

Form 1

COVER SHEET  
NEW DEGREE PROGRAM PLANNING NOTIFICATION OF INTENT  
(PLANNING NOI)

Program Information

Program Name: Educational Leadership

Institution Name: University of Washington Tacoma

Degree Granting Unit: Education  
*(e.g. College of Arts & Sciences)*

Degree: EdD Educational Leadership Level: Doctor Type: (of) Education  
*(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)*

Major: Educational Leadership CIP Code: 13.0401  
*(e.g. Chemistry)*

Minor: \_\_\_\_\_  
*(if required for major)*

Concentration(s): \_\_\_\_\_  
*(if applicable)*

Proposed Start Date: Summer 2012

Projected Enrollment (FTE) in Year One: 24 At Full Enrollment by Year: 2014 : 48  
*(#FTE) (# FTE)*

Proposed New Funding: \$470,000

Funding Source:  State FTE  Self Support  Other

Mode of Delivery / Locations

Campus Delivery Tacoma  
*(enter locations)*

Off-site \_\_\_\_\_  
*(enter location(s))*

Distance Learning Hybrid online and on campus  
*(enter formats)*

Substantive Statement of Need

Attach sheet

Contact Information (Academic Department Representative)

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Endorsement by Chief Academic Officer

2/23/2011  
Date

## **Program description and rationale: overview of the degree program and its goals**

In the south Puget Sound region, educators often find themselves in administrative positions requiring not only teaching expertise, but also leadership skills, policy knowledge, and the ability to affect positive organizational change, but without the background and experience to be successful and confident in such roles. These individuals are frequently experts in their professional disciplines; however, today's leaders are required to exhibit skill sets and knowledge bases that extend beyond the professional master's degree. Today's leaders must possess experience and expertise in program assessment, local and national accreditation and accountability processes, political advocacy, effective fiscal and human resource management, employing research to improve outcomes, teaching diverse learners, and managing change in organizations. These leaders must demonstrate emotional intelligence necessary to effectively lead a diverse workforce, as well as professional expertise, and high standards of legal, moral, and ethical behavior.

The University of Washington Tacoma proposes to address this issue by the creation of a self-sustaining doctoral program in Educational Leadership (EdD). UWT's Core Values are: Excellence, Community, Diversity and Innovation. These values grow out of the mission, to "educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery". This proposed program will engage the community in discourse and preparation to disseminate these values to the highest levels of educational leadership in education in the south Puget Sound.

The conceptual framework of the program organizes the preparation of students for roles as educational leaders, manager/administrators, and political advocates across the dimensions of Leadership, Diversity, Accountability, and Learning. Coursework required of all learners would emphasize

- leadership theory and evidence-based practice in complex environments;
- using research to improve educational outcomes;
- evaluation of the effectiveness of organizations in demonstrating accountability through accreditation;
- use of fiscal and human resources and capacity to meet constituent goals;
- creating innovative problem solving strategies to improve educational practices;
- planning for ongoing change; and
- professional role enactment, including political advocacy that exhibits high standards of legal, moral and ethical professional behavior.

This is designed to be a 92 credit, 3-year, cohort-based program. There will be core courses in leadership, which will be taken by all students. There will be courses for each specialty area (i.e., P-12 Education, Nursing, and Higher Education) that will further deepen the specific application of core knowledge.

### **Support of the Statewide Strategic Master Plan for Higher Education**

In response to the strategies outlined in the HECB master plan<sup>1</sup>, this program will focus on diversity by preparing leaders who will "promote cultural competence", and will replicate UWT's

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<sup>1</sup> The System Design Plan: A Statewide Plan for Moving the Blue Arrow URL: <http://www.hecb.wa.gov/research/masterplans/masterplansindex.asp>

precedent of increasing diversity of faculty, staff, and leadership in higher education. In the P-12 specialization, it will assist leaders in “creat[ing] higher expectations for all K-12 students”. The program’s focus will be on leading adults in educational institutions, engaging them in excellent professional development and creating systems of “lifelong learning”. The program will be scheduled for working adults, who will be able to learn through evening, weekend, and some hybrid on-line instructional media. This program will “promote economic growth” by preparing P-12 leaders to create and implement programs that draw students into higher demand fields. It will “promote economic growth and innovation” by increasing the number of high demand degrees (e.g., advanced level education for nurses). By delivering this locally, in Tacoma, it will meet the needs for doctoral level education in this region where there is none at the present time.

### **Administrative location of new program**

The University of Washington Tacoma EdD Program will be an interdisciplinary program. It will be administratively housed in the Education Program, and be overseen by a team of faculty and staff from Education and Nursing. Faculty will remain in their respective units. An advisory board will be created with input from both existing programs, and will include internal and external individuals with leadership roles from the three specialization areas.

### **Relationship or similarity to other degree programs (within the university and throughout the state)**

There are two comparable public degree programs in the state: University of Washington Seattle and Washington State University in Pullman, Vancouver, Tri-Cities and Spokane. There are three private EdD programs in Washington: Seattle University, Gonzaga, and Seattle Pacific University. The most comparable are WSU, UWS L4L, and Seattle University.

At the University of Washington in the College of Education, a comparable program is the Leadership 4 Learning (L4L) a three year program designed for working professionals. This EdD program provides advanced leadership education in preparation of K-12 Superintendents, Assistant Superintendents, and District Leaders in administration, business or finance, curriculum, special programs, staff development, and human resources; or educational leaders that link districts to non-profits, municipal offices, museum educators, etc. This program has drawn a few students from South Puget Sound and the South Olympic Peninsula regions. thus there may be some overlap in potential students. The University of Washington Seattle has an EdD program in Higher Education as well.

Washington State University’s Leadership for School Improvement Doctor of Education program is housed in the Department of Educational Leadership and Counseling Psychology of the College of Education. Serving all of WSU’s four campuses, and administered from the Vancouver campus, this program is a cohort-based program focusing on the theme of “Leadership for School Improvement.” Its primary focus is K-12 leadership.

Seattle University’s EdD program is a cohort-based program that offers a cross-disciplinary curriculum and a broad spectrum of cognates for students from corporations such as Boeing and Microsoft, community colleges, K-12 schools, religious institutions, and non-profits. It provides a strong social justice focus.

While each of these programs has been successful for their desired population in their regions, the UWT program will serve the neglected south Puget Sound region. UWT’s niche will include P-

12, as do the others, but will also focus on nursing education and higher education (including community college) administration.

UWT currently offers a MN in Nursing Education. We will be working with this program to utilize some courses and faculty. It is expected that graduates of this program may wish to continue on for their EdD. The EdD may accept some credits, as well as offer advanced preparation, beyond the MN for future nurse educators who wish to be doctorally prepared..

UWS currently has a Doctor of Nursing Practice (DNP) degree. There is little, if any overlap in that program and the proposed EdD program. The DNP is an applied doctoral degree for clinicians, and the EdD is for nurse educators.

## **Demand**

This proposed program attempts to rectify two shortage areas: 1) doctoral level preparation program opportunities, for applied educational leadership positions, and 2) the shortage of doctorally prepared educators in nursing education, K-12 administrators, and higher education administration.

Currently, there is no public university in the south Puget Sound region offering a program to prepare individuals for high level leadership roles in diverse educational settings, including P-12 public and private school systems, nursing education and staff development units, and higher education settings. Individuals from this region typically travel to Seattle (UWS, Seattle University, Seattle Pacific University), Vancouver/ Spokane/Tri-Cities/Pullman (WSU), or Oregon (U of O, Oregon State).

### State-level Reports of Demand

According to the HECB report on the Skilled and Educated Workforce<sup>2</sup>, “The higher education system will need to expand at all levels in the technical and professional fields listed above to meet employer demand” (p. 2). While much of the state-level strategic planning is dedicated to improving undergraduate education, in order to expand capacity in applied disciplines, we will address the faculty shortage in high demand applied areas, such as nursing, as well as the shortage of programs by which to educate faculty in instructional leadership for applied disciplines. Both Pierce County & South Sound to Coast regions show insufficient capacity to meet anticipated need.<sup>3</sup> According to the HECB strategic master plan, “At the graduate level, the needs are even greater ....Institutions planned growth, however, is insufficient to meet goals...” (p. 27).

### Need for Nurse Educators

There is a significant current and projected shortage of nurse educators. By 2014, the Task Force predicts that Washington will need to produce an additional 3,500 registered nurses, In fact, if there is no increase in the numbers of graduates of nursing programs, by 2025, Washington is expected to need an additional 25,000 registered nurses. In the focus groups held at UWT, the

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<sup>2</sup> <http://www.hecb.wa.gov/research/Issues/NeedsAssessment.asp>

<sup>3</sup> Washington Higher Education Coordinating Board (2009). The System Design Plan: A Statewide Plan for Moving the Blue Arrow URL: <http://www.hecb.wa.gov/research/masterplans/masterplansindex.asp>

perspective of experts suggested that the shortage of nurse educators has constrained the number of students admitted to nursing programs. (p. 5)<sup>4</sup>

According to the master plan from the Washington Center for Nursing,<sup>5</sup> “Approximately one half of the full-time faculty in BSN and above programs is doctorally prepared, and less than 7% of those teaching at the associate degree level are so prepared. This is considerably lower than in other comparable fields...This suggests a disparity in the educational resources of the nursing profession compared to similar fields and prompts a concern that the educational preparation of new nurses may not be sufficient to meet the challenges of future healthcare systems” (p. 31). Additionally, graduate nursing education has many of the same accessibility issues as entry-level education, (i.e., location, scheduling, affordability, perceived relevance and value). Many potential faculty are place-bound and must pursue geographically accessible educational opportunities (p.36). A key point of this organizations strategic plan to rectify this situation is “Promote educator tracks and faculty-role preparation as part of graduate nursing programs” (p. 29). The UWT EdD is designed to address this demand.

#### Need for P-12 School Superintendents and District Level Administrators

The Educator Supply and Demand in Washington State 2006 Report (2007)<sup>6</sup> reported an anticipated need for 73 new school superintendents by 2011, and the Office of the Superintendent of Public Instruction (OSPI) predicted “some shortage” of superintendents. Due to the current economic conditions, it is likely that some of those planned retirements may have been deferred, and may now be anticipated within the next few years. Superintendent of Franklin Pierce School District, Dr. Frank Hewins said, “The time is right and the demand for such a program in this area is high. I regularly encourage my most talented principals to pursue their EdD and superintendent certification. Many are interested but the choices of institutions available are limited, difficult to commute to, or lack enough flexibility in their programs to accommodate school administrators who work very long hours.”

#### Need for Higher Education

By testimony of the administrators from our focus groups and letters of support, institutions of higher education, including community and technical colleges prefer doctorally-prepared administrators and faculty, but there are very limited options for this level of educational preparation in our region. As Dr. Gerald Pumphrey, President of South Puget Sound Community College wrote, “Our community colleges face a growing leadership challenge. The average age of presidents is now 60... There are simply not enough people sufficiently advanced on the experiential education pathways to these levels of leadership to fulfill our further needs.”

#### UWT Demand Assessment: Potential Students

In addition to State level reports, we have conducted two regional needs assessments. We hosted a meeting, inviting local leaders from P-12 (primarily school superintendents), community colleges (from the key colleges served by UWT), and local nurse education centers (primarily

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<sup>4</sup> <http://www.hecb.wa.gov/research/Issues/NeedsAssessment.asp>

<sup>5</sup> Washington Center for Nursing (2008), A Master Plan for Nursing Education in Washington State. Retrieved from [www.wcnursing.org/faqs/WCN%20MP%204.2.08.pdf/at\\_download/file](http://www.wcnursing.org/faqs/WCN%20MP%204.2.08.pdf/at_download/file)

<sup>6</sup> Educator Supply and Demand in Washington State 2006 Report (2007). [www.k12.wa.us/certification/pubdocs/SupplyDemand2006.pdf](http://www.k12.wa.us/certification/pubdocs/SupplyDemand2006.pdf)

hospital administrators including military hospitals, and nurse education program at community colleges). We focused questions on need in terms of quantity, types of leadership vacuums perceived in area, and possible curricular demands.

A survey of needs was conducted of potential students in the south Puget Sound region. With the assistance of P-12 Superintendents, nurse educators, and college level administrators surveys were sent to the populations they felt could benefit from doctoral preparation. 319 surveys were returned—161 (50.7%) from P-12 administrators, 73 (23.03%) from higher education administrators, 81 (14.51%) from nursing administrators, and 56 (17.67%) from other fields. This included candidates from rural, suburban and small city populations. Only 13 individuals (5%) reported living in a city over 500,000—suggesting that our potential students were not from Seattle area. Most (84%) were employed full time.

The results suggest a ready market for this program. On a scale of 1 (not at all likely), 3 (moderately likely) to 5 (very likely), when asked, “How likely are you to pursue any graduate education within the next 5 years?” 172 (54.61%) replied 4 or 5. When adding in 3 (moderately likely), the total was 258 individuals (81.91%). Three other aspects of need for this UWT program were clear from the survey. Geographical location of the campus was a significant factor for 90% of the respondents. The reputation of the university was significant for 93%. The program being related to their current job was important to 93%. Designing and delivering a University of Washington doctoral program in Tacoma, designed for working professionals, meets these needs.

Employers support these employees through multiple resources. Professional development funds were reported available to 138 (48%) of respondents in their desire to pursue graduate education. Accomplishment of the degree resulting in higher pay was reported by 104 (36%), and 115 (40%) reported that they would be allowed flexible scheduling in order to attend graduate school.

This program will be designed for 24 students (8 per concentration area) for Year One. One new cohort of 24 will be added each year. At year 3, it will be fully enrolled with 72 students.

### **Preliminary Budget**

Due to restricted state-support for higher education at this time, the proposed program would be a self-sustaining, fee based program, and will work with UW Educational Outreach in creation of a fiscal model. A Preliminary budget suggests the cost to students will be approximately \$500 per credit at 92 credits, for a total cost of \$46,000 for the degree. This is at the median range of other similar programs, and almost the same as the UW L4L program.