to the items in Required Institutional Support.
 - 4. Assistant provost for curriculum and assessment for review of the program outcomes, curriculum map, and assessment plan and evaluation of compliance with academic policies.

Updated 8/26/2019

MEMORANDUM

TO: Academic Council, College of Graduate and Professional Studies

FROM: Nannette W. Glenn, Ph.D.
Dean, CGPS

DATE: June 19th, 2023

RE: Required Institutional Support
New Program: Ed.D. in Educational Leadership

I have examined the items detailed as required institutional support for the creation, implementation, and maintenance of the new Ed.D. program in Educational Leadership, and it's two tracks: Principal Leadership and School Superintendent. I hereby acknowledge the obligation of this initiative and commit to providing the institutional support, as set forth.

The Proposal for an EdD in Education Leadership

The OrgLead Directors are in support of the tabled proposal for Educational Leadership in the CGPS Academic Council. This support includes:

- The use of the LEAD 701 as a cross-listed course with EDUO 701; we are willing to help develop a cross-listed course between the two programs, and strongly recommend using our existing faculty for those EDUO 701 sections, as they have a great deal of experience in preparing students for the research elements of the curriculum. This is important because there is content in 701 that is necessary for success in the Research Core and the dissertation.
- Allow students to enroll in LEAD's Research Core
LEAD 765, LEAD 781, LEAD 782, LEAD 784, LEAD 786, LEAD 793, LEAD 794

Current Plans in OrgLead

The OrgLead department has already begun making adjustments informed by the Enhanced Program View. Dr. Maxwell and Dr. Yeager have rearranged Fall 1 so that Dr. Rasumussen and Dr. O'Byrne can look at the Core Curriculum in OrgLead to update and revise, particularly in light of a concentrated curriculum around Positive Leadership.

Future Considerations for OrgLead and EdLead

- We are willing to explore the embedded dissertation. Dr. McMichael has convened a committee that will investigate this idea directly.
- Please give a great deal of consideration to the sequencing and process for foundations in 701. It's an imperative course for students to get on track to complete the program. We recommend that EdLead does not put 701 as the first course in the program. The rationale for this recommendation can be found [HERE](#). The OrgLead faculty and leadership are willing to consult with the EdLead program on sequencing and other curricular matters that impact success in the Research Core and dissertation.
- As Ed Lead grows in the future, we recommend that a) we use the OrgLead full-time faculty as much as possible in both programs, and b) we rely on our established high-impact adjunct faculty in both programs. This will alleviate the concern of cannibalism and competition between the programs. Program Directors in both programs will need to coordinate and cooperate with one another to ensure that quality faculty are available to both programs.
- Dr. McMichael has always been closely consulted on the curriculum, process, and staffing of 701, 765, and the Prospectus Seminar courses. This should be continued in the development of the EdLead program, as this impacts students' ability to matriculate through the dissertation preparation.

memo

To: Aline Ayala
From: Jessica Smith
Date: June 20, 2023
Re: New Program Application — Educational Leadership EdD

This application for an Educational Leadership EdD demonstrates clear outcomes and distinct curriculum from the Organizational Leadership EdD that has been a broad umbrella for students in this area. Organizational Leadership has served our students well, and its growth and success creates the opportunity to have two distinct programs in the space we previously had one.

The structure already in place for research preparation and dissertation can serve both groups of students well with unique content added to the foundations section of the Educational Leadership curriculum. The opportunity to cooperate with Texas's Region 13 teachers provides a good pool for program recruitment, and the program is set up in a way that will also serve potential students coming to ACU independently of their school districts.

The degree plan is clear, and the faculty have outlined five courses to add to the curriculum. All are presented with the program application so they will be ready for development and offering as students progress in the new program. The program has offered an appropriate assessment plan for its outcomes.

ACU Dallas academic leaders have expressed commitment to faculty sufficiency as the program grows. The overlap in research courses used in Organizational Leadership and Educational Leadership makes it likely that the number of students and their areas of disciplinary interest along with the disciplinary expertise of our faculty will lead us to take the needs of both programs into account in this ongoing evaluation.

Thank you for your work toward this addition to our curriculum.

MEMORANDUM

TO: CGPS
FROM: Chris Riley, SACSCOC Liaison
DATE: June 6, 2023
RE: EdD – Education Leadership

I have reviewed the above application as well as applicable SACSCOC Substantive Change Policies and Procedure. The new doctorate degree consists of 60 hours. All but 15 of these total hours are existing content taught at ACU. Under SACSCOC policies this is a substantive change requires notification of implementation to (but not approval by) SACSCOC. This is based on the fact the 15 hours qualifies as between 25-49% new course content that ACU does not currently teach at the doctoral level. If approved, I will work with the program lead to provide that notice to SACSCOC prior to implementation.

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: June 17, 2023
TO: Dr. Alline Sada
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Program Application for Ed.D. in Educational Leadership

Thank you for the opportunity to review the new program application for the proposed Ed.D in Educational Leadership.

The Brown Library can provide sufficient resources to support the new program with the agreement that the Library will have the opportunity to review and comment on each new course. This review will be part of the instructional design process.

Proposal for Expanding and Extending ACUD's Investment in the Ed.D

Draft 1.0: July 6, 2023

Initial draft

Draft 1.1: July 21, 2023

Cleaned up formatting

Expanded public education rational

Added Considerations and Deliberations section.

Draft 1.2: Aug 8, 2023

Added answers to questions

Added link to FY24 enrollment projections

Added link to Enhanced Program Review presentation

[RC proposal](#) submitted to AAG: May 14, 2023

Funding for RC confirmed: June 20, 2023

Shared to KM: July 6, 2023

KM follow-up: July 12, 2023

Shared with faculty: July 21, 2023

Faculty follow-up: Aug 4, 2023

Enhanced Program Review: August 8, 2023 ([Slides](#), [Zoom Recording](#) Passcode: #45NT%H3)

The ACU Dallas AAG believes the time is right for expanding and extending our investment in the current Ed.D program as the *flagship program* for ACU Online.

Rational:

The overall market for Ed.D is strong and growing.

- The Ed.D in Education Leadership market overall is growing (+21.1% over the last 5 years) [Lightcast Data for Ed Leadership](#)
https://drive.google.com/file/d/1rNkma87wOKfN-PdWPGih_w_UwWVhffVT/view?usp=sharing
 - 100% Growth in distance programs overall over the last 5 years
 - 12.1% Growth need projected over the next 5 years, with 1,088 positions open annually.
 - 8 Institutions competing for distance market in Texas
- The Ed.D in Org Leadership market overall is growing (+30.7% over the last 5 years in Texas) [Lightcast Data for Org Leadership](#)
https://drive.google.com/file/d/19W8SnTik3-Q1pvbraZ1vIS9TCpYSRneJ/view?usp=drive_link
 - **Question: This information appears to focus on associate and bachelors degrees. Is the claim that since undergrad programs are growing, then the market for Org Lead doc programs must also be growing?**
 - [Doc Only for ORG Lead National](#); [Doc Only for Ed Lead National](#)
 - **Also, it looks like there are 170 graduates spread over 7 programs in 2021: This seems to be a small number of potential students to feed into a doc program.**

- Significant gap in distance learning in Org Lead, as 88% of completions in Texas are in residential programs.

However, enrollment in the current ACU Ed.D program is trending down and decelerating:

- TSE and NSE have been trending down over past two years:
<https://drive.google.com/file/d/1eqJaiS8dsaqSY7KPPKc5VCVQmudC3CD8/view?usp=sharing>
- FA1 NSE in Org Lead has dropped from 53 to 34 in two years. FA2 NSE declined 24 to 15.
- **FY24 projections:** TSE is projected at -14% over prior year and NSE is expecting a -8% over prior year. Overall decline of -10%.
- TSE has stayed somewhat higher, but due to increased time in dissertation completion (specifically GRAD 791 - 799).

○ **Question: The average amount of time in the dissertation phase is 22.4 months, increased from 19.3 months in February of 2020. Does this small increase in time significantly skew the picture of the EdD in Org Leadership's health?**

○ Answer: A 16% increase over a large n suggests a systemic issue. More importantly it is a movement in the wrong direction to stay viable with other competitive programs that have shorter completion times. Our average time to completion appears to be currently at 58.4 months. Our direct competitors are *marketed* as substantially shorter.

- Vanderbilt - 3-4 years (36 to 48 months)
- UOP - 42 months
- Baylor - 36 months
- DBU - 34 months
- Liberty - 2.5 years (30 months)

These are examples only. More formal benchmarking will be done by the committee led by Dr. McMichael.

- While employment growth is high at 30.7%, the increase in competition with other institutions is growing much faster - 113% increase in completions in Texas.

Market competition is increasing, especially new online or hybrid programs in Ed.D in Educational Leadership. Specifically from:

- Baylor
- Dallas Baptist University
- University of Texas at Austin
- Tarleton State
- University of Houston (Texas Tech transfer)

ACU is losing prospective students due to the lack of an Ed.D in Education Leadership.

- Admissions data shows that 40% of the prospective students who choose another institution over ACU do so because we do not specifically offer an Ed.D in Educational Leadership.

○ **Question: How many prospective students does this represent? Over what period of time?**

- An unknown number may never contact us because we don't list Education Leadership on our website or in our marketing.

PK-12 Public Education is in a post-pandemic state of change unlike any period prior.

- 32,360 school administrators, 8,728 principals, and 1,232 superintendents serve in Texas public schools.
- Data indicates 40% of US school administrators plan to leave their posts in the next few years. 50% of US principals plan to leave. In another survey, 25% of US superintendents plan to leave their posts imminently — and hundreds more are unsure they want to stay.
- Texas public schools are facing external political pressures and funding challenges (school vouchers)
- Post-Uvalde school safety concerns. 2023 has already seen 68 school shootings, resulting in 23 deaths and 48 injuries. New legislation (HB 3) requires active-shooter drills, audits, silent panic alerts, and armed officers on every Texas K12 campus.
- Continuing issue of pandemic-related learning loss (especially in STEM)
- Texas school board elections now dominated by culture wars and political crusaders.
- Burnout is high: School administrators work an average of 67-hours per week. Political pressure and school safety are significant stressors.
- Public education faces a significant teacher and principal shortage (with no relief in sight).
- 344,362 teachers serve in Texas public schools. Record number of teacher vacancies.
- 43,000 new teachers were hired in Texas in 2022. 57% were underqualified. 30% held emergency permits. 27% had no certification at all. 102,754 have less than 5 years of experience.
- 77% of Texas teachers seriously considered leaving the profession in 2022. Texas teachers leave at a rate 25% higher than the national average.
- Morale is low: Only 17% of teachers indicated they felt valued by Texans, and only 5% of survey respondents said they felt valued by elected officials.
- Pending legislation in Texas has led to uncertainty in school finance
- School funding is flat, expenses up. Many districts are reporting deficits.
- Much of the \$33 billion Texas budget surplus was allocated to property tax cuts, not schools, as was hoped.
- School vouchers not yet decided. \$4 billion in new public education funding tied up pending resolution.
- School-tax burden shifted more to businesses, likely leaving rural districts with less funding.

- Passage of a voucher program (under consideration) would likely see a significant shift in funding from public to charter and private.

ACUD AAG Proposal:

1. Advance ACU's leadership and influence in Organization Leadership through Positive Leadership and strong relationships. Specifically:

- Advance our scholarship and leadership in Positive Leadership
- Seek grant and foundation funding for the advancement of Positive Leadership, potentially including a Center for Positive Leadership with endowed positions
- Highlight and advance our leadership in Positive Leadership in marketing, at conferences, and among our peers.
- Identify other tracks for Organization Leadership that mirror the mission-fit, faculty expertise, and market need that Positive Leadership has had (e.g. Organizational Development, Crisis Leadership, etc.)

2. Create an Ed.D in Education Leadership to:

- Attend to the unique, post-pandemic public education challenges facing school leaders today.
- Serve prospective students who are seeking a specific Ed.D in Education Leadership but currently going elsewhere.
- Advance ACU's leadership and influence in Texas public education with a degree that is partnered with public education entities to help address the post-pandemic realities of Texas public education.

3. Position the ACU Organizational Leadership doctoral program where it is better able to serve areas of emerging influence:

- Marketing our programs to ACU's EEPA partners, such as professional sports organizations (Texas Rangers, Colorado Rockies, Dallas Mavericks, San Antonio Spurs, etc), healthcare organizations (Baylor University Medical Center, Dallas Methodist, etc), and other industry partners (Worldwide Flight Services, Sword, etc.).

4. Advance ACU's research capacity and elevate the visibility of our research as a national research university through the investment in the Research Center

- Utilize the Research Center for focusing grant funding around research conversations: e.g. DEIB, Positive Leadership, and Strong Relationships.
 - Many of these grants will require oversight from IRB

Specific action to expand and extend our investment in the current Ed.D program as the flagship program for ACU Online:

- Create and launch a new Ed.D in Education Leadership (target start date in 2024).
- Post and hire a new FT program director for the Ed.D in Education Leadership (budgeted to begin on 8/1/23).

- Post and hire an additional faculty member to replace the existing open position (budgeted to begin on 8/1/23).
 - **Question: With Brian's resignation, will we be authorized to post and hire for two positions?**
- Appoint a program director for Ed.D in Organizational Leadership from within our existing faculty to begin advancing our work toward being nationally known as the leaders in Positive Leadership and Strong Relationships (faculty defined).
 - **Question: Strong Relationships is not a signature term used in Positive Leadership Scholarship. To what does this refer?**
 - Answer: Strong Relationships was cited in the The Research Center Proposal submitted by Bill Hunt, Twyla Williams-Damond, Dana McMichael, Nancy Kucinski, and Katherine Yeager
<https://docs.google.com/document/d/1hvGUumxb3AKuv9334of6Tcly0ni3hnDO/edit>
- Launch the Research Center (target opening of Fall 2023)
- Post and hire for Research Center Director (focused on Quant, degree in Stats or Data Sciences) with time allocated to both teaching and administration of center (budgeted to begin on 8/1/23).
- Locate and hire a contract-based grant writer to assist faculty and students in applying for research grants related to select areas of targeted research (DEIB, Education Leadership, Positive Leadership, etc) within the Research Center (currently working for ELT on a contract basis).
- Examine best practices for and perform a competitive analysis of our research capacity as an applied research institution to inform the establishment of the Research Center (Shared 7/10/23).
- Provide an immediate PT assistant to Dr. Dana McMichael to help coordinate research activities in the Research Center and build a model for expanded growth in our dissertation capacity (Shared 7/10/23).

Considerations and Deliberations:

Positive Leadership Investments:

- Marketing strategy and plan for Positive Leadership (at a national level)
- Curricular changes to emphasize Positive Leadership? Plan for course revisions and phase-in.
- Training related to Positive Leadership to equip FT and AF to teach Positive Leadership-focused courses within the Ed.D core.

Ed Lead and Org Lead:

- Ed Leadership proposal in multi-college model
- Higher-Ed Leadership proposal in multi-college model
- Assumed shared courses in research core and leadership development. Can this work? How should it work?
- Relationship between the programs? How close, how separate?

Impact on other existing concentrations:

- LET, CONR, HIED, Prin/Sup (students and faculty)

Competitive Analysis of the Ed.D platform:

- Program format, length, and cost
- Dissertation model and outcomes
 - Lit Review on current best practices
 - Perform a competitive analysis of peer Ed.D programs
 - Propose potential modification(s) to degree plan(s)

Dissertation Center:

- Consider operations within a multi-college model
- How to serve across Org Lead, Ed Lead, and DNP
- IRB modifications and concerns
- Potential modifications to dissertation model and courses to improve efficiency, lower cost, and improve quality
- Additional staffing needs

Research Center:

- New hires
- Research Committee - status and charge?
- 786 Quant -- KK will redesign in F1 and 2
- Living into R2 status
- IRB Leadership for Campus and Institution
 - Discuss as separate entity/department
- Encourage/extend research in masters level and bachelor degrees

Follow up:

Next meeting Aug 4 @ 12:30

MEMORANDUM

TO: Academic Council, College of Graduate and Professional Studies

FROM: Nannette W. Glenn, Ph.D.
Dean, CGPS

DATE: June 19th, 2023

RE: Required Institutional Support
New Program: Ed.D. in Educational Leadership

I have examined the items detailed as required institutional support for the creation, implementation, and maintenance of the new Ed.D. program in Educational Leadership, and it's two tracks: Principal Leadership and School Superintendent. I hereby acknowledge the obligation of this initiative and commit to providing the institutional support, as set forth.