Washington State University
MAJOR CHANGE FORM – REQUIREMENTS

NOTE: If proposing a new program (degree) or extending, moving, consolidating, eliminating or renaming an existing program (degree), these proposals must first go through the Provost’s Office review process. Please do not use this form. Please contact the Provost’s Office for directions on processing program (degree) proposals.

SUBMITTING PROPOSAL – Follow the steps on form, then:
☐ Submit one electronic copy of complete packet of signed form/rationale statement/supporting documentation and/or edits to wsu.curriculum@wsu.edu.
☐ Send the original stapled packet PLUS 10 stapled copies of packet to the Registrar’s Office, campus mail code 1035.

Department Name: Educational Leadership, Sport Studies, & Educational/Counseling Psychology

1. Check proposed changes:
   ☐ New Plan (Major) in ______________________ to ______________________ CIP# ______.
   ☐ Change name of Plan (Major) from Educational Leadership to Three plans: K-12 leadership; higher education; teacher leadership.
   ☐ Revise certification requirements for the Plan (Major) in
   ☐ Revise Plan (Major) requirements in Statewide Ed.D. in Educational Leadership
   ☐ Drop Plan (Major) in ______________________
   ☐ New Sub-Plan (Option) in ______________________ CIP# ______.
   ☐ Change name of Sub-Plan (Option) from ______________________ to ______________________.
   ☐ Revise requirements for the Sub-Plan (Option) in
   ☐ Drop Sub-Plan (Option) in ______________________
   ☐ New Minor in ______________________ CIP# ______.
   ☐ Change name of Minor from ______________________ to ______________________
   ☐ Revise Minor requirements in
   ☐ Drop Minor in ______________________
   ☐ New Certificate in ______________________ CIP# ______.
   ☐ Change name of Certificate from ______________________ to ______________________
   ☐ Revise Certificate requirements in
   ☐ Drop Certificate in ______________________
   ☐ Other

2. Effective Date: Fall 2016 (Requirement changes are effective for following fall terms.) Submission deadline is Oct 1st.
   NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

Contact: Gordon Gates
Phone number: (509) 358-7749
Email: gates@wsu.edu
Campus mail code: 1495

3. PLEASE ATTACH A RATIONALE STATEMENT giving the reasons for each request marked above, and explaining how this impacts other units in Pullman and other campuses (if applicable).

4. PROVIDE SUPPORTING DOCUMENTATION AND/OR CURRENT CATALOG COPY with edit marks showing requested changes.

5. SIGN AND DATE APPROVALS.

Chair Signature/date 1/21/15
Dean Signature/date
CSC Date

Chair Signature/date
Dean Signature/date
AAC or GSC Date
Senate Date
Phyllis,

Thank you for your work on this. I assume you know what the next steps are as you proceed with this.

Best,

mike

Mike:
Thank you for your memo dated December 16 concerning the discontinuance of moribund degree programs in the College of Education. If I counted correctly, this recommendation involves taking 72 programs “off the books”! I don’t know how they all got there, but this is a great “clean up job” on the part of you and your leadership team. The removal of these programs will also help us streamline many of our administrative processes involving graduate program management. Please proceed with the necessary “next steps” in consultation with our colleagues in the Graduate School.

Best regards,

Dan

Daniel J. Bernardo
Provost and Executive Vice President
Washington State University
PO Box 641046, Pullman, WA 99164-1046
Phone: 509-335-5581 Fax: 509-335-0103
Rationale Statement

The purpose of this curriculum change is to change the academic structure of the existing Doctorate of Education (EdD) in Educational Leadership to include three separate Plans: K-12 leadership, teacher leadership, and higher education leadership.

In 2001, the Washington Higher Education Coordinating Board approved the EdD in Educational Leadership as a statewide program to serve students on the four campuses of Washington State University (Pullman, Spokane, TriCities, and Vancouver). In 2005, the EdD in Teacher Leadership was also approved to be delivered as a program on each of these campuses. A third program, the EdD in Higher Education Administration, focused on preparing educational leaders in higher education administration, but was only offered on the Pullman campus. Due to budget reductions in 2010, the EdD in Higher Education Administration was suspended. Since then, applicants employed by colleges and universities (i.e., applicants traditionally served by the EdD in Higher Education Administration program) have applied and been accepted to both the EdD in Teacher Leadership and the EdD in Educational Leadership programs, since there actually was overlap in content among these areas. Professional educators were not alone in viewing the overlap in content and outcomes for preparation of classroom, building, district, and post-secondary leaders as faculty and administrators, the College of Education also recognized similarities in the programs. In 2012 the College of Education began discussing the possibility of forming one EdD degree that would include all three areas as specializations (K-12 leadership, teacher leadership, and higher education leadership). This proposal is to request that curriculum change. In order to accomplish this, we are closing the EdD in Higher Education Administration (Pullman campus only) and the EdD in Teacher Leadership (Pullman, Spokane, TriCities, and Vancouver). A Notice of Intent has been submitted to the provost to close these programs, and approval by him to go forward was received on Dec. 22, 2014 (see attached email). We are now in the next phase of that process and will be submitting a Major Curriculum Change to officially close these two programs.

We are requesting to now offer only the original statewide approved EdD in Educational Leadership with three specializations (K-12 Educational Leadership, Teacher Leadership, and Higher Education Leadership), which require 62 credits of shared coursework and at least 10 credits for each specialization.

A committee was established in 2013 to administer the Statewide EdD in Educational Leadership. The committee focused this year on developing operational efficiencies in managing course enrollments and student access to courses across campuses while strengthening curriculum for improvements in student learning outcomes. The proposed change in course requirements was formulated and unanimously approved by the Statewide EdD in Educational Leadership Program Committee; when presented to the faculty, they voted 21 approve, 2 against, and 6 absent/abstain. Details of the proposed change in course requirements are presented in attached documents: 1) Summary of the current and proposed course requirements, 2) Course enrollment analysis, and 3) Explanation of changes in course requirements.

The proposed modification will reduce the number of courses with small enrollments and provide predictability for course rotation, but more importantly these changes will strengthen several components of program curriculum to enhance student knowledge and skills aligned with and assessed by the program’s learning outcomes.
Summary of Current and Proposed Course Requirements for the Statewide EdD in Educational Leadership

Current Program Requirements

A minimum of 72 semester credit hours is required for completion of the Statewide EdD in Educational Leadership degree. These hours must include at least 42 graded coursework credits and at least 20 credits of EdAd 800 (Dissertation Research). The program of study should include a solid core of educational leadership, teaching and learning, or higher education courses as appropriate for the selected specialization.

Each specialization—K-12 Leadership, Teacher Leadership, and Higher Education Leadership—includes a core of four course that are required respectively for inclusion on the Program of Study as part of the 42 hours of graded coursework. These courses reflect some of the major content strands of the program: Leadership Development; Policy and Systems; Ethics, Diversity and Social Justice, and Action Inquiry.

The table below identifies required courses for each specialization, as indicated in the 2014-15 handbook.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>K-12 Leadership</th>
<th>Teacher Leadership</th>
<th>Higher Education</th>
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<tbody>
<tr>
<td>EdAd 520 (3) Seminar Curriculum &amp; Instruction*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 580 (3) School Organization &amp; Admin</td>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 582 (3) Policy Formation in Education</td>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 512 (3) Leadership Studies</td>
<td>Required</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>T&amp;L 577 (3) Curriculum Theory</td>
<td>Required</td>
<td></td>
<td>Required</td>
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<tr>
<td>T&amp;L 560 (3) Research into Teaching</td>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 501 (3) History &amp; Philosophy of Education</td>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EdAd 572 (3) History of Higher Education</td>
<td>Required</td>
<td></td>
<td></td>
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<tr>
<td>EdAd 561 (3) Intro to Student Develop Theory</td>
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<td></td>
</tr>
<tr>
<td>EdAd 578 (3) Higher Education Law &amp; Ethics</td>
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<td></td>
</tr>
<tr>
<td>EdAd 579 (3) Administration of Higher Education</td>
<td>Required</td>
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The following courses (or equivalent) are required as part of the 42 hours of graded coursework and should be included on the Program of Study.

Research Requirements – minimum of 15 semester credits
EdPsy 508 (3) Educational Statistics
EdRes 563 (3) Principles of Research
EdRes 564 (3) Qualitative Research
EdRes 570 (3) Action Research
EdRes 571 (3) Doctoral Dissertation Preparation
Additional Research Requirement
For students using quantitative methods in their dissertation research:
EdRes 565 (3) Quantitative Research

Foundations Requirements – minimum of 6 credits
Ed Ad 503 (3) Values and Ethics of Leadership
T&L 589 (3) Race, Identity and Representation in Education

The balance of the credits will be EdAd 800 – research credits to bring the total program credits to 72 hours.

Proposed Program Requirements

A minimum of 72 semester credit hours is required for completion of the Statewide EdD in Educational Leadership degree. These hours must include at least 42 graded coursework credits and at least 20 credits of EdAd 800 (Dissertation Research).

Each specialization—Educational Leadership, Teacher Leadership, and Higher Education Leadership—share a leadership core of five courses that are required on the Program of Study as part of the 42 hours of graded coursework. In addition to the core leadership courses, students are required to take three Foundations courses and a minimum of five research methods courses. These courses frame the major content strands of the program for student learning: Leadership Development; Policy and Systems; Ethics, Diversity and Social Justice, and Action Inquiry.

Leadership Core Courses – minimum of 15 semester credits
EdAd 512 (3) Leadership Studies
EdAd 582 (3) Policy Formation & Analysis in Education
EdAd 580 or 587 (3) School Organization or School Administration
T&L 577 (3) Curriculum Theory
EdAd 561 (3) Intro to College Student Development

Foundation Courses – minimum of 9 semester credits
EdAd 503 (3) Values & Ethics
T&L 589 (3) Race & Identity
EdAd 501 (3) History & Philosophy

Research Requirements – minimum of 15 semester credits
EdRes 570 (3) Action Research
EdPsy 508 (3) Educational Statistics
EdRes 563 (3) Principles of Research
EdRes 564 (3) Qualitative Research
EdRes 571 (3) Doctoral Dissertation Preparation

Additional Research Requirement
For students using quantitative methods in their dissertation research:
EdRes 565 (3) Quantitative Research
Specialization Electives and/or Non-graded – minimum of 10 semester credits
Educational Leadership: EdAd 590, EdAd 522, EdAd 581, EdAd 587, EdAd 516, EdAd 583, EdAd 589; EdAd 513
Teacher Leadership: T&L 590, T&L 560, T&L 565, EdAd 514, EdAd 515
Higher Education Leadership: EdAd 590, EdAd 578, EdAd 579
Course Enrollment Analysis

With the current course requirements, each of the three specializations required four core courses, with the exception of one course shared between Teacher Leadership and Educational Leadership. With enrollment split by specialization, several of the 11 core courses tended to receive small enrollments or were dependent on students in other programs. Several times courses have been canceled due to small enrollment (e.g., EdAd 572 in Fall 2014). The following tables present enrollment data for the core courses for the past two years, excluding courses in the summer institutes as they are shared research and foundations courses.

### Spring 2013

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Student Enrollment</th>
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<tbody>
<tr>
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<td>EdD</td>
</tr>
<tr>
<td>T&amp;L 560</td>
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<td>EdAd 582</td>
<td>Policy Formation in Education</td>
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### Fall 2013

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<td></td>
<td>EdD</td>
</tr>
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<td>T&amp;L 577</td>
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<tr>
<td>EdAd 501</td>
<td>History &amp; Philosophy of Educa</td>
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<tr>
<td>EdAd 561</td>
<td>Intro to Student Development Theory</td>
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<tr>
<td>EdAd 572</td>
<td>History of Higher Education</td>
<td>3</td>
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### Spring 2014

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<td></td>
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<td>EdD</td>
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<tr>
<td>T&amp;L 560</td>
<td>Research into Teaching</td>
<td>5</td>
</tr>
<tr>
<td>EdAd 520</td>
<td>Seminar in Curriculum and Instruction</td>
<td>6</td>
</tr>
<tr>
<td>EdAd 578</td>
<td>Higher Education Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EdAd 579</td>
<td>Administration of Higher Education</td>
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### Fall 2014

<table>
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<tr>
<th>Course</th>
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<tr>
<td></td>
<td></td>
<td>EdD</td>
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<tr>
<td>EdAd 501</td>
<td>History &amp; Philosophy of Educa</td>
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<tr>
<td>T&amp;L 577</td>
<td>Curriculum Theory</td>
<td>4</td>
</tr>
<tr>
<td>EdAd 512</td>
<td>Leadership Studies</td>
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<tr>
<td>EdAd 580</td>
<td>School Organization and Adminstration</td>
<td>20</td>
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<td>EdAd 561</td>
<td>Intro to Student Development Theory</td>
<td>4</td>
</tr>
<tr>
<td>EdAd 572</td>
<td>History of Higher Education</td>
<td>Canceled</td>
</tr>
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</table>
Students in other programs—mostly in master’s programs with a few students in PhD programs—provided the bulk of enrollment for core courses that are part of the Teacher Leadership and Higher Education Leadership specializations.

**Explanation of Proposed Changes**

One of the major purposes of the Statewide EdD in Educational Leadership program is facilitation of participant development in leadership knowledge and skill to improve and promote learning for **all** P-20 students. The different core course requirements for each of the specializations, however, are seen as perpetuating or maintaining traditional barriers in preparation that carry over into educational policy and practice. Separate core courses for each of the specializations limit student experiences and understanding of leadership for working with others across role, position, and organizational boundaries. The program’s summer institutes and research courses provide the forum for students from the three specializations to learn together and develop needed skill for collaboration in utilizing research, implementing policy, and reforming practice. Both the summer institutes and research courses have been assessed by students as highly successful. The program faculty desired to strengthen and increase opportunities for students in the specializations for studying and conversing about shared and systemic issues in education. The proposed change in the required courses corrects weaknesses and builds on the most effective components of the program.

The program evaluation provided evidence and analysis of the value and benefit to EdD students from the three specializations in sharing common coursework. Program faculty sought to select courses for the leadership core that would best facilitate or address the following purposes. First, faculty desired to include course(s) from each of the specializations that would provide or engage students in critical conversations about issues relevant to all educational leaders. The selected courses, however, would also convey or include qualities that were particularly salient to one or more of the specializations. Second, the leadership development focus of the program needed to remain paramount. Third, the shared leadership courses could not result in an increase in required credits. Five courses were chosen as the leadership core for the EdD given these objectives (i.e., EdAd 512 Leadership Studies, EdAd 582 Policy Formation & Analysis in Education, EdAd 580 or 587 School Organization or School Administration, T&L 577 Curriculum Theory, and EdAd 561 Intro to College Student Development).

EdAd 501 History and Philosophy of Education, which was a requirement of Teacher Leadership, was relisted appropriately as a foundations course, to be required for all students. This change increased the number of foundations courses to three.

Finally, the research course sequence is also changed as part of this proposal. Action research is the primary method of inquiry for student dissertation projects. Faculty have noted student
difficulties in adopting the model for their research. Action research has been one of the later courses in the research sequence, which students take after they have been engaged in research projects and content that reflect more traditional research methods. Beginning the research course sequence with EdRes 570 Action Research would allow faculty to prepare and reframe how students interpreted the strategies, problems, and arguments about methods presented in later coursework. Students in the PhD programs in the College of Education are required to take EdRes 562 Epistemology, Inquiry, and Representation as their first research course in the research sequence—even before taking EdRes 563 Research Methods. Students in the EdD program have no similar prerequisite for taking EdRes 563 and have been at a disadvantage in the course compared to their PhD peers. Starting the research sequence for EdD program with EdRes 570 would expose EdD students to the philosophical questions, readings, and discussions that undergird this method, which would be comparable to some of the content that PhD students receive in the EdRes 562.

It is important to note that the proposed changes in the program do not modify the number of credits nor will they impact the length of time to degree. The modification will reduce the number of courses with small enrollments, improve predictability for course rotation needs and assist in tracking students in ZZUSIS.
### Current ZZUSIS set up for the EdD Educational Leadership program

<table>
<thead>
<tr>
<th>Academic Group Description</th>
<th>Academic Organization Description</th>
<th>Program Description</th>
<th>Plan Description</th>
<th>Degree Offered</th>
<th>Thesis/Non-Thesis</th>
<th>Pullman</th>
<th>Spokane</th>
<th>TriCities</th>
<th>Vancouver</th>
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### Set up in ZZUSIS for the EdD Educational Leadership program after the restructuring

<table>
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<th>Academic Group Description</th>
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