Academic Affairs Committee

May 2017

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING
3:30 P.M. **
MAY 4, 2017
BOARD ROOM
MARTIN HALL – THIRD FLOOR
RADFORD, VA

DRAFT

AGENDA

- **CALL TO ORDER**   Dr. Susan Whealler Johnston, *Chair*

- **APPROVAL OF AGENDA**   Dr. Susan Whealler Johnston, *Chair*

- **APPROVAL OF MINUTES**   Dr. Susan Whealler Johnston, *Chair*
  February 16, 2017

- **ACTION ITEMS**   Dr. Joe Scartelli, *Interim Provost & Vice*
  President for Academic Affairs

  o Recommendation of Resolution for Approval of
     Doctor of Education (Ed. D.)

  o Recommendation of Resolution of Tenure
     Recommendations, 2017-2018

- **ACADEMIC AFFAIRS REPORT**   Dr. Joe Scartelli, *Interim Provost & Vice*
  President for Academic Affairs

  o Promotion of Faculty

  o Emeriti Faculty

  o Report from the Provost

- **REPORT FROM THE FACULTY SENATE**   Dr. Carter Turner, *President,*
  PRESIDENT   *Faculty Senate & Professor,*
  Department of Philosophy and Religious
  Studies

- **CLOSED SESSION**   Dr. Susan Whealler Johnston, *Chair*
  Freedom of Information Act 2.2-3711.A.10

- **RECOMMENDATION FOR AWARDING**   Dr. Susan Whealler Johnston, *Chair*
  HONORARY DEGREES

- **OTHER** Dr. Susan Whealler Johnston, *Chair*

- **ADJOURNMENT** Dr. Susan Whealler Johnston, *Chair*

** All start times for committees are approximate only. Committees meet sequentially in the order appearing. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.

<u>Academic Affairs Committee</u>
Dr. Susan Whealler Johnston, Chair
Mr. Randolph "Randy" J. Marcus, Vice Chair
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Ms. Georgia Ann Snyder-Falkinham
Dr. Carter Turner (non-voting, faculty advisory member)

RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING
10:30 A.M.
FEBRUARY 16, 2017
BOARD ROOM
MARTIN HALL – THIRD FLOOR
RADFORD, VA

DRAFT

MINUTES

COMMITTEE MEMBERS PRESENT
Dr. Susan Whealler Johnston, Chair
Mr. Randolph "Randy" J. Marcus, Vice Chair, *(left the meeting at 11:35 a.m., returned at 11:46 a.m.)*
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Dr. Carter Turner (non-voting, faculty representative)

COMMITTEE MEMBERS ABSENT
Ms. Georgia Anne Snyder-Falkinham

OTHER BOARD MEMBERS PRESENT
Ms. Mary Ann Hovis
Mr. Mark S. Lawrence
Mr. Kevon DuPree (non-voting, student representative)

OTHERS PRESENT
President Brian O. Hemphill
Dr. Irvin Clark, Interim Vice President for Student Affairs
Mr. Danny M. Kemp, Vice President for Information Technology & Chief Information Officer
Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs
Mr. Richard Alvarez, Chief Financial Officer and Vice President for Finance & Administration
Mr. Joe Carpenter, Vice President for University Relations & Chief Communications Officer
Ms. Margaret McManus, University Auditor
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Mr. Allen T. Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Ms. Mary Weeks, Secretary to the Board of Visitors
Radford University faculty and staff

CALL TO ORDER
Dr. Susan Whealler Johnston, Chair, formally called the meeting to order at 10:34 a.m. in the Board Room, Third Floor, Martin Hall on the campus of Radford University and noted that pursuant to the draft Agenda as published "All start times for committees are approximate only. Committees

meetings may begin either before or after the listed approximate start time as committee members are ready to proceed."

APPROVAL OF AGENDA
Dr. Johnston asked for a motion to approve the February 16, 2017 agenda. Mr. Randy Marcus so moved, Ms. Krisha Chachra seconded, and the agenda, as published, was unanimously approved.

APPROVAL OF MINUTES
Dr. Johnston asked for a motion to approve the minutes of the November 10, 2016 meeting of the Academic Affairs Committee, as published. Mr. Marcus so moved, Dr. Rachel Fowlkes seconded the motion, and the November 10, 2016 minutes were unanimously approved. A copy of the approved minutes can be found at http://www.radford.edu/content/bov/home/meetings/minutes.html.

REPORT FROM THE PROVOST
Dr. Joe Scartelli announced the forthcoming retirement of Dean Dennis Grady, College of Graduate Studies and Research, and introduced Dr. Laura Jacobsen, who will serve in this leadership capacity.

Dr. Scartelli reminded the committee that, at the November 10, 2016 meeting, he provided an overview report on accreditation of programs at Radford University. Some of the accredited programs lead to eligibility to sit for a licensure. Among the most important and rigorous is the NCLEX-RN for Nursing. Once again, Radford University Nursing graduates far exceeded the national and state pass-rate averages for "first-time test-takers". In 2016, students scored 94.4 percent exceeding both the national average of 88.1 percent and the Virginia state average at 88.2 percent.

Dr. Scartelli also highlighted international activity in Academic Affairs:
- Dr. Jennifer McDonel, Department of Music, and two of her music education students, traveled to Nepal presenting professional development workshops on best practices for teaching music to young children.
- Dr. Robert Trent, Department of Music, traveled with six of his guitar students to Vietnam and Thailand in a cultural and musical collaboration with musicians from those countries.
- Jim Borling, Director of Music Therapy, presented clinical workshops in Spain on the Bonny Method of Guided Imagery and Music, an area in which he has earned "fellow" status.
- Dr. George Low, Dean of the College of Business and Economics travelled to Bangalore, India in early January to investigate the possibility of offering our MBA program on the campus of the Ramaiah Institute of Management Studies (RIMS).
- Dr. Paul Currant, Director of International Education traveled to Beijing, Jinan, Shanghai, Nanjing visiting five universities.
- Dr. Matthew Turner, School of Communication, traveled to Iceland on a McGlothlin Faculty Travel Award.
- Dr. Egan Green, Department of Criminal Justice, traveled to London on a McGlothlin Faculty Travel Award to conduct research on issues related to wildlife crime, such as poaching and smuggling of endangered animals.
- Dr. Amanda Kellogg, Department of English, travelled to London to present her research at the Gloriana Conference, which annually presents research in all disciplines on the life and times of Queen Elizabeth 1.

- Dr. Jolanta Wawrzycka, Department of English, traveled to Rome with adjunct instructor, Ms. Katherine Smith, a graduate student, and an undergraduate student, to present their research at the James Joyce student research conference. Dr. Wawrzycka gave the keynote address at the conference.

REPORT FROM THE FACULTY SENATE PRESIDENT
Dr. Carter Turner, Faculty Representative for the Faculty Senate, reported that faculty are in early discussions regarding CORE 101 and 102 and the possibility of meeting course objectives utilizing courses within student's respective majors. If successful, this could free up 6 hours of curriculum and university resources while allowing students to take additional courses within their majors. This effort is faculty generated, based on feedback from faculty and students. He further reported on several High Impact Practice programs implemented by faculty in the Departments of Criminal Justice, Physics and the School of Teacher Education. Several of the programs are community-based outreach. It was noted that High Impact Practices could be used as a retention tool.

DISCUSSION ITEM
Process for new Program Development
Dr. Scartelli briefly described the process for development of curriculum proposals involving substantive program changes and new programs. He explained that ideas come from conferences, colleagues across the country, workshops, market demand, etc. Once an idea is formulated, faculty develop an outline of the program and start the vetting and approval process. The approval process at the undergraduate level starts with and follows in order: Department Curriculum Committee, Department Chair/School Director, College Curriculum Committee, College Dean, Professional Education Committee, Undergraduate Curriculum and Catalog Committee. Additionally, for graduate level courses, the proposal also goes through the Graduate Affairs Council and the Graduate Dean. At this point, the Governance Structure involves approval from the Student Government Association and the Faculty Senate, ending up in the Office of the Provost. At this point, the President, followed by the Board of Visitors consider the proposal. The State Council of Higher Education for Virginia (SCHEV) and finally SACS (if substantive) determine the outcome. Most proposals have a timeline of two years.

There was discussion about the Board of Visitors having earlier review of proposals. It was determined that, if a proposal has a substantive change or if it is a new program, proposals would be brought before the Board of Visitors Academic Affairs Committee for review and discussion one meeting prior to being placed on agenda for decision.

Proposal for Doctor of Education (Ed.D.)
Dr. Kenna Colley, Dean of the College of Education and Human Development and Dr. Brad Bizzell, Associate Professor in the School of Teacher Education and Leadership, discussed the proposal for the Doctor of Education (Ed.D.) including description of the specific Ed.D. aspects, the cohort model, needs assessment and costs for the program. Dr. Colley also noted that the proposal supports the adult learner, online population and fits within Radford University strengths in education. A copy of the Proposal for Ed.D., is attached hereto as **Attachment A and B** and is made a part hereof.

ADJOURNMENT

With no further business to come before the Committee, Dr. Susan Whealler Johnston, Chair, requested a motion to adjourn. Mr. Marcus so moved, Ms. Chachra seconded, and the motion was unanimously approved. Meeting adjourned at 12:04 p.m.

Respectfully submitted,

Ms. Mary Weeks
Secretary to the Board of Visitors

RADFORD UNIVERSITY

Office of the Provost

December 9, 2016

Joseph DeFilippo, Ph.D.
Director of Academic Affairs and Planning
State Council of Higher Education for Virginia
101 N. 14th Street - 9th floor
Richmond, VA 23219

Dear Dr. DeFilippo:

Radford University requests approval from State Council of Higher Education for Virginia (SCHEV) for a new Doctorate in Education degree program. The anticipated start date for this degree program is fall 2017. The proposed degree would be located in the College of Education and Human Development.

As the institution's chief academic officer, I fully support the proposal to initiate this program. Program graduates will be able to use inquiry and collaboration as tools to solve complex problems impacting academic performance that are unique to each school, community and region. They will be able to design solutions that will consider and interact with the social, economic, and political contexts outside of school. This is because the program is designed to prepare leaders in education through coursework, field experiences, and applied research activities. The required foundation courses reflect the unique needs of individuals who serve diverse schools and communities and must be prepared to implement evidence based practices to improve learning outcomes. In contrast to typical doctoral programs, the research courses extend beyond the more typical quantitative and qualitative methods offerings to include courses specifically geared towards practitioner-based, applied research. Another distinction of the proposed program is that research is complemented by planned, supervised field experiences. The proposed degree program was so designed specifically because traditional doctoral programs focus on the study of theory and academic research while those working in schools need pedagogy focused on making positive and sustainable changes in the practice of education.
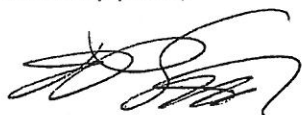
Retirements and population growth are increasing the demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time. These include many Radford University alumni.

The Doctorate in Education will build upon Radford University's history of successful professional education programs and is aligned with the current mission by preparing experienced practitioners to address compelling issues in their field and to become professionals with advanced skills impacting their profession and their communities. Radford University is committed in its mission statement to "...encouraging students to discover their leadership styles and fostering their growth as leaders."

A combination of new and existing faculty will teach and advise in the proposed program. Initially, a full-time doctoral director will be hired and new faculty members will be added in each of years one and two of the program. Revenue generated by new and increasing enrollments will be used to fund the additional faculty positions.

Please feel free to contact me or the SCHEV liaison, Dr. Dennis Grady at (540) 831-7163 or dgrady4@radford.edu with questions about this proposal or the degree program. Thank you for the attention your staff always gives to our proposals.

Sincerely yours,

Dr. Joseph P. Scartelli
Interim Provost and Vice President for Academic Affairs
Radford University

Enc.

1. Institution Radford University	2. Program action (Check one): New program proposal ✓ Spin-off proposal _____ Certificate proposal _____
3. Title of proposed program Ed.D in Education	4. CIP code 13.0101 (Education, general)
5. Degree designation Doctor of Education (Ed. D.)	6. Term and year of initiation Fall 2017

7a. For a proposed spin-off, title and degree designation of existing degree program
N/A

7b. CIP code (existing program)
N/A

8. Term and year of first graduates Spring 2021.	9. Date approved by Board of Visitors

10. For community colleges: N/A
    Date approved by local board
    Date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach
    letter(s) of intent/support from corresponding chief academic officers(s)

    N/A

12. Location of program within institution (complete for every level, as appropriate).

    Departments(s) or division of <u>School of Teacher Education and Leadership</u>

    School(s) or college(s) of <u>College of Education and Human Development</u>

    Campus(es) or off-campus site(s) <u>Main Campus</u>

    Online Delivery (web-based, satellite, etc.) <u>Online delivery</u>

13.   Name, title, telephone number, and e-mail address of person(s) other than the institution's
- Dr. Dennis Grady, Dean, College Graduate Studies and Research, dgrady4@radford.edu , 540-831-7163.
- Dr. Kenna Colley, Dean, College of Education and Human Development, kcolley@radford.edu, 540-831-5208.
- Dr. Amanda Bozack, Director, School of Teacher Education and Leadership, abozack@radford.edu , 540-831-5736.
- Dr. Brad Bizzell, Associate Professor, Educational Leadership, School of Teacher Education and Leadership, bbizzell@radford.edu, 540-831-5140.

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Description of the Proposed Program

Program Background

The purpose of the Ed.D in Education is to prepare new generations of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities. Problems of low academic achievement, low graduation rates, poor preparation for careers and further education, high rates of suspension, teacher and administrator turnover, and rapid technological change present challenges to school district leaders that cannot be solved by schools working in isolation. This program is designed with the purpose of preparing leaders through coursework, field experiences, and applied research activities to work collaboratively within their communities to improve outcomes for all students. The program proposes to enroll its first cohort of students in the Fall of 2017 and graduate its first degree holders in the Spring of 2021.

The Ed.D. in Education will develop leaders who can foster practical and constructive partnerships between schools and communities to improve student achievement while creating positive impacts on the quality of life and social and economic vitality of those communities. The educational professionals completing this program will be prepared to research, plan, implement, and evaluate innovative approaches to critical school and community problems and needs. Program graduates will know how to use inquiry and collaboration as tools to solve complex problems impacting academic performance that are unique to each school, community, and region relating to such issues as, poverty, disability, physical and mental health, and increasing student diversity including growing numbers of students who are English Language Learners. While all of these issues contribute to problems within schools program graduates will work collaboratively with both school and community stakeholders to design solutions that consider and interact with the social, economic, and political contexts outside of school.

The development of this program was prompted by several factors. The first factor is the poor fit between the traditional doctoral programs focusing on the study of theory and academic research and the needs of those working in schools for inquiry and pedagogy focused on making positive and sustainable changes in the practice of education[1]. Second, is the continued growth in demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders due to retirement and population increases. Third, Radford University's current undergraduate and graduate programs in education have created a large number of alumni who desire to continue their education at the doctoral level at Radford. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time.

Relationship to Radford University's Mission

Radford University was formed in 1910 as the State Normal and Industrial School for Women for the purpose of preparing teachers in an effort to expand Virginia's public school

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[1] Golde, C.M., & Walker, G.E. (2006). *Envisioning the future of doctoral education: Preparing stewards of the discipline.* San Francisco: Jossey-Bass

1

system. Radford University's first master's degree program was a Master's in Education and was launched 52 years ago in 1964. This doctoral program will build upon this history of successful professional education programs and is aligned with Radford University's current mission by preparing experienced practitioners to address compelling issues in their fields and to become professionals with advanced skills impacting their professions and their communities.

The current Radford University mission statement[2] includes "The University is committed to helping students develop creative and critical thinking skills, teaching students to analyze problems and implement solutions, encouraging students to discover their leadership styles, and fostering their growth as leaders". The proposed program is designed to develop executive level school division leaders who will use creative and critical thinking skills to analyze and solve problems of schools and their communities.

Accreditation

The accrediting agency for the educator preparation programs at Radford University is the Council for the Accreditation of Educator Preparation (CAEP, previously operating as NCATE). Radford earned full accreditation in Spring of 2012 and will be reviewed in the Fall of 2018 for continuing accreditation. CAEP is revising the accreditation process and has not yet established the standards for the advanced programs that would apply to this degree.

The university requires the program to establish student learning outcomes and a program assessment plan and to report results of the candidate assessments and other program assessments each year to the Dean and to the university Academic Assessment Office and to report how program assessment results lead to program improvement. This process is aligned with requirements for CAEP accreditation. CAEP does not require specific courses, but they do expect the program to include "knowledge of the literature of the discipline and to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences"[3]. This is solidly addressed in the curriculum and assessment plans.

Admission Criteria

Admission into the doctoral program will be competitive and based upon several criteria. In order to be considered for acceptance into the ED.D. program, applicants must complete the following:
1. Submit a complete application on the Graduate College website.
2. Hold a master's degree.
3. Provide official transcripts from all postsecondary schools.
4. Submit three letters of recommendation addressing the applicant's potential as a doctoral student:
   - at least one must be from a current or most recent employer;
   - at least one must be from a professor or instructor familiar with applicant's academic work;
5. Submit a current full resume with links to any published articles or texts.
6. Submit a writing sample describing career goals and how an advanced graduate credential through this program will assist the applicant in meeting those goals (3-5

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[2] http://www.radford.edu/content/radfordcore/home/about.html
[3] SACS 3.6.2

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page narrative).

7. International applicants whose native language is not English must achieve an acceptable score on the TOEFL examination. They must also submit an approved credential report for coursework completed outside the United States. Minimal acceptable TOEFL scores:
   - Paper Based 575
   - Internet Based 88-89
   - Computer Based 230.
8. Complete a personal interview with graduate education faculty.
9. If candidates intend to apply for state licensure in educational administration, they may be required to verify specific immunization records as well as complete a criminal background check. Applicants are reminded that a felony conviction may affect a graduate's opportunities to attain state licensure and/or administration of certification exams. Applicants seeking additional information are encouraged to review information on the following website: Virginia State Police Criminal Records Check.

Consideration of the student's professional background and experiences along with a transcript review will factor into the student's program of study. Final admission decisions will be made based on a holistic review of each applicant.

Target Population

This degree program would serve the following target populations.
- Educators who wish to work towards an advanced degree in educational leadership and licensure as a school superintendent.
- Professionals in the field who seek to advance their knowledge and earning potential through the attainment of a terminal/graduate degree.
- Professionals in the field who wish to refocus their expertise on the development of leadership skills and the management of school-based teams and issues.
- Teachers, community leaders and those in human development fields who work collaboratively with public schools who wish to enhance their skill sets in these roles.
- Geographically, the primary focus will be students from southwest Virginia making Radford the only institution offering this degree with such a primary focus. The demand data from Superintendent's Regions VI and VII detailed later in this proposal supports this focus.

Program candidates will bring a critical component: several years of practical experience in their fields and master's degrees (already acquainted with research and research-based practices) upon which they can build executive levels of professional leadership knowledge and skill.

Time to Degree

Part time students can complete the program in 3-4 years. The program design allows students to maintain competitive, full-time employment while working on an advanced degree. Coursework will be offered year round.

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Curriculum

Radford University's proposed Ed.D. in Education program will require a minimum of 63 credit hours of graduate-level courses, an internship, and an applied dissertation.

The required foundations courses reflect the unique needs of individuals who serve diverse schools and communities and who must be prepared to implement evidence-based practices to improve learning outcomes of all students through collaboratively planned improvement efforts. The course, Models of Change for School and Community Leaders, is unique in its design explicitly preparing leaders to work collaboratively between school and community to implement improvement.

Foundations Courses (4 courses; 3 credit hours per course for 12 credit hours)

- EDEF ___ Models of Change for School and Community Leaders (3)
- EDEF ___ Social and Cultural Foundations of Education (3)
- EDEL ___ Leadership in the 21st Century (3)
- EDEF ___ Advanced Learning Sciences (3)

The research courses extend beyond the more typical Quantitative and Qualitative Methods courses to include two courses geared specifically towards practitioner-based, applied research. These include Applied Research Methods and Program Evaluation. In combination, these four courses prepare school district leaders with the practical research skills to evaluate and improve conditions for learning for students.

Research Courses (4 courses; 3 credit hours per course for 12 credit hours)

- EDEF ___ Applied Research Methods (3)
- EDEF ___ Quantitative Methods I (3)
- EDEF ___ Qualitative Methods I (3)
- EDEF ___ Program Evaluation (3)

In contrast to typical doctoral programs, the proposed program includes planned, supervised field experiences for students. Students, in consultation with faculty, will engage in field experiences during either two or three semester to extend and complement course work and research activities. 180 clock hours of activities will be completed for each three credit hour internship course.

Field Components (6-9 credit hours. Internship and Electives combined must total 15 credit hours)

- EDEL ___ Internship in School District Leadership: (3)

The Educational Leadership Core courses address the content required for licensure as a superintendent and prepare students for multiple, district-level positions including superintendent, assistant superintendent, and director of such areas as instruction, human resources, finance, and special education,.

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Educational Leadership Core (5 courses; 3 credit hours per course for 15 credit hours)

- EDEL ___ Advanced School Law (3)
- EDEL ___ Leadership for Human Resources (3)
- EDEL ___ Leadership for Teaching and Learning (3)
- EDEL ___ Policy and Governance of Schools (3)
- EDEL ___ School Finance and Operations (3)

In order to meet the specific needs of each student, two to three elective courses will be selected that will better prepare students for the specific, planned career path or research interest. Courses, including independent studies, will be selected by students in consultation with faculty.

Flexible Electives (6 to 9 credit hours, Internship and Electives combined must total 15 credit hours)

Students will complete an applied dissertation as the capstone experience of the program. They will research, plan, implement, and evaluate innovative approaches to a critical school district problem. Students will be focused throughout the program on developing and refining their research topics. Assignments and comprehensive exams will continuously monitor progress towards and support the development of the professionally anchored dissertation. Students will work with a variety of stakeholders associated with the dissertation, such as faculty, school and community members, and other graduate students.

Dissertation Hours (minimum of 9 credit hours)

- EDUC ___ Doctoral Research (3)

Graduate degree requirements and a sample curriculum (plan of study) for part-time students are provided in tables 1 and 2 below. It is anticipated that all students will be part-time.

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Table 1. Graduate Degree Requirements

Milestone	Occurrence in Program	Purpose/Description
Pre-prospectus qualifying comprehensive exam Student will also submit an electronic portfolio for review and feedback.	• Successful completion of first 12 credits of course work	• To determine readiness for continuing in the program. • The written exam will constitute an analysis of a student's understanding of course content outcomes and a student's general technical writing ability.
Identify chair and committee	• Successful completion of pre-prospectus	• Student will begin to formulate research question(s).
Prospectus exam (a second comprehensive exam) Student will also submit an electronic portfolio for review and feedback.	• Successful completion of 36 credits of course work	• This written exam will be the basis of the first chapter of the professionally anchored dissertation. • Evaluation of the exam will include an analysis of content knowledge, skills, and dispositions related to student's proposed dissertation topic. • The exam process will require an adequate oral presentation to the student's committee presented as part of the student's electronic portfolio.
Dissertation proposal	• Successful completion of 54 credits of course work	• Student will submit and present the dissertation proposal (first three chapters) to their committee for approval.
Dissertation defense	• Approval of dissertation proposal	• Upon successful completion of all course and comprehensive exams, a dissertation defense will be conducted. • The electronic portfolio will be incorporated into the defense.

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Table 2. Sample Plan of Study – Part Time Students (63 Credits)

Year	Fall	Spring	Summer
Year One **18 Credit Hours**	Social and Cultural Foundations of Education (03) Leadership in the 21st Century (03) **Total Cr. Hrs. 6**	Advanced Learning Sciences (03) Models of Change for School and Community Leaders (03) **Total Cr. Hrs. 6**	Applied Research Methods (03) Internship or Elective (03) **Total Cr. Hrs. 6**
Year Two **18 Credit Hours**	Qualitative Methods I (03) Leadership for Teaching and Learning (03) **Total Cr. Hrs. 6**	Quantitative Methods I (03) Policy and Governance of Schools (03) **Total Cr. Hrs. 6**	Program Evaluation (03) Internship or elective (03) **Total Cr. Hrs. 6**
Year Three **18 Credit Hours**	Leadership for Human Resources (03) Internship or Elective (03) **Total Cr. Hrs. 6**	Advanced School Finance and Operations (03) Internship or elective (03) **Total Cr. Hrs. 6**	Advanced School Law (03) Dissertation Credit Hours (03) **Total Cr. Hrs. 6**
Year Four **9 Credit Hours**	Internship or elective (03) Dissertation Credit Hours (03) **Total Cr. Hrs. 6**	Dissertation Credit Hours (03) Diss. Defense **Total Cr. Hrs. 3**	

Online Delivery Format

Radford University's Ed.D. program will utilize a unique blended-online format accessible to students anywhere there is an Internet connection. The online format provides the flexibility necessary to meet the needs of fulltime professionals completing doctoral study part-time. The program will use a combination of synchronous learning activities where the students and faculty will engage each other in real time in an online classroom as well as asynchronous activities in which the students complete work according to their individual schedules. Strategically planned and timed face to face sessions will extend and support the online activities. Radford University's Master's of Science in Educational Leadership program has successfully used this blended-online model for four years with excellent student outcomes.

Each student enrolled in the program will be responsible for maintaining a digital portfolio of artifacts representing the successful learning and application of all program outcomes. This portfolio may include all assessment results from specific courses, as well as individual rubrics and general feedback provided within performance evaluations for projects, course exams, papers, comprehensive exams, and dissertation components.

Resources to Support the Delivery Format: The coursework described will be delivered online using a variety of technologies within a comprehensive Learning Management System (LMS) and utilizing Adobe Connect for synchronous, online class meetings. Currently, Radford University employs the Desire2Learn (D2L) LMS. D2L provides a space for the delivery of content asynchronously, discussion board participation, assessment, digital portfolio management, and assignment submission, grading, and feedback. Adobe Connect is used to conduct class sessions in real time using audio, video, chat, and document and desktop sharing. All software needed to develop online course materials/resources is readily available to faculty through Radford University's Division of Information Technology.

Faculty Development Resources: All faculty teaching in online programs participate in training in online education through Radford University's Center for Innovative Teaching and Learning (CITL). CITL staff provide learning opportunities relating to the use of D2L, Adobe Connect, and in the application of Quality Matters standards to online course development. CITL employs instructional designers to assist faculty in the development of online courses. All faculty teaching in online programs have completed Quality Matters training and future faculty will be expected to do so.

Student Retention and Continuation Plan

Students enrolled in the program must meet all requirements for continuance as detailed in the *Graduate Catalog*. In addition, specific criteria have been identified to measure success in achieving each of the goals outlined for the program:

1. Upon acceptance into the program, all students will be assigned a faculty advisor from the graduate faculty. The advisor will assist with degree planning, course scheduling, pre-prospectus and prospectus exams, professional and academic guidance, and mentoring until a dissertation chair is selected. Students will work closely with their advisor on all aspects of the program until a dissertation chair is selected. The dissertation chair may or may not be the faculty advisor.

2. The dissertation chair will be responsible for guiding the student through development, implementation, and final defense of the dissertation. The chair will also assist students with the selection of a committee to advise the student through the dissertation proposal and final defense.

3. Students will develop and maintain an electronic portfolio. It will detail their work, experiences, and reflections as related to criteria specified by the director of the Ed.D. program and an advisory council to be established by the director to guide the degree implementation and progression. Portfolios will be submitted and reviewed periodically throughout the program of studies. The portfolio will be maintained within the Learning

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Management System used to facilitate coursework, and artifacts from individual courses, such as exam performances and research papers, will be included in the portfolio.

4. Course-specific student outcomes will be assessed through various course assignments, activities, and examinations.

5. Specific degree progression requirements are described in the previous section (Table 1).

Faculty

The Ed.D in Education program is housed in Radford University's School of Teacher Education and Leadership. The number of faculty in STEL is as follows:

Full-time Teaching and Research Faculty: 36

Part-time Teaching Faculty: 0

Adjunct Faculty: 38

Radford University's School of Teacher Education and Leadership faculty teach in the areas of Early Childhood/Early Childhood Special Education; Educational Leadership; Educational Technology; Elementary Education; Foundations; Human Development; Literacy Education; Mathematics Education; Middle Education; Secondary Education – Mathematics, Science, and Social Studies; and Special Education – Adapted Curriculum K-12, General Curriculum K-12, Hearing Impairment, and Visual Impairment.

The proposed program will have nine core education faculty members committed to the program. The minimal qualifications for faculty will be an earned doctorate and graduate level faculty status. A director will be hired to manage the program and teach. Two educational leadership faculty members will design and manage the majority of the educational leadership courses, while three different faculty members will teach research and evaluation courses. Additionally, an educational technology faculty member and two foundations/literacy faculty members will manage the design and teaching of other coursework. All nine faculty members will share advisor responsibilities.

Support faculty include those faculty members whose primary responsibilities are within other areas of STEL's various education programs, yet who possess extensive experience and credentials in specific competency areas within the Ed.D. program of study. Support faculty may teach in the areas of foundations, research, educational leadership, or an elective course.

Program Administration

The Ed.D. in Education program will be administered by the Dean of the College Education and Human Development as one of seven schools/departments/programs within the College. A director will be hired to oversee curriculum development, student recruitment, and operational activities for the program. In year two of the proposed program a part-time administrative assistant will be hired to work directly with the director, faculty and students.

The program's curriculum will be developed and approved through established policy and practice that includes review and approval at the school, college, and graduate college levels. The students will be subject to all policies established and enumerated through the graduate catalog and program handbook administered by the program director and College of Graduate Studies and Research administration.

Student Assessment

Learning Outcomes

   All students who successfully complete the program must demonstrate specific skills within eight distinct competency areas. These competency categories were derived from an analysis of graduate program requirements at universities within the United States offering advanced degrees in areas such as educational leadership and education reform. Specific learning outcomes aligned with these eight general categories are presented in Table 3. Student achievement of outcomes will be assessed both through course-based assessments and through the comprehensive electronic portfolio maintained within the LMS. Results of the assessments will be compiled into program area reports that are distributed to the dean and Director of Academic Assessment for inclusion in College and University reports to external accrediting agencies and for internal improvement planning and accountability.

Table 3. Student Learning Outcomes Including Workplace Competencies

Competency Area	Specific Student Learning Competencies
1. General principles of educational leadership, teaching and learning	Discuss the meaning and purpose of public education in a democratic society and the role of education in social change movements.
	Describe the community context of education in America, including the early socialization of the child, stratification of the population, the political control of education, and the informal impact of community on local education agencies.
	Analyze the effects of key phases of K-12 school reform in America, including the Progressive Era, the civil rights movement, and the current period of standards-based reform.
	Analyze curriculum and instruction practices and principles in America, including the various roles of the professional teacher in curriculum development, problems of curriculum design, and interrelationships between current issues and social forces.
	Compare and contrast contemporary educational theory and practice reflected in the national educational systems of a number of countries, emphasizing international reform policies, comparative assessments, and the influence of globalization.
	Evaluate the historical, philosophical and sociological events and theories that have influenced the development of current trends in educational systems.
	Describe the fundamental characteristics of learning.

	Describe the fundamental components of instruction.
	Explain the role of assessment in the teaching and learning process.
	Compare and contrast competing theories and models of learning.
	Gain knowledge and understanding of theories, models, and principles of organizational development.
	Develop an annual school district budget that conforms to state and local requirements.
	Understand how to effectively manage human, fiscal, and technological resources to ensure student learning.
	Monitor and evaluate management and operational systems.
	Promote policies and procedures that protect the safety and welfare of students and staff.
	Articulate the legal and ethical basis of their chosen profession.
	Apply legal principles as they affect leadership of schools and organizations within their communities.
	Follow general principles of law, both criminal and civil, as they apply to the state/community in which they are employed or expect to be employed.
	Evaluate the potential moral and legal consequences of decision making as it applies to their communities.
	Model principles of ethical behavior.
	Use comprehensive planning strategies as they apply to human resources to create quality organizational structures and continuous program improvement with the involvement of local school personnel and community members.
	Articulate current issues in human resources management.
	Locate and use research and educational literature to understand problem-based and other issues in human resources management.
	Apply human resources concepts and analyses to instructional supervision and improvement in their own district.

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	Locate and use literature to understand selected issues in governance and policy in education.
	Apply governance and policy concepts and analyses to public education reform and improvement in local, state, and national contexts.
	Act in ways that influence local, state, and national decisions affecting schools.
	Articulate multiple social and political contexts for governance and policy in schools in communities.
	Identify and describe crucial current educational issues in governance and policy.
2. General knowledge of community-based education (strategies, components, history, current models, challenges)	Describe the general components of community- based education.
	Compare and contrast contemporary efforts to link schools more firmly to their communities, such as civic education, contextual education, service learning, environmental education, workplace education, and experiential learning.
	Articulate rationales for specific leadership strategies in urban as well as rural environments.
	Discuss the benefits of community-focused education for students, teachers, parents, and other community members.
	Critically examine and evaluate the roles played by the following elements of effective leadership implementations: funding, higher education institution relationships, community-based learning centers, professional development, community development services, community-based projects, technology resources, and evaluation needs/requirements.
3. Skills associated with designing and implementing school-based and community-based leadership	Develop productive working relationships with teachers through sustained professional support.
	Foster connections between school, community, and resource specialists.
	Define public and private organizations as community resources required to successfully design and implement educational initiatives.
	Apply knowledge of key relevant funding sources and grant application procedures related to school reform.

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	Apply basic principles of project and time management to the successful design, implementation, and evaluation of a school reform project.
4. Conducting scholarly assessment, evaluation, and research activities	Compare and contrast the roles of sociology and anthropology in the study of education.
	Describe the relevance of research in society and the potential impact of research on individuals, groups, and society.
	Comprehend, design, and implement appropriate research methodologies that address specific research questions.
	Effectively interpret research results in light of specific research problems, hypotheses, and research methodologies employed.
	Evaluate school reform initiatives using appropriate models of evaluation.
	Conduct research in accordance with federal guidelines for the "responsible conduct of research."
	Select, apply, interpret, and evaluate appropriate statistical methods and results in social science research.
	Apply appropriate quantitative and qualitative research methodologies
	Design and implement comprehensive formative and summative assessment practices to inform learning and teaching.
5. Research/evaluation ethics and social understanding of educational change initiatives	Improve outreach and collaborations among and between schools, families, and other members of the community.
	Make intentional choices around instruction, assessment, evaluation, and research that are sensitive to and inclusive of differences in class, race, culture, and learning difference.
	Demonstrate, where appropriate, knowledge of health and safety procedures and their application in the research environment.
	Understand and apply principles of ethical conduct of research, including avoidance of plagiarism and allocation of credit and authorship.
6. General professional communication	Demonstrate key rhetorical skills, including how to persuade others of a viewpoint's merits while communicating credible suggestions to achieve project goals.

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skills	Apply effective writing and publishing skills to all aspects of scholarly work.
	Effectively use and decide on appropriate forms and levels of communication in a variety of settings.
	Communicate and explain research to diverse audiences, including both specialist and non-specialist.
7. Educational leadership and innovation	Solicit, select, and manage effective project design, implementation, and support teams consisting of students, teachers, administrators, parents, community members, higher education partners, and funding agencies.
	Effectively communicate a clear and consistent vision to all stakeholders within a project.
	Build consensus in the face of uncertainty and develop and maintain effective relationships with project stakeholders.
	Cultivate successful collaborative work environments, recognizing the strengths of team members and working effectively to achieve mutual goals.
	Delegate project responsibilities to appropriate team members.
	Apply skills required for the development of educational enterprises in the public and private sectors.
8. Technology	Use technology to manage all aspects of a scholarly endeavor, including the design, development, implementation, and evaluation of a leadership initiative.
	Use technology to help cultivate constructive collaboration among all stakeholders within an initiative.
	Identify various instructional roles technology might play within an education reform movement.
	Use technology to support personal professional development needs related to the field of education.

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Program Assessment

The mission statement of Radford University states: "Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society"[4]. This statement exemplifies the work of the School of Teacher Education and Leadership in providing quality programs at both the undergraduate and graduate levels.

Program evaluation for the new Ed.D. program will have two phases. The first phase focuses on start-up and development activities needed to create a high-quality program. The second phase is a planning and evaluation process designed to meet both internal Radford University program review requirements and external CAEP and SACS accreditation requirements.

The developmental experiences proposed within the creation of this applied Ed.D. degree in Education include specific goals as well as a clear timeline to fully support the development of a high-quality program. These operational activities include:

- interviews with school and community leaders currently working on education and/or community reform initiatives,
- a survey of current RU graduate students, and
- a survey of Radford University alumni.

These interviews and surveys will assist in ensuring optimal parameters for implementing the program based on professional and personal needs, for course development and program approval, for faculty hiring, for student recruitment, and for admissions. Quality measures (including admission standards, faculty qualifications, and evidence of student achievement based on teaching-learning outcomes) are further detailed throughout this proposal. The doctoral leadership committee will continue to work on and monitor this initial phase of development. Regular updates and findings will be presented to the STEL faculty. Co-chairs of this committee will provide regular progress reports to the College of Education and Human Development dean, the graduate dean, and the provost. The overall purpose of this phase of development is to monitor and document the progress of this new program as it becomes approved and operational.

Institutional reviews of this program by the Academic Program Review Committee, including reporting to and review by the Board of Visitors, will occur every five years. The first formal review of this program would be in academic year 2021-22.

Benchmarks of Success

The proposed program has established the following benchmarks of success:
- Enrollment of 18 new candidates per academic year
- 80% of the students who begin the program will successfully complete the program.
- 80% of students will be satisfied with the program as determined by exit interviews and the university's graduate student survey.
- 80% of graduates will be employed in positions using knowledge acquired in their graduate studies within two years of graduation.

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[4] Radford University. (2007). Forging a bold new future: RU 7-17 strategic plan [PDF document]. Retrieved from Radford University website: http://www.radford.edu/content/radfordcore/home/about/strategic-plan.html

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- 50% of students will have published work using knowledge acquired in their graduate studies within five years of graduation.
- 80% of employers of graduates, surveyed two years after graduation, will rate their satisfaction with the graduate's contributions as "Excellent" or "Highly Satisfactory."

Factors related to faculty and administrative issues that might reduce student satisfaction and thus student success will be carefully identified and evaluated by the program director and core faculty regularly to ensure the highest quality program possible. The program will be monitored by the Director of the School of Teacher Education and Leadership and the Dean through annual program evaluation processes. Actively measuring student satisfaction and other factors contributing to student success and failure will be a regular part of the program's culture, ensuring all students' voices are heard. Such reviews will be managed by the program director at intervals corresponding with new semesters of study.

Expansion of Existing Programs

This program is not an expansion of an existing program, certificate, option, concentration, track, major, or minor.

Collaboration or Standalone

This is a stand-alone program. No other university was involved in its development, and no other university will collaborate in its operation.

Relationship to Existing Degree Programs

The proposed Ed.D. program will initiate and operate without compromising existing programs in the School of Teacher Education and Leadership. The Ed.D. program will be built upon strong, existing M.S. in Educational Leadership and M.S. in Education programs at Radford University, with shared resources from the M.S programs joining the Ed.D. No degree programs will close as a result of the initiation of the proposed program nor will any existing program be compromised.

Need for the Proposed Program

Justification
Response to Current Needs (Specific Demand)

Leadership Preparation

School and community leaders face unique, complex problems. Barriers to solving these problems and to broader educational reform are compounded by complicated social conditions. Accomplishing reform requires creative, innovative leaders who can work effectively with diverse populations and create equitable learning environments to promote student engagement and success. Such leaders must possess the ability to cross the boundaries of education, government, public, private, and community-based agencies and engage these groups in collaborative ways. The failure to work collaboratively or to ignore family, community, and

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economic factors puts already vulnerable children and youth at greater risk[5]. Current statistics suggest that children of color and poverty have consistently been at greater risk for school success than other populations of children. Educational leaders are needed who, as Gooden and Dantley[6] stress, situate their work in "a more critical and progressive conceptual frame that seriously interrogates these discrepancies and creates strategies to do something proactively about them" (p. 238).

In a leadership and educator preparation program that includes problem-based learning strategies, case studies, simulations, action research, field experiences, and self-reflection on experiences, a number of important factors can be challenged and potentially transformed. These include practices, beliefs, and policies that promote inequity, such as racism, cultural bias, and privilege[7]. Graduates of such a program will have a worldview based on study, critical reflection, and experiences that prepare them to take transformative action in leadership practice. Perhaps more important, these new leaders will possess the educational knowledge and skills they need to be able to address community problems through the culture and curricula of the schools in need of improvement.

There is a growing body of educational research that identifies the abilities and skills most needed by educational leaders if they are to affect long-term student success, whether working in rural, urban, or suburban regions. For example, Masumoto and Brown-Welty[8], in a study of three high-performing, high-poverty, rural California high schools with high percentages of English language learners, showed significant improvements in student engagement and success. This improvement was attributed to leaders' transformational instructional styles and commitment to focused school-community relationships. In each school, there was a combined focus on professional learning, expectations, use of multiple assessments, and data-driven instructional decisions. Each high school established multiple formal and informal partnerships with community organizations and agencies. The three most important factors contributing to school success were (1) clear and direct focus on instructional practices and expectations, (2) strong teachers as a result of long-term professional development, and (3) multiple support systems – for students with various needs – that incorporated community assets.

In a large-scale, multi-strand investigation of urban systems (Atlanta, Georgia; Oakland, California; Portland, Oregon; New York City; Springfield, Massachusetts; and Norwalk-La

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[5] Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership*. Washington, DC: Coalition for Community Schools.
Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education, 24*(1). Retrieved from http://jrre.psu.edu/articles/24-1/pdf
Renee, M. & McAlister, S. (2011). The strengths and challenges of community organizing as an education reform strategy: What the research says. *Community Organizing as an Education Reform Strategy Series*. Prepared by the Annenberg Institute for School Reform at Brown University. Quincy, MA for the Nellie Mae Education Foundation.
[6] Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education, 7*(2), 237-253. doi: 10.1177/1942775112455266
[7] Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education, 7*(2), 237-253. doi: 10.1177/1942775112455266
Pounder, D., Reitzug, U., & Young, M.D. (2002). Preparing school leaders for school improvement, social justice, and community. *Yearbook of the National Society for the Study of Education*, 101(1), 261-288.
[8] Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education, 24*(1). Retrieved from http://jrre.psu.edu/articles/24-1/pdf

Mirada, California), Knapp, Coplan, Honig, Plecki, and Portin[9] also reported on relationships between leadership and student success. In particular, the study focused on understanding instructional shared leadership for "powerful, equitable learning" that was emphasized at both school and district levels. The researchers concluded that to enhance student learning, leadership must be focused on instructional improvement for both the students and the teachers and that sustainability depends on a multi-level system of leadership support at both the school and district levels. Most important, the researchers pointed out that success was most prevalent when stakeholders were willing and able to:

- deal with a steep learning curve (their own and others'),
- work effectively with people who possess diverse world-views,
- be prepared for major changes in practice and organization, and
- make a long-term commitment.

A large, six-year study funded by the Wallace Foundation[10] focused on the nature of successful educational leadership and how leadership can improve educational practices and student learning. The researchers noted, "to obtain large scale effects, educators need to create synergy … among all the parents, teachers, and policy makers" (p. 9). For this study, data was collected in nine states, 43 school districts, and 180 elementary, middle, and secondary schools. Data included surveys, observations, and interviews conducted with a wide range of stakeholders from within school systems, state education agencies, and local community and business organizations. Joint researchers from the University of Minnesota and the University of Toronto conducted the large-scale investigation examining leadership at each organizational level from the classroom to the community to the statehouse. Two important findings were (1) the need for differentiated, collaborative administrative staffing that allows principals to truly serve as instructional leaders and (2) the need for parents and the community to be involved in any school-improvement efforts.

In a study of 11 urban sites with successful community schools, Blank, Berg, and Melaville[11] described the strategies and attitudes of successful "cross-boundary" leaders from those schools and school districts. Cross-boundary leaders, they found, garner support that brings about diverse, sustained funding from traditional and non-traditional funding agencies; view school leadership as collaboration among all participants rather than top-down, isolated direction; drive success for all students by collecting and using multiple sources of data to effect positive academic achievement. Those described as cross-boundary leaders possessed the ability to build broad-based public support. Key to the success of all leaders in the study was the ability to work effectively with education, government, and public and private community-based agencies to face challenges posed by race, inequity, and poverty.

These studies collectively illustrate the essentiality of leaders and educators who are creative, innovative, and work effectively with diverse populations both within and outside the school setting in order to create equitable learning environments, promote student engagement,

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[9] Knapp, M.S., Copland, M.A., Honig, M.I., Plecki, M.L., & Portin, B.S. (2010). *Learning-focused leadership and leadership support: Meaning and practice in urban systems.* University of Washington.

[10] Louis, K.S., Wahlstrom, K.L., Michlin, M., Gordon, M., Thomas, E., Leithwood, K., Anderson, S.E., Mascall, B., Strauss, T., & Moore, S. (2010). *Learning from leadership: Investigating the links to improved student learning. Final Report of Research to the Wallace Foundation.* University of Minnesota.

[11] Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership.* Washington, DC: Coalition for Community Schools.

and foster academic success.

Education-Based Solutions to School and Community-Based Problems

The proposed program addresses all facets of educational leadership, including teaching and learning, school finance and operations, school law, human resources management, school policy and governance, and school improvement processes, within comprehensive school improvement models. Graduates will be knowledgeable about school and community needs and how to lead all stakeholders to improve learning and to serve the community. This program will produce graduates who are knowledgeable about local, regional, state, and national factors affecting communities' well- being and future growth. They will be capable of leading collaborative processes to assess, plan, implement, monitor, and evaluate improvement efforts in educational organizations. Radford's Ed.D. program will develop top, executive-level leaders who recognize the power of connections between school and community and who work to create collaborative relationships that result in achievement of school and community goals.

Schools in the U.S. have had very little success eliminating educational inequity working in isolation. When basic human needs are not met, problems and issues manifest and far exceed the capacity of any school/school system or educational agency alone[12]. Contemporary educational researchers suggest that solutions for many of today's education-related problems might best be solved through the formation of coalitions comprising policy-makers and administrators, teachers, community-based organizations, and civil society organizations focused on educational improvement[13]. Coordinated efforts across daycare, medical services, and community outreach programs are needed to ensure that students will benefit from attending school and are able to do so[14]. Complex problem solving that crosses traditional boundaries of school and community has become a necessity, not a luxury.

In 2002, The U.S. Department of Education (DOE) established 10 Regional Advisory Committees (RAC) to assess the educational needs of different U.S. regions. While acknowledging that Virginia has a "sizeable number of urban and suburban districts" in addition to its varied rural communities, Virginia was placed in the Appalachian region along with West Virginia, Tennessee, and Kentucky. The Appalachian Regional report identified seven distinct needs:

1. Closing the achievement gap.
2. Improving instructional leadership and effectiveness.
3. Building and sustaining systemic capacity.
4. Addressing legislation.
5. Ensuring equity.
6. Promoting family/community engagement and understanding of socio-economic status factors.
7. Re-thinking education[15]

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[12] Smith, G.A., & Sobel, D. (2010). *Place- and Community-based Education in Schools*. New York, NY: Routledge.

[13] Hargreaves, A., & Shirley, D. (2011).*The Far Side of Educational Reform.* Canadian Teacher's Federation.

[14] Ready, D.D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development. *Sociology of Education,* 83(4), 271-286. doi 10.1177/0038040710383520

Renée, M., Welner, K., & Oakes, J. (2010). Social movement organizing and equity-focused educational change: Shifting the zone of mediation." In Hargreaves, A., Lieberman, A., Fullan, M, & D. Hopkins, D. (Eds.). *International Handbook of Educational Change, 2nd Ed.* (pp. 153 – 168). New York: Springer.

[15] U.S. Department of Education Regional Advisory Committee (RAC) (July, 2011). *Appalachian region: A Report Identifying and Addressing the Educational Needs. www2.ed.gov/about/bdscomm/list/rac1/appalachia.pdf*

Both the Association for Supervision and Curriculum Development and the American Association of School Administrators have similarly identified closing the achievement gap, educating the whole child, the impact of poverty on student learning, and the need for cooperation and collaboration across agencies and organizations as national educational needs.[16] Because of the extensive preparation graduates will receive in Radford University's proposed Ed.D. program, these leaders will be able to advance community well-being and civic engagement alongside academic achievement.

While Radford's program will be available to students throughout the Commonwealth, many will come from the areas closest to our campus in southwest Virginia where the demand for persons with such a degree is particularly high. In Virginia's Superintendent's Regions VI and VII, there are 34 school divisions. In the past three years 22 of those school divisions have hired new superintendents, some more than once, exceeding the national average turnover rate of 15%[17].

The need for a comprehensive program beyond a master's degree in teaching or administration to prepare leaders in executive roles is warranted, particularly since the most successful students in the proposed program will likely be those with ample real-world teaching and community-service experience in our region of Virginia. The proposed program is designed to serve the educational needs of students who are already graduate degree-holding, practicing professional educators. The proposed program goes far beyond typical master's level educational leadership programs by employing rigorous research and evaluation methods along with project management skills to design, implement and evaluate school-wide and community-based improvement initiatives.

Employment Demand

Graduates of the Ed.D. in Education will be prepared to serve as reform-oriented leaders in preK-12 public and private school systems. The program is designed to fulfill the requirements described in the Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.) for the position of Division Superintendent (8VAC20-22-600).

The Bureau of Labor Statistics shows definite positive national trends in future job opportunities for graduates of this innovative new degree. Tables 4 and 5 provide specific data on projected job growths for educational administrators and instructional coordinators.

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[16] American Association of School Administrators (2011). Position Statement: Educating the Total Child. *http://www.aasa.org/content.aspx?id=118*.
Association for Supervision and Curriculum Development (2006). Position Paper....http://www.ascd.org/news-media/ASCD-Policy-Positions/ASCD-Positions.aspx.
[17] American Association of School Administrators (n.d.). Superintendent and district data. http://www.aasa.org/content.aspx?id=740

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Table 4. Projected National Job Growth for Educational Administrators

Occupational Title	SOC Code	Employment (2014)	Projected Employment (2024)	Change (2014-24)
Education Administrators, Elementary, Middle and Secondary school	11-9032	240,000	254,000	14,000 +6%

US Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-17 Edition

Table 5: Projected National Job Growth for Instructional Coordinators

Occupational Title	SOC Code	Employment (2014)	Projected Employment (2024)	Change (2014-24)
Instructional Coordinators	25-9031	151,100	161,600	10,500 +7%

US Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-17 Edition

From 2014 to 2024, job increases in education are projected to grow:
- 6% for administrators,
- 7% for instructional coordinators,

For administrators and instructional coordinators this growth is due in part to increasing job requirements and educational leader responsibilities. Also driving the creation of jobs that require a doctorate is growth in the for-profit education sector and the changing face of education, with more non-traditional students entering the field[18].

Similar to the Bureau of Labor Statistics data, the Virginia Employment Commission data in Table 6 show definite positive trends in future job opportunities for graduates of this innovative new degree.

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[18] US Bureau of Labor Statistics. (2014, January 8). Occupational outlook handbook. Retrieved October 12, 2014 from http://www.bls.gov/ooh/

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Table 6. Virginia Labor Market Information

Occupational Title	2012 Estimated Employment	2022 Projected Employment	Total 2012-2022 Employment Change	Annual Avg. Percent Change (%)	Total Percent Change (%)
Education Administrators, All others	1,269	1,369	100	.8%	8.5%
Education Administrators, Elementary/Secondary	6,488	7,208	720	1.1%	11.7%
Instructional Coordinators	4,089	4,726	637	1.46%	15.58%

*https://data.virginialmi.com/vosnet/analyzer/results

Student Demand

Student interest in the proposed program is high and clearly demonstrates an overwhelming preference for the type of program proposed over currently available programs at other institutions. A survey to determine potential applicants for the proposed program was conducted during March and April, 2016. An email link to a survey was sent to building and central office level administrators believed to not already have a doctorate in public school divisions in Virginia's Superintendent's Regions VI and VII through publicly available email addresses. The survey was sent to 644 individuals and was responded to by 240. Of those 240 respondents, 192 indicate a preference for the proposed program at Radford University in comparison with 12 who express a preference for current programs available through other Virginia public universities.

Below is the single survey prompt and the results of the survey as administered through Qualtrics online survey software. Sample letters of support are in Appendix D.

Survey Prompt

The Radford University proposed Doctorate in Education is a practitioner oriented, cohort based professional education degree program delivered in a blended format and resulting in preparation for school division level leadership and licensure, positions in higher education, and positions in other educational organizations. The program is designed to be flexible and responsive to the needs of working professionals. The action research and dissertation component focus on solving problems of educational practice in the schools and school divisions in which the students work. The blended format utilizes a variety of online distance technologies to engage students and faculties in collaborative learning experiences through communities of inquiry. Face to face options will be offered at strategic times to support the online learning communities. The program is designed to not compete with existing doctoral programs where students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Interest in Pursuing Doctoral Degree

Which of the following best describes your current interest in pursuing a doctoral degree in education as proposed by Radford University? You may choose more than one option.

> *[Radio button choices]*
> *I would definitely apply for admission to this program when available.*
> *I would likely apply for admission to this program when available.*
> *I would likely apply for admission to this program within the next five years.*
> *I would not be likely to apply for admission to this program.*
> *I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.*
> *I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.*
> *I already have a doctoral degree.*

Results

Following are the results of the survey.

Answer	# Selecting Answer
I would definitely apply for admission to this program when available.	58
I would likely apply for admission to this program when available.	75
I would likely apply for admission to this program within the next five years.	59
I would not be likely to apply for admission to this program.	43
I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.	4
I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.	8
I already have a doctoral degree.	10

Projected Enrollments

Table 7 provides a summary of the projected enrollments for the first five years of the program. Note that the program plans to begin with an enrollment of 18 part-time students.

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Table 7. Summary of Projected Enrollment by Year (First 5 Years)

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
18	12	35	23	51	34	66	37	--	66	37	15

Assumptions:

Retention percentage: 83% (18 new students per year with one student per cohort, per year exiting without completion in years 2, 3 and 4)
Full-time students 0% Part-time students 100%
Part-time students credit hours per semester: 6
Part-time students graduate in 4 years (11 semesters)

Duplication

While there are leadership based Ed.D. programs in five public universities in the Commonwealth, the proposed Ed.D. degree program in Education (CIP Code 13.0101-Education, General) at Radford University is innovative and does not replicate any existing programs. The online, applied research, practitioner-based program emphasizes leadership from a contextualized teaching and learning perspective that is unique in Virginia.

The program's goal is to prepare leaders and educators with local, national, and global perspectives as well as action-based strategies for improving education and school communities through applied coursework, field experiences, and action research. Such preparation is well outside the purview of traditional Ed.D. programs.

Radford University's closest neighbor, Virginia Tech, offers a more traditional degree in Educational Leadership and Policy Studies focused on preK-12 school administration preparation (CIP Code 13.0499-Educational Administration and Supervision, Other) without an online, applied research option.

William and Mary, Virginia Commonwealth University (VCU) and University of Virginia all offer programs that must be completed on-site and are not responsive to working professionals that must continue to work full-time yet need a program that will teach them to design programs and practices for school change and improvement. These programs are not geographically accessible for many of the prospective students for this program from southwest Virginia.

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Table 8. Degree Conferrals for Comparison Programs across Five Years

Degrees Awarded	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	29	27	15	28	35
College of William and Mary CIP 13.0499 Executive Ed.D. in K-12 Administration	14	18	18	24	32
Virginia State University CIP 13.0401 Ed.D. in Education Administration	6	3	2	4	15
University of Virginia CIP 13.0401 Ed.D. in Education	19	5	9	8	4
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	19	*	*	41	15

*http://research.schev.edu/Completions/C14_Report.asp shows no degrees awarded

Unique Design: Radford University's proposed Ed.D. in Education is unique in the Commonwealth of Virginia. This proposal represents an emerging field of study currently available at only a few other universities in North America. The uniqueness of this degree and its relevance are discussed throughout this document. Inherent in all aspects of this program is the development of interdisciplinary, in-depth knowledge, skills, and dispositions contextualized by local, regional, national, and global school and community needs through a applied coursework, field experiences, and applied, action research.

The proposed Ed.D. program similarly focuses on graduate students' understanding the reciprocal roles of schools and communities in creating healthy individuals and sustainable institutions. Doctoral student learning in this program is grounded in inquiry, exploration, and action. This Ed.D. program clearly exemplifies the goals of Radford University's QEP.

Building Upon Existing Successful Programs: Derek Bok, a former Harvard University president and a leader in the field of education, recommends that when universities venture into new waters, they should do so with programs in which they are already successful and are well prepared to take to the next level[19]. Since opening its doors to students in 1913, Radford University has built a powerful reputation for producing top-quality educators and educational leaders. Faculty in the School of Teacher Education and Leadership are themselves, top-quality educators, deeply engaged in research, highly respected among their peers across the Commonwealth and the nation, and valued by the region's preK-12 schools and communities.

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[19] Bok, D. (2013). Higher education in America. Princeton, NJ: Princeton University Press.

Radford is one of only 13 institutions in the U.S. named by the National Council on Teacher Quality as having "multiple strong [teacher education] programs"[20]. Moreover, Radford STEL faculty are highly engaged with their students – so much so that many of their current graduate students, in survey responses, expressed confidence in and eagerness to become involved in the new doctoral program

Radford University has many in-house resources that will adeptly support the proposed doctoral program. Foremost, STEL's faculty possess valuable education-related skills to support the students in the program. Most have come from the public education arena and have executed the "practitioner" role. Our faculty can skillfully coach and mentor practitioners because they know the roles and understand the real world of public schools. They can guide action research and engage these practitioners in higher levels of scholarly work. More specifically, the educational leadership faculty at Radford University have exceptionally strong track records of leadership in public education organizations. These faculty members are active in school and local communities through work with the state department of education, international accrediting agencies, regional education consortia, university/preK-12 partnerships, and educational leadership professional organizations. Faculty in the educational leadership program likewise are known for excellence in teaching. They provide quality online instruction, both synchronously and asynchronously, to aspiring education leaders. They are known for producing strong, informed educational leaders through a rigorous M.S. in Educational Leadership cohort program. The M.S. in Educational Leadership will serve as a strong feeder program from which the best and brightest students can enter the Ed.D. program. Graduates from our M.S. in Education program, who have been working in schools and communities for five to ten years, are also optimum candidates.

Our faculty's networks of colleagues serve as a valuable resource. The faculty is part of routine meetings with a local consortium of school superintendents, who are invited to campus monthly by the dean of the College of Education and Human Development to share insights and challenges faced by both school divisions and the University. Over the past 10 years many cooperative grants have been written, with resource sharing, among the superintendents and university faculty. The educational leadership faculty are also connected with an informal group of key instructional leaders from area public schools. Faculty are involved with the Virginia Association of School Superintendents and work with new superintendents across the Commonwealth on special instructional audits and projects. The School of Teacher Education and Leadership works in the arena of professional development with its own Professional Development Center. Much of the Center's work is in collaboration with consortia members. Educational leadership faculty participate in Virginia's school improvement efforts as consultants to schools struggling to meet achievement targets. Students in the proposed doctoral program will have rich opportunities to develop collaborative projects through the strong network that educational leadership faculty have established.

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[20] National Council on Teacher Quality. (2013). Teacher prep review [PDF document]. Retrieved from National Council on Teacher Quality website: http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report

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Projected Resource Needs

Full-time Faculty

      A combination of new and existing faculty will teach and advise in the proposed program. A full-time doctoral director (12 month position) has been established in the budget by the Provost's office with a salary range of $85,000 to $105,000. The director will be hired in Year 0. A new faculty member will be hired in each of years one and two of the program. Faculty members teaching in the doctoral program will teach a total of 18 credit hours (six credit hours each semester through fall, spring, and summer), advise/chair dissertation committees, and participate in scholarly activities.

Adjunct Faculty

      No adjunct faculty will be needed for this program.

Graduate Assistants

      No graduate students will be used to initiate or sustain the program.

Classified Positions

      A part time (0.5 FTE) administrative assistant will be added in year zero to assist the Director of the program. Annual salary for this position will range from $14,000-16,000.

Targeted Financial Aid

      Radford University's School of Teacher Education and Leadership receives the highest number of grant awards each year across the university. The greatest contributors are in the Special Education program faculty. Faculty will continue to pursue traineeship and fellowship awards via the US Department of Education and the Virginia Department of Education. Candidates will also seek out scholarship opportunities.

Equipment

      Computer hardware will be provided for all new faculty members. No additional equipment will be needed for the program. The present equipment budget supporting STEL is adequate.

Library

      McConnell Library collection specialists reviewed current holdings and made recommendations for the acquisition of books, journals, and databases to enhance our holding for the Ed.D. program. We have made purchasing recommendations to the library based on our course needs. We anticipate needing approximately $4,000 of new books and DVDs other than the current library holdings.

Telecommunications

      Four telephones and service will be needed for the new faculty members and the administrative assistant.

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Space

Office space will be needed for new faculty and an administrative assistant.

Part A: General budget information

- Has or will the institution submit an addendum budget request to cover one-time costs?   Yes _____   No ___X___
- Has or will the institution submit an addendum budget request to cover operating costs?   Yes _____   No ___X___
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?   Yes _____   No ___X___
- Will each type of space for the proposed program be within projected guidelines?   Yes ___X___   No _____
- Will a capital outlay request in support of this program be forthcoming?   Yes _____   No ___X___

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2017 - 2018		Expected by Target Enrollment Year 2022 - 2023	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.00	1.00	2.00	3.00
Part-time faculty FTE**	0.00	0.00	0.75	0.75
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.50	0.00	0.50
TOTAL	0.00	1.50	2.75	4.25

*Faculty dedicated to the program.   **Faculty effort can be in the department or split with another unit.   ***Added **after** initiation year.
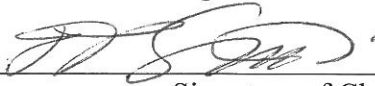
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Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2017 - 2018		Expected by Target Enrollment Year 2022 - 2023	
Full-time faculty	0.00	1.00	2.00	3.00
salaries	$0	$91,500	$166,500	$241,500
fringe benefits	$0	$29,354	$55,944	$81,144
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.75	0.75
salaries	$0	$0	$48,750	$48,750
fringe benefits	$0	$0	$16,575	$16,575
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.50	0.50	0.50
salaries	$0	$10,500	$10,500	$10,500
fringe benefits	$0	$2,425	$2,425	$2,425
Personnel cost				
salaries	$0	$102,000	$225,750	$300,750
fringe benefits	$0	$31,779	$74,944	$100,144
Total personnel cost	$0	$133,779	$300,694	$400,894
Equipment (one-time cost)	$0	$0	$0	$0
Library				
one-time cost	$4,000	$0	$0	$4,000
recurring cost	$0	$0	$0	$0
Telecommunication costs				
one-time cost	$0	$0	$0	$0
recurring cost	$166	$0	$499	$665
Other costs				
one-time cost	$3,500	$0	$7,000	$10,500
recurring cost	$5,900	$0	$77	$5,977
Total Program Cost				
Total Cost by Target Year	**$13,566**	**$133,779**	**$308,270**	**$422,036**
Annual Recurring cost after Target Year	**$6,066**	**$133,779**	**$301,270**	**$407,536**

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Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

___Yes _____

                        Signature of Chief Academic Officer

__X__ No _____

                        Signature of Chief Academic Officer

If "no," please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2017 – 2018	Target enrollment year 2022 – 2023
Reallocation within the department *(Note below the impact this will have within the department.)*		
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*	$120, 854.00	
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		$201,790.00

2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.

Reallocation within the department

Reallocation within the school or college- Salary and benefits for one full-time program director already established within current budget.

Reallocation within the institution – Salary and benefits for two full-time faculty members to be hired as enrollment increases and funded by tuition.

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Other Funding Sources

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

     X   Agree
Signature of Chief Academic Officer

       Disagree
Signature of Chief Academic Officer

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Appendix A: Course Descriptions

Foundations Courses

EDEF ___: Social and Cultural Foundations of Educational Institutions
In this course the student analyzes fundamental questions about the meaning, purpose, and significance of educational institutions in society. It explores education from the perspective of the humanities and liberal arts, using tools of analysis based in history and philosophy. Student learning is grounded in inquiry, exploration and discussion. Students develop a sense of commitment to preserving the resources that sustain a school and a community.

EDEF ___: Advanced Learning Sciences
In this course students will examine current research in cognitive science and educational psychology as well as its application through state of the art learning technologies.

EDEL ___: Leadership in the 21st Century
In this course students will examine the historical development of leadership models into the 21st century with an emphasis on selecting and applying models appropriate to working with diverse stakeholders in both school and community settings.

EDEF ___: Models of Change for School and Community Leaders
This course focuses on developing the capacities needed for effective school leaders to act as agents of responsible change to impact academic achievement and school reform.

Research Courses

EDEF ___: Applied Research Methods
This course involves study of the integral role of applied research in educational leadership, policy formation, advocacy, and change projects. This course introduces the role of applied methods in the identification of community issues and various stakeholders through to the evaluation/impact of interventions, policy formation or advocacy efforts. This introduction of applied research includes an overview to the general methods of inquiry, research designs, and research models commonly used in educational leadership education, community change and community studies, i.e., statistical, non-statistical, naturalistic, mixed-method, action research, community based participatory research, project-based research, project-based service learning, community capacity, and assessment of community issues.

EDEF ___: Quantitative Methods I
The primary goal of this course is to develop skills in using basic tools of quantitative research: descriptive and inferential statistics. Students will learn the mechanics of the most widely used procedures and how to use these to design and interpret educational research.

EDEF ___: Qualitative Methods I
This course is designed for doctoral level students. This course will provide a comprehensive overview of how qualitative methods and research are enacted, applied, utilized, and disseminated for place-based education and community change. This course focuses on the role of applied qualitative methods in interdisciplinary work, policy analysis, advocacy, assessment of educational issues, outreach, and individual, institutional and community level change. A major focus of this course is the role of stakeholders, knowledge, and action in educational environments. As such, students will be introduced to qualitative methods of data collection that follow, trace, or map particular topics or problems through different field sites, i.e., geographically and/or socially. Likewise, students will be introduced to notions of public dissemination and inquiry.

EDEF ___: Program Evaluation
This course provides doctoral students with foundational skills and knowledge associated with the evaluation of instructional programs. Students learn differences and similarities between research and evaluation efforts, along with an overview of how different types of instructional goals are typically measured and evaluated in research and evaluation studies. Evaluation skills are applied in the analysis of case studies representing situations common to educational researchers and evaluators today. Particular emphasis will be made on the manner in which place-based educational programs might be typically designed and implemented. Applying program evaluation methods and strategies to such endeavors will be explored in some detail.

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Educational Leadership Courses

EDEL ___ : Advanced School Law
This course will provide a comprehensive review of the law that governs the American public school system. The course will provide an in-depth study of federal, state and local law as it relates to the operation and management of schools. Students will study the law through examination of statutes and legal precedent established in case law, and evaluate the legal consequences of school/district decision making.

EDEL ___ : Leadership for Human Resources
This online course focuses on current issues associated with the management of school personnel. The course relates theoretical and practical bases to contemporary human resources administration in education with a focus on district-level leadership to enhance student learning.

EDEL ___ : Leadership for Teaching and Learning
This course is designed for doctoral level students. Students will apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students through creation and evaluation of a comprehensive, rigorous and coherent curricular and instructional program.

EDEL ___ : Policy and Governance of Schools
This course provides an overview of policy issues and governance of schools and school districts. Local, state and national perspectives will be examined. Educational reform issues will be examined through the lens of policy and governance.

EDEL ___ : School Finance and Operations
The course content focuses on federal, state and local laws and regulations related to financing, purchasing, and contracting; planning and maintaining school facilities; working collaboratively with governmental entities, professional organizations and community members to advocate for adequate resources for schools; and providing for the safety and welfare of students and school staff. The content is aligned with Educational Leadership Constituency Council (ELCC) Standard 3.

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Appendix B: Abbreviated CV's for Faculty

- Altieri, Elizabeth, PhD, 2001, Virginia Polytechnic Institute and State University, Tenured, Full Professor of Special Education. Specialization Area: special education, children and youth with multiple and severe disabilities.

- Bizzell, Brad, PhD, 2011, Virginia Polytechnic Institute and State University, Tenure Track, Associate Professor, Educational Leadership. Specialization Area: educational leadership, inclusive education, school improvement.

- Talbot, Patricia, PhD, 1998, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, elementary education, school improvement.

- Jones, Jennifer, EdD, 2001, University of Virginia, Tenured, Professor of Literacy Education. Specialization Area: literacy education and response to intervention.

- Schneider, Sandra, PhD, Virginia Polytechnic Institute and State University, Tenure-track, Assistant Professor of Foundations Education. Specialization Area: issues of equity and diversity in mathematics education and educational research.

- Sherman, Gregory, PhD, 1994, Arizona State University, Tenured, Associate Professor of Educational Technology. Specialization Area: learning and instructional technology and science education.

Potential Hires

Degree Level	Rank	Focus Area	Other
PhD/EdD	Associate/Full	Founding Director of Ed.D. program	
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations/ C & I	
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations	
	Administrative Asst		

Extramural Funding Secured by Core Program Faculty: Since, 2006, the thirty-six faculty members of the School of Teacher Education and Leadership have been awarded 124 external and internal grants, totaling over $21 million. The four core faculty members have been awarded the following.

- Dr. Elizabeth Altieri (full tenured professor): over $1.5 million in funded grants
- Dr. Jennifer Jones (full tenured professor): over $900,000
- Dr. Sandra Schneider (4th year tenure track, assistant professor): $20,000
- Dr. Gregory Sherman (associate tenured professor): $1.365 million

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Core Faculty	Granting Organization	Name of Grant	Value	Brief Description
Altieri, E.	Federal 325T Special Education Preservice Training Improvement Grant	*Project MERGE: Merging Expertise for Results in the General Education Curriculum*	$500,000.00	Project MERGE focuses on preparing special education and general education teachers who can work together in K-12 classrooms to meet the needs of all children — with and without disabilities.
Jones, J.	SCHEV/NCLB Title II, Part A, Improving Teacher Quality	*Integration station: Bridging best practices in literacy and science*	$95,520.00	Integration Station is designed to creatively integrate science and literacy instruction with the use of non-fiction texts to enhance students' learning in science, reading, and writing.
Schneider, S.B.	Radford University, Intra-university, College Research Grant, College of Education and Human Development	*Feminized Choices and Masculinized Market Reform: Choice in Unschooling Communities*	$20,000.00	Grant is designed to examine the lives of homeschooling mothers of children ages 4-18.
Sherman, G.P.	Preparing Tomorrow's Teachers to Use Technology (PT3) U.S. Department of Education	*Consortium Building: The AZ K-12 Center/Northern Arizona University Teaching And Learning With Technology PT3 Project*	$1.3 Million	Grant is designed to build consortia between state governing and funding entities and other universities in their efforts in preparing future teachers.

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Appendix C: Employment Demand Job Descriptions

VSBA
Virginia School Boards Association
Leadership · Advocacy · Support

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Superintendent Search Assistance

　　Current Superintendent
　　Searches

VSBA Council of School Attorneys (COSA)

BoardDocs Paperless Agenda Systems

VACORP Insurance

U.S. Communities

JASON Learning

Current Superintendent Searches

If you would like to be notified when superintendent positions become available, please e-mail Gina G. Patterson, executive director, at gina@vsba.org.

Important Notice: The Virginia School Boards Association is assisting the school boards below with the search process. Candidates should not make contact with individual school board members. Inquiries should be directed to Gina G. Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722, or gina@vsba.org.

Applitrack

To view a list of all positions that are **currently accepting applications**, please visit http://applitrack.com/vsba/onlineapp   Applications for specific positions are linked below when available.

Bristol City Public Schools

The School Board of Bristol City (VA) Public Schools invites applications and nominations for the position of Superintendent.

THE CITY

Strategically situated in the southeastern United States, Bristol Tennessee-Virginia is a twin city located directly on the Tennessee-Virginia state line. Bristol is part of the metropolitan statistical area of Bristol, Johnson City, and Kingsport, commonly called the Tri-Cities.

THE DIVISION

Mission: Bristol Virginia Public Schools, in partnership with students, families, and community, promotes educational excellence through rigorous programs to inspire thoughtful, productive, and responsible citizens for the 21st Century.

Schools: 1 high school, 1 middle school, 4 four elementary schools

Total Student Enrollment: 2,321

Total Division Budget: $26,150,000

Full Time Employees: 262

On-time Graduation Rate: 88.6%

Web Site: http://www.bristolvaschools.org/

QUALIFICATIONS

The board has established the following qualifications for the next superintendent of Bristol City Public Schools:

- Experience as a principal is preferred.
- Classroom teaching experience is preferred.
- An earned doctorate or working towards a doctorate is preferred.
- Residency in the school division will be required.

Leadership and Management Skills – The successful candidate is a team player and comfortable with shared decision-making. The candidate is a visionary, creative thinker and a decisive leader.

Community Relations- The successful candidate effectively advocates school issues and needs; and communicates effectively on both private and public levels.

Personal Characteristics – The successful candidate is a good listener, accessible, enthusiastic and caring.

Staff Relations – The successful candidate maintains open channels of communication to and from staff and creates an atmosphere of trust and mutual respect.

Board-Superintendent Relations – The successful candidate presents a united front to staff and community and is willing to assume a lead role in decision-making while keeping the Board informed.

School Finance – The successful candidate lobbies for school funding on behalf of the school division.

Areas of Expertise – The successful candidate has expertise in curriculum and instruction, budget and finance and school reform (e.g.

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strategic planning, total quality management, etc.).

Candidates must meet the legal requirements to be licensed or be eligible for licensure as a superintendent in Virginia. *Questions concerning the eligibility requirement should be directed to Patty S. Pitts, Office of Professional Licensure, State Department of Education, P.O. Box 2120, Richmond, VA 23218-2120, Telephone: (804) 371-2522.*

SALARY

Commensurate with experience and qualifications.

APPLICATION PROCEDURES

Apply online: https://phl.applitrack.com/vsba/onlineapp/default.aspx?AppliTrackJobID=136&ref=

Completed applications are due by August 26, 2016

Candidates should not make contact with school board members. Inquiries should be directed to Gina Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722 or gina@vsba.org.

Equal Opportunity Employer

Smyth County Public Schools

The School Board of Smyth County (VA) Public Schools invites applications and nominations for the position of Superintendent.

THE COUNTY

Smyth County is located in the lower portion of the Great Valley of Western Virginia. Interstate 81 runs through the county's central valley, and intersects with Interstate 77 approximately 25 miles northeast of the Town of Marion. Three towns are located in Smyth County: Marion (the county seat), Chilhowie, and Saltville.

THE DIVISION

Mission: The mission of Smyth County Schools is to ensure a quality education so that students succeed to their maximum potential. This will be achieved through the collective effort of students, staff, families, and community.

Schools: 3 high schools, 3 middle schools, 7 elementary schools, 1 career and technical center

Total Student Enrollment: 4,507

Total Division Budget: $48,865,150

Full Time Employees: 682

On-time Graduation Rate: 93.3%

Web Site: http://www.scsb.org/

QUALIFICATIONS

The board has established the following qualifications for the next superintendent of Smyth County Public Schools:

- An earned doctorate is preferred.
- Experience as a superintendent or associate/assistant superintendent is preferred.
- Teaching or public school administration experience in Virginia is preferred.
- Previous experience as a Principal is required.
- Residency in the school division will be required.

Leadership and Management Skills – The successful candidate is a visionary, creative thinker and a decisive leader.

Personal Characteristics – The successful candidate is a good listener, accessible and consistent.

Board-Superintendent Relations – The successful candidate understands differences between policy and administration and acts accordingly, and effectively mediates and accommodates different perspectives.

Staff Relations – The successful candidate maintains open channels of communication to and from staff and creates an atmosphere of trust and mutual respect.

Community Relations – The successful candidate relates well to a variety of community groups and effectively advocates school issues and needs.

School Finance – The successful candidate closely supervises budget development and procedures, and develops and explains the rationale for the budget to the board and local officials.

Areas of Expertise – The successful candidate has expertise in curriculum and instruction, budget and finance and school reform (e.g. strategic planning, total quality management, etc.).

Candidates must meet the legal requirements to be licensed or be eligible for licensure as a superintendent in Virginia. Questions concerning the eligibility requirement should be directed to Patty S. Pitts, Office of Professional Licensure, State Department of Education, P.O. Box 2120, Richmond, VA 23218-2120, Telephone: (804) 371-2522.

SALARY

Commensurate with experience and qualifications.

APPLICATION PROCEDURES

Apply online: https://phl.applitrack.com/vsba/onlineapp/default.aspx?AppliTrackJobID=137&ref=

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Completed applications are due by September 23, 2016.

Candidates should not make contact with school board members. Inquiries should be directed to Gina Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722 or gina@vsba.org.

Equal Opportunity Employer

Eligibility Requirements for Virginia Superintendents

IMPORTANT NOTE: To be appointed as a superintendent in VIRGINIA, one must be listed on the "Eligible List of Division Superintendents" approved by the Virginia Board of Education or possess necessary qualifications for certification. For information regarding this list, contact Ms. Patty Pitts, Office of Professional Licensure, State Dept. of Education, P.O. Box 2120, Richmond, VA 23218-2120, telephone (804) 225-2022.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents

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Click here for Virginia searches not being conducted by VSBA.

Superintendent Vacancies Search (Outside of Virginia)

Select a state to search:

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Award-Winning Virginia District Searching for a Superintendent

Goochland
COUNTY PUBLIC SCHOOLS

The position - The School Board of Goochland County Public Schools seeks an outstanding educational leader to serve as superintendent. The start date for the new superintendent will be July 1, 2016. Goochland County Public Schools is an equal opportunity employer.

The district - Goochland County is strategically located between Richmond and Charlottesville, north of the James River in central Virginia, and is located within minutes of major East Coast transportation systems. Goochland is an award-winning school division that exemplifies innovation in education. The school division is comprised of five schools, which are all **Fully Accredited by the Commonwealth of Virginia**. The curriculum emphasizes the core subjects of language arts, math, science and social studies with high emphasis on the use of the latest instructional technology. The division has one high school, one middle school, and three elementary schools. Goochland Schools have a student enrollment of 2,560 supported by 400 employees, of which 200 are teachers.

Goochland's next superintendent has a great opportunity to work with a dedicated school board, an excellent staff, and a supportive community to provide an educational program that enables all students to grow, learn and prepare for success in a complex and changing world. More information about the district is available on the BWP & Associates' website at www.bwpassociates.com.

Qualifications - The Goochland School Board seeks a forward-thinking and dynamic instructional leader. Successful candidates will illustrate a commitment to collaboration with the School Board, staff and community; will be visible throughout the schools and community; and will take advantage of a positive working relationship between the School Board, Board of Supervisors, County Administration, and a supportive and engaged community. The new Superintendent will continue the implementation of our Board approved 2014-2020 Strategic Plan.

The Board seeks candidates who possess the following qualities:

VISIONARY EDUCATOR

- A courageous, innovative educator who understands the dynamics of change, demonstrates commitment to work with staff and community, and supports comprehensive educational programs that balance accountability demands with the creative learning process.
- An optimistic servant leader who is actively engaged and visible in schools and the community, and exhibits a "students first" philosophy in all decisions and messages.
- A dynamic, inquiring leader who understands teaching and learning, values a multifaceted educational program, and understands the constructive application of technology to enhance students' preparation for success.
- A problem solver who can think strategically, encourage the appropriate involvement of others, and facilitate open discussion to discover and evaluate the best way forward.

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EFFECTIVE COMMUNICATOR

- An open, approachable communicator whose key message is student-centered and works cooperatively with the School Board, staff, students, parents, higher education, county government and the Goochland community.

- An effective leader who encourages and practices transparency.

- An active listener who communicates effectively both inside and outside the system, creates a positive culture of respect, maintains a presence in the schools and community, and models a team-oriented approach to problem solving.

COLLABORATIVE MANAGER

- An insightful leader with a management style who can engage, motivate, and delegate authority appropriately while maintaining accountability, and identifies and selects staff that will advance the district's vision and goals.

- A decisive leader with integrity who uses a participatory process to solve complex issues and will make difficult decisions when needed in the best interests of students.

- An ethical manager who demonstrates fiscal and operational expertise and the ability to lead a system that efficiently and effectively assigns its fiscal and human resources to priority initiatives and programs.

Application / selection procedure / salary / licensure - Individuals

considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. The application must include a letter of interest indicating reasons for interest, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the school board.

Salary for the successful candidate will be regionally competitive in the range of $160,000. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Superintendent Certificate. Candidates are encouraged to obtain information about requirements for certification from the State Department of Education at www.doe.virginia.gov.

Application Deadline - May 4, 2016 - Letters of application and other required

materials must be received by BWP & Associates no later than May 4, 2016. The Board expects to finalize the search by mid May 2106. The new superintendent will officially assume this position on July 1, 2106 or as soon thereafter as possible.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

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Excellent Virginia School Division
Searching for a Superintendent

The position - The Winchester Public School Board seeks an outstanding educational leader to serve as Superintendent of Winchester Public Schools. The start date for the new superintendent will be approximately July 15, 2016. WPS is an equal opportunity employer.

The District – Located in Northern Virginia in the beautiful Shenandoah Valley, Winchester is a thriving city in an historic and cosmopolitan setting. This successful district of over 4,400 students in six schools serves a diverse population and provides strong instructional support and technology to a wide spectrum of students.

Winchester's next superintendent has a great opportunity to work with a dedicated School Board, an excellent staff, and a supportive community to provide an educational program that enables all students to grow, learn, and prepare for success in a complex and changing world. More information about the district is available at www.wps.k12.va.us and on the BWP & Associates' website at www.bwpassociates.com.

Qualifications – The Winchester School Board seeks a highly visible, forward thinking superintendent who will maintain and enhance the school division's collaborative, innovative and diverse culture. The candidate the Board seeks will be a visionary educator, an instructional leader, a collaborative manager, and an effective communicator who will provide the leadership for the continued implementation of their 2015 Strategic Plan.

Application / selection procedure / salary / licensure - Individuals who wish to be considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. An application file must include a letter of interest indicating reasons for interest in the position, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the School Board.

Salary for the successful candidate will be regionally competitive. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Division Superintendent License. Candidates are encouraged to obtain information about requirements for licensure from the Virginia Department of Education at www.doe.virginia.gov.

Application Deadline – June 15, 2016 - Letters of application and other required materials must be received by BWP & Associates no later than June 15, 2016. The Board expects to finalize the search by July 1, 2016. The new superintendent will officially assume this position on or before July 15, 2016.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

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Premier Virginia School Division
Searching for a Superintendent

Williamsburg-James City County Public Schools

The Position — The School Board of Williamsburg-James City County Public Schools seeks an outstanding educational leader to serve as superintendent. The new superintendent will be appointed on or before February 11, 2017.

James City County and the City of Williamsburg are independent localities that collectively boast a population of approximately 80,000. The region is home to the College of William & Mary, Colonial Williamsburg and Jamestown Settlement in addition to several other prestigious educational and cultural assets.

The Division — Williamsburg-James City County Public Schools serves 11,500 students in a joint city-county school division. The superintendent reports to a seven-member board – five elected board members from districts in James City County and two appointed board members from the City of Williamsburg. WJCC employs over 1,800 professional and operational staff, and the FY17 Operating Budget is over $125 million.

WJCC is comprised of fifteen (15) schools – nine (9) elementary schools, three (3) middle schools and three (3) high schools – and is one of the few school divisions in the region that has had an increase in student enrollment every school year. With a vision of "pursuing excellence and championing the success of all students," WJCC is focused on the individual needs of each student. Highlights of recent achievements include:

- Full state accreditation of all schools and the division for the last 10 years
- Students consistently outperform state and national achievement on standardized tests and college entrance exams
- Virginia Innovation Grants awarded to all division high schools to develop programs for 21st century learners
- Trailblazer Award presented by the Virginia Department of Education for WJCC's commitment to implementing a tiered system to support student social, emotional and academic needs
- Positive impact on the economic health of the community: one dollar from the Operating and CIP budgets generates $1.63 in regional spending and each $1 million spent supports 13.4 local jobs
- High academic performance results in local residential property values that are $28.6 million more per year
- Named one of the "2016 Best Communities for Music Education" by the NAMM Foundation
- Teachers awarded over $28,000 in Innovative Learning Grants through the recently chartered WJCC Schools Foundation
- Finance and PR & Engagement departments earned a combined total of seven national awards for achievement in financial reporting and for communications initiatives launched in 2015-16

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- Staff members dedicate more than 2,500 hours a week in support of co- and extra-curricular activities – more than 43,000 hours per year
- Strong community partnerships result in support of division programs that enhance the classroom experience for students – examples include Manufacturing Day and the Outdoor Foundation's $25,000 grant to support a new program for 4th graders developed in partnership with the Colonial National Historic Park

More information about the division is available at www.wjccschools.org and on the BWP & Associates' website at www.bwpassociates.com.

Qualifications – The Williamsburg-James City County School Board seeks a forward-thinking, dynamic instructional leader. The successful candidate will be known for a commitment to collaboration with the School Board, staff and community with a proven record of visibility throughout the schools and of taking advantage of a positive working relationship between the School Board, Board of Supervisors, City Council and an engaged community.

Application/Selection Procedure/Salary/Licensure — Individuals who wish to be considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. An application file must include a letter of interest indicating reasons for interest in the position, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the School Board.

Salary for the successful candidate will be regionally and nationally competitive. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Division Superintendent License. Candidates are encouraged to obtain information about requirements for licensure from the Virginia Department of Education at www.doe.virginia.gov.

WJCC is an equal opportunity employer.

Application Deadline – January 18, 2017 Letters of application and other required materials must be received by BWP & Associates no later than January 18, 2017. The Board expects to finalize the search by February 2017. The School Board will make an appointment on or before February 11, 2017. Start date is negotiable.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

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Assistant Superintendent

Caroline County Public Schools | Bowling Green VA 22427 USA | Full Time - 12 Month | Revised: 04/26/2016

JOB DESCRIPTION_{top}

JOB DESCRIPTION

TITLE: Assistant Superintendent of Instruction

QUALIFICATIONS:
1. At least five years successful experience in teaching
2. A minimum of three years' experience as an instructional supervisor, director, or building administrator
3. A post-graduate professional license and Master's degree with an administration and supervision endorsement (Doctorate Preferred)
4. A Virginia Superintendent's license (Preferred)
5. Experience as a school principal (Preferred)
6. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Division Superintendent

JOB DESCRIPTION: The primary responsibility of the Assistant Superintendent   is to supervise and/or oversee the many facets of instruction in the school division.

SUPERVISES: Such staff members as the Superintendent may designate to include but not limited to: Director of Special Education, Director of School Leadership and Improvement, Coordinator of Testing, Director of Curriculum and Instruction, Director of Educational and Federal Programs, and Director of Human Resources

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Advises and assists the school board and Superintendent in setting a vision and clear objectives for the school division's PK-12 Instructional Program.
2. Oversees all leadership, administration, evaluation, and reporting requirements of the PK-12 instructional program.
3. Provides oversight for the Human Resources Department, Pupil Personnel, and Student Services.
4. Approves reimbursement requests and applications for all grant programs prior to submission to VDOE or in OMEGA.
5. Oversees the development, implementation, evaluation, and the final assessment of the Strategic and Division-wide Plans.
6. Oversees the completion and maintains all division level, VDOE, or other required reports.
7. Manages the Single Sign-on Web System (SSWS) and all reports, completes required information, and division reports.
8. Oversees the development, interpretation and implementation of curriculum and courses.
9. Works with the Finance Director to complete and approve all necessary reimbursements for grants or special programs.
10. Manages the instructional budget for the school division to include: programs, textbooks,

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supplies, assessment resources, software and equipment.

11 Assists the Superintendent in the development and coordination of the sections of the budget that pertain to PK-12 curriculum, instruction, assessments, professional development, technology and staffing.

12 Evaluates and reviews the performance of all staff members assigned to the Assistant Superintendent.

13 Participates in the recruitment, screening, hiring, training, and assigning of instructional personnel.

14 Maintains active participation with educational leaders in curriculum and instruction at regional, state and national levels.

15 Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other professional materials, and discussing problems of mutual interest with others in the field.

16 Stays informed on all laws, regulations, statutes, rules, and policies affecting the division.

17 Maintains all division-wide policies and regulations, reviews all policy changes recommended by VSBA, and presents them to the School Board.

18 Plays a significant leadership role in fostering professional growth and building of staff morale throughout the district.

19 Responds to questionnaires, surveys, and correspondence from research or professional organizations requesting information for areas of supervision.

20 Responsible for final approval of all leave forms for all supervised staff.

21 Reviews, distributes, and ensures staff compliance for all State Superintendent's Memos.

22 Reviews and approves purchase orders for all areas of supervision.

23 Assists the School Board and Superintendent in increasing educational partnerships that provide increased opportunities for students.

24 Serves as the Superintendent's designee for signature authority and during the absence of the Superintendent.

25 All other duties and tasks as assigned by the Superintendent.

EVALUATION: Performance of this job will be evaluated in accordance with provision of the Board's policy on evaluation of professional personnel.

SALARY: Salary will be commensurate with years of service and experience.

JOB DETAILStop

Location	Bowling Green, VA, United States
Categories	Deputy/Assistant Superintendent
Organization Type	Public School
Experience Years	8 yrs

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Job Opportunities

Job Title: Chief of Staff

Closing Date/Time: Continuous

Salary: $92,816.00 - $158,489.00 Annually

Job Type: Full-Time, 12 months

Location: 9900 Krause Road, Chesterfield, Virginia

Print Job Information | Apply

General Description	Benefits	Supplemental Questions

Serve as executive administrator to the Superintendent. Position works collaboratively with the Superintendent, the Chief Academic Officer, Assistant Superintendent Human Resources and Admin Services, Chief Operating Officer, Assistant Superintendent Business and Finance and other key leaders to ensure aligned support and services to schools. Sets daily priorities based on knowledge of the overall functions of the department.

Essential Job Functions:

- Plans, initiates, and manages administrative activities and processes for the Superintendent.
- Serves in a project supervisory role as assigned by the Superintendent.
- Oversees the development and revision of School Board policies and regulations. Chairs the Superintendent's Policy Advisory Committee. Interprets existing School Board policies.
- Prepares and/or reviews correspondence, reports, charts, spreadsheets and other related materials for the Superintendent.
- Coordinates with the Clerk and Deputy Clerk of the School Board, providing guidance on and responses to operational issues that come to the attention of Board members. Apprises the Superintendent of issues or concerns coming to the attention of individual Board members, following up at the direction of the Superintendent. Reviews Board agendas and minutes.
- Attends meetings and conferences on Superintendent's behalf and relays pertinent information to him and the appropriate members of the superintendent's cabinet.
- Responds in person, via telephone, email or in writing to inquiries directed to Superintendent as assigned.
- Screens correspondence prepared for Superintendent's signature as directed.
- Provides direction and guidance to senior staff and school administrators on the application of law, policy and administrative direction regarding specific operational issues. Consults with School Board attorney as needed on legal interpretation. Consults and communicates with Assistant Superintendents as needed on issues

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arising in their particular areas of responsibility.

- In complex matters requiring a decision by the Superintendent, compiles, analyses and ensures the completion of staff work needed to inform the Superintendent's decision. Ensures follow-up and communication once decision is made.
- Prioritizes issues coming to the Superintendent's Office, redirecting certain issues to the appropriate principal, director or assistant superintendent for response. Apprises the Superintendent and School Board of sensitive or controversial issues and communicates with Board on sensitive issues as directed by the Superintendent.
- Provides oversight to Director of Pupil Placement and Student Conduct.
- Assists the preparation of school board meetings; agenda, preparing action items of routine and priority nature, as well as timely reports.
- Provides administrative assistance to the Superintendent in execution of school district operations; coordinates and facilitates a wide variety of projects; assists in the development and prioritization of program planning for improvement.
- Serves as the acting administrator at the request of or in the absence of the Superintendent.
- Works with appropriate staff to resolve parent, staff, or community concerns and complaints; manages the complaint resolution process.
- Establishes and maintain effective working relations with community and state agencies, area business, industries and other organizations.
- Collaborates and work cooperatively with advisory boards. Organizes and/or chairs various committees as directed.
- Maintains constant communication and contact with the Superintendent concerning the day-to-day operation of the division. Represents the division as assigned by the Superintendent; serves as a sounding board for various issues; and makes public presentations.
- Develops cabinet's agendas and compiles reports, information and recommendations as necessary. Coordinate meetings of the Cabinets and Executive Leadership teams.
- Performs other duties as assigned.

Qualifications:

Extensive knowledge of the principles, concepts and methodologies of school administration. Extensive knowledge of related school laws, State Department of Education policy and regulation, and School Board policy and regulation. Demonstrated ability to analyze data, summarize and present alternatives to the Superintendent and School Board for consideration. Demonstrated ability to handle sensitive and difficult situations and information. Must possess highly developed interpersonal, problem solving, decision-making, and leadership skills. Ability to communicate effectively at various levels, both orally and in writing. Ability to work with the Superintendent's management team to accomplish mission and goals. Experience in policy development and analysis; experience in planning. Extensive administrative experience at local or state government levels; or an equivalent combination of education, training, or experience sufficient to demonstrate the required knowledge, skills and abilities.

Master's Degree required, doctorate preferred. Extensive administrative experience preferably in a school system. A comparable amount of training and experience may be substituted for the minimum qualifications. Valid VA Driver's License. This position is designated as a driving position. In accordance with Policy 5431, driving record checks are performed annually on individuals occupying driving positions.

SUPERINTENDENT OF SCHOOLS SOUGHT
CHAPEL HILL-CARRBORO
NORTH CAROLINA

The Chapel Hill-Carrboro City Schools Board of Education is seeking a superintendent to lead the school system as it continues its pursuit of excellence. Candidates must meet the legal requirements to be licensed as a superintendent in North Carolina or be qualified to serve under the State Board of Education's alternative guidelines. Central office and building-level experience are preferred. A doctorate degree or progress toward a doctorate degree is preferred but not required. A successful candidate will be required to live within the boundaries of the Chapel Hill-Carrboro City Schools attendance area. Applications are due by **September 1, 2016**.

A successful candidate must demonstrate ability and success in (1) visionary educational leadership along with an understanding of equity factors and the influence of equity on educational outcomes; (2) curriculum and instruction; (3) goal-setting and monitoring achievement; (4) fostering community and intergovernmental partnerships; (5) administration and organization of short-term and long-term strategic planning, budgeting, and personnel and facility management; (6) strong communication skills and effective team-building; (7) procuring additional funding; (8) visibility and involvement in community activities; (9) leadership in maintaining safe and orderly school environments; (10) planning and funding of school facilities; and (11) decision-making, delegation, and follow-through. The board's Long Range Plan includes five goals, which are available online at https://sites.google.com/a/chccs.k12.nc.us/long-range-plan/.

The Chapel Hill-Carrboro City Schools are governed by a seven-member non-partisan elected board of education. The school system operates 20 schools that serve over 12,000 students from pre-kindergarten through grade twelve. The system includes 11 elementary schools, 4 middle schools, 3 traditional high schools, 1 alternative high school, and 1 hospital school. The school system is considered to be one of the best in the nation and consistently ranks at the top of the state in student test scores. Large percentages of the school system's teachers and principals hold advanced degrees and over 250 teachers hold National Board Certification. The system also boasts one of the state's lowest dropout rates, one of the state's highest graduation rates, and one of the state's highest local per pupil expenditures. For more school system information, please visit http://www.chccs.k12.nc.us/ or follow the school system on social media via https://www.facebook.com/Chapel-Hill-Carrboro-City-Schools-109355980479/ and https://twitter.com/chccs.

The Chapel Hill-Carrboro community continually receives accolades for being a top location in which to live and work. Located in central North Carolina, Chapel Hill and Carrboro are just hours from the beaches of eastern North Carolina and the mountains of western North Carolina. Chapel Hill, known as the "Southern Part of Heaven," is home to the University of North Carolina at Chapel Hill, and Carrboro is commonly referred to as the "Paris of the Piedmont." Both Chapel Hill and Carrboro are known for their commitments to educational excellence as well as social and economic diversity. As part of the Research Triangle with Raleigh and Durham, the area offers access to world-renowned healthcare facilities, bio-pharmaceutical research, and a cutting edge technology sector. Approximately 60,000 people reside in Chapel Hill and approximately 21,000 residents call Carrboro home. Additional area information is available online at www.visitchapelhill.org; www.townofchapelhill.org; www.townofcarrboro.org; www.carrboro.com; and www.carolinachamber.org. Local news can be found at www.chapelhillnews.com; www.chapelboro.com; and www.dailytarheel.com.

Applicants must complete the board's required application form, accessible online via the North Carolina School Boards Association's webpage at www.ncsba.org/super-search/north-carolina-vacancies. Inquiries can be directed to Allison Schafer, Legal Counsel/Director of Policy, North Carolina School Boards Association, P.O. Box 97877, Raleigh, NC 27624-7877. Phone: (919) 841-4040. FAX: (919) 841-4020. E-mail: aschafer@ncsba.org. All inquiries will be kept confidential.

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Posting Number: 0619229
Location: Charlottesville
Richmond
Fairfax
Online Instruction
Department: Curry School of Education

Minimum Education
No Response

Minimum Experience
No Response

The University of Virginia's Curry School of Education seeks applicants to teach and provide content expertise for programs in the Department of Educational Leadership, Foundations and Policy in the following disciplines:

Administration and Supervision

Education Policy

Research, Statistics and Evaluation

Social Foundations

A terminal degree in an appropriate field of study for the course to be taught is required. Applicants must have a strong commitment to teaching excellence. Previous K-12 and higher education teaching experience or career experience in the course content area is strongly preferred.

To apply, visit http://jobs.virginia.edu and search on Posting Number 0619229. Complete a Candidate Profile online, attach a cover letter, curriculum vitae, statement of teaching philosophy, and contact information for three references. Please indicate in your cover letter the discipline(s) that you are interested in teaching. Positions will be filled on an on-going basis according to curriculum needs.

For questions about this posting please contact Ted Keefe, HR Associate at twk7b@virginia.edu.

Please note: This is an at-will faculty wage position which does not carry benefits. Most hires are made for part-time appointments.

The Curry School of Education and the University of Virginia are Equal Opportunity/Affirmative Action employers. We seek to build a culturally diverse intellectual environment and welcome applications from women, minorities, veterans, and persons with disabilities.

APPLICATION INFORMATION

Contact:	University of Virginia
Phone:	434-982-0123 (staff positions)
Fax:	434-924-6911 (staff positions)
TDD:	434-923-5189
Online App. Form:	https://jobs.virginia.edu/applicants/Central?quickFind=79704

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Visiting Assistant Professor, Educational Leadership

Institution:	**Virginia Tech**
Location:	Richmond, VA
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	07/11/2016
Type:	Full Time

Faculty Rank: Visiting Assistant Professor
Posting Number: TR0160066
Percent Employment: Full-time
Pay Range: Commensurate with Experience
Department: School of Education

WVirginiaTech
Invent the Future

About Virginia Tech:
Virginia Tech, founded in 1872 as a land-grant institution, is currently ranked as a Top 25 Public University by US News & World Report and a Top 25 Public Research University by the National Science Foundation. Through a combination of its three missions of learning, discovery, and engagement, Virginia Tech continually strives to accomplish the charge of its motto: Ut Prosim (That I May Serve). As the Commonwealth's most comprehensive university and its leading research institution, Virginia Tech serves a diverse population of 30,000+ students and 8000+ faculty and staff from over 100 countries, and is engaged in research around the world. Invent the Future at Virginia Tech.

Position Summary:
The School of Education at Virginia Tech is seeking applications for the position of Visiting Assistant Professor in the Educational Leadership (EDEL) program, with a start date of August 10, 2016. The term of the appointment is one year. This position will be based in the Richmond, Virginia, area.

The successful applicant will teach two graduate courses in Educational Leadership each term. These may vary but are likely to include Instructional and Curriculum Leadership, Foundations of K-12 Educational Leadership, and Supervision of Internship for Masters and EdS students. The successful candidate is expected to chair doctoral committees, maintain office hours, participate in program meetings, and to commit some time to service responsibilities for the School of Education and EDEL program.

Required Qualifications:

Candidates must have an earned doctorate in Educational Leadership or in a related field in education that involves advanced coursework in Educational Leadership by the time of employment. Experience serving as the primary instructor for graduate level courses and chairing doctoral committees is also required. Prior K-12 administrative experience is required, as is evidence of strong written and verbal communication skills and a strong interest in teaching.

Preferred Qualifications:
Experience serving as a supervisor of internships, familiarity with schools and school divisions in Virginia, experience in curriculum revision and development, and experience teaching in a blended environment.

Must have a conviction check?
Yes

Employment Comments:
For more information, contact Dr. Carol Cash, Program Leader, at ccash48@vt.edu.

How to Apply for this Job:
Applications must be submitted online at http://jobs.vt.edu (click on Search Postings, and choose posting number ___. Submit your online application, cover letter, vita, and a statement of your teaching philosophy. Three professional letters should be confidentially submitted directly from the reference using the following link ___.

Employee Category:
Instructional/Research Faculty

Appointment Type:
Restricted

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Online Adjunct Faculty (Education)

Institution:	**Virginia International University**
Location:	Fairfax, VA
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	07/11/2016
Type:	Full Time

Virginia International University is seeking experienced Adjunct Faculty to join our online faculty in our School of Education in Fairfax, VA. We are seeking candidates with a background in Education (secondary, higher education, education leadership, etc.) programs.

VIU VIRGINIA INTERNATIONAL UNIVERSITY
DREAM. DISCOVER. ACCOMPLISH.

These part-time, adjunct faculty positions will teach our online courses for our graduate level courses. The teaching faculty we seek will provide quality education and service to our diverse student body to meet the objectives of our programs and prepare our students to effectively participate in the global community and the global workforce. Our adjunct faculty team supports relevant University initiatives and is provided with a variety of opportunities for professional development.

Required Skills:

Knowledge, Skills, & Abilities

- Ability to design academic courses
- Ability to teach courses at the Master's Level
- Experience with software related to teaching in your discipline
- Experience with Moodle or a similar LMS required
- Excellent oral and written English communication skills
- Excellent organizational and time management skills
- Ability to work with a highly diverse staff, faculty, and student body
- Ability to excel in a demanding, outcome-oriented, and dynamic work environment
- Ability to carry out projects through to completion with minimal supervision

Required Experience:

Education

- PhD, EdD, or equivalent in Education

Experience

- At least one year of experience teaching education at the graduate level

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SUPERINTENDENT OF SCHOOLS SOUGHT

CASWELL COUNTY, NORTH CAROLINA

The Caswell County Board of Education is seeking a superintendent to lead the school system as it continues its pursuit of excellence. Candidates must meet the legal requirements to be licensed as a superintendent in North Carolina or be qualified to serve under the State Board of Education's alternative guidelines. Central office and building-level experience are preferred. A doctorate degree or progress toward a doctorate degree is preferred but not required. A successful candidate will be required to be domiciled in the Caswell County School District. Applications are due by **August 23, 2016.**

A successful candidate must demonstrate ability and success in (1) visionary educational leadership; (2) curriculum and instruction; (3) goal setting and monitoring achievement; (4) fostering community and/or intergovernmental partnerships; (5) administration and organization of short-term and long-term strategic planning, budgeting, and personnel and facility management; (6) strong communication and effective team-building; (7) procuring additional funding; (8) visibility and involvement in community activities; (9) leadership in maintaining safe and orderly school environments; (10) planning and funding of school facilities; and (11) decision making, delegation, and follow-through. A general and broad knowledge of all areas of school system operations is desired.

The Caswell County Schools Board of Education consists of seven members elected to four-year terms. The Caswell County School System serves 2,830 students in prekindergarten through twelfth grade. The district operates four elementary schools, one middle school, and one high school. Please visit the school system website at http://www.caswell.k12.nc.us to learn more about the Caswell County Schools.

Caswell County is located in the northern Piedmont region of North Carolina, a short distance from Greensboro, Winston-Salem, and the Raleigh-Durham area. Caswell County has a population of approximately 23,700 citizens and is known for its beautiful landscapes and small town charm. Caswell County offers something for everyone, whether it is visiting the local museums and historic sites, strolling through Maud Gatewood Memorial Park, catching a race at the nearby Virginia International Raceway, fishing and boating on Hyco Lake, or golfing at Caswell Pines Golf Course. Suggested websites for further area information include: http://www.caswellcountync.gov; www.caswellnc.com; http://www.yanceyvillenc.gov; and www.caswellmessenger.com.

Applicants must complete the board's required application form, accessible online via the North Carolina School Boards Association's webpage at www.ncsba.org/super-search/north-carolina-vacancies. Inquiries can be directed to Allison Schafer, Legal Counsel/Director of Policy, North Carolina School Boards Association, P.O. Box 97877, Raleigh, NC 27624-7877. Phone: (919) 841-4040. FAX: (919) 841-4020. E-mail: aschafer@ncsba.org. All inquiries will be kept confidential.

Superintendent of Schools

Superintendent - Allentown S D

Job Number:
PSBA0004903

Address:
Allentown PA

Description:
? General Qualifications • PA Letter of Eligibility for Superintendent certification or eligibility for same • Central office and building-level administrative experience strongly preferred • Leadership experience with urban education preferred • Doctorate preferred • Demonstrated experience and commitment to social justice and equity in working in a culturally diverse community • Evidenced experience with business and community partnerships including the Baldridge model. – Ideal Candidate Characteristics: The ASD Board of School Directors seeks a visionary, student-centered educational leader who will: • Improve student performance for all students with special emphasis on closing the gaps among under-achieving groups • Work closely with the Board of School Directors as the leadership team of 10 • Foster positive working relationships with all constituent groups • Employ strong collaborative and visionary leadership skills • Demonstrate exceptional interpersonal and communication skills • Communicate openly and fairly with staff, students, parents, guardians, families, and community members • Work closely with business partners on behalf of school district, city and community to meet student and family needs • Embrace an effective strategic planning process with involvement from business and community leaders • Manage district resources and demonstrate knowledge of sound fiscal procedures • Work closely with local, state and national political leaders on behalf of ASD and public education • Demonstrate high levels of emotional intelligence and a commitment to servant leadership and stewardship • Create an atmosphere of trust and mutual respect through open communication with all stakeholders.– Search Timeline: August 8 – October 3, 2016 with the goal of electing a new Superintendent of Schools in early 2017 with a start date on or about July 1, 2017. Applying for Position: Interested candidates will need to provide a letter of inquiry, resume, application, transcripts, and university credentials. Finalists must also provide Act 24 (PDE form 6004) clearance, Current Act 34, Act 114 and Act151 clearances and FBI fingerprints. The Allentown School District is an Equal Opportunity Employer. A regionally competitive salary and benefit package will be offered to the successful candidate. To access application for this position please go to www.allentownsd.org/content/superintendent-search. For information on the position or to nominate a candidate, contact Transition Consultants: Dr. George White—215-696-7768; gpw4152@gmail.com or Dr. Louise Donohue—610-657-7125; led395@lehigh.edu.

Contact Information:
Dr. Louise Donohue
(610)-657-7125
led395@lehigh.edu

The Position

The West Carroll Special School District is seeking an experienced, highly qualified and visionary leader as its next Superintendent. The person chosen by the Board will assume the Director's role, effective November 1, 2016.

The Superintendent will serve as chief executive officer of West Carroll Special Schools and will be responsible for carrying out all school board policies and supervising the operations of the school system. Minimum qualifications include: a professional educator's license, a master's degree with preference for a doctorate degree, three years of successful experience in school administration and such other qualifications the Board deems desirable.

The Selection Criteria

The following criteria were adopted and approved by the West Carroll Special School District.

- Has the ability to listen carefully and process individual and community concerns of people who will be affected by a decision. One who has demonstrated effective listening abilities and who has a commitment to accessibility and a willingness to maintain an open-door policy.

- An effective communicator who speaks and writes effectively to communicate the successes as well as the needs of the school system; is seen as an advocate for children and for public education; can build support, confidence and pride in the school system.

- Proven ability to develop and administer a comprehensive school budget, including allocation of resources; understands federal, state and local funding issues; has a record of success in obtaining funding for quality schools.

The Selection Criteria, cont.

- Has a record of working effectively with a school board and of keeping the Board well informed, sharing credit for accomplishments and enhancing the reputation and effectiveness of the Board.

- One who has experience in working with a community, staff and students in developing long-range goals for the school system and a determination to accomplish those goals.

- Seeks information and ideas relative to the problem. Makes decisions that show fairness, mature judgment, appropriate analysis and sensitivity for those affected by the decisions.

- One who has the wisdom to know when change is necessary and the ability to generate such change. Builds support within the community and within the school system for change prior to implementation and has a record of leadership through planned change.

- Successful experience as a teacher. Constantly seeks better ways to effectively educate students.

- Skilled evaluator of instructional programs and personnel. One who can determine the effectiveness and efficiency of school personnel and programs and take the necessary action to enhance operations.

- A respected instructional leader with a strong academic background, understanding of day-to-day operations of the classroom, and sound knowledge of instruction, curriculum and educational programs for elementary as well as secondary schools.

The District

The district was formed in August 1981 when the Atwood and Trezevant Special School Districts were consolidated. Included in the merger were three elementary schools operated by the county. Currently, the district is a unitary system and voluntarily complies with the Civil Rights Act of 1964. The racial make-up of the system is approximately 88% white, 12% black/African American, and less than 1% all other minorities. Mandatory busing is not necessary.

Seventy-seven certified staff members serve the students of the district. All faculty members hold at least a bachelor's degree with 35% having an advanced degree. The staff-student ratio is less than 13 to 1. The district strives to maintain a staff composition that is balanced in terms of race and gender. Each professional staff member is evaluated annually using a program approved by the Tennessee Department of Education and adopted by the local school board.

Students have the option of attending classes at the Carroll County Technical Center operated by the Carroll County Board of Education. Transportation to the Technical Center, as well as all general transportation services, are provided by the Carroll County Board of Education.

The West Carroll Board of Education is comprised of six members. Two members are elected from each district: Old Atwood District, Old Trezevant District, Old County District. Board members serve four year staggered terms with one member elected from each district every two years.

For more information about West Carroll Special Schools go to:
http://www.wcssd.org/

System Facts

Grades Served: K through 12 in 3 Schools
Student Population: 941
Administration, Faculty and Staff: 123
2015-16 Budget: $13,577,581
2014-15 Funding Provided by:
Local - 23.40%, Federal - 12.56%, State - 64.04%

55

SALARY AND BENEFITS

Competitive compensation including salary, health benefits, and other incentives will be offered to the successful candidate.

- High Performance state rating for district, past four years
- Recent major facilities upgrades, including sports complex
- Promethean Boards in all classrooms district-wide
- Art education in every school
- Music / band / dance options
- Varied after-school programs
- MS College and Career Readiness Standards
- Improvement to safety infrastructure
- Vocational course options - from mechanics to graphic design

APPLICATION PROCESS

The Board of Trustees expects the new superintendent to assume leadership of the Bay St. Louis-Waveland School District on or before January 1, 2017. The official superintendent application and other information are available on the Mississippi School Boards Association website, www.msba-online.org, under the "Superintendent Searches" link. For more information, potential candidates may contact MSBA at 601.924.2001 or toll free at 888.367.6722. Applicants should not contact the Bay St. Louis-Waveland School District School Board of Trustees directly.

Qualified and interested candidates should submit the following information no later than 5:00 p.m., or postmarked by midnight on September 30, 2016.

- ▶ formal letter of interest
- ▶ completed superintendent application
- ▶ current résumé
- ▶ official copy of all college/university transcripts *(in a sealed envelope as sent from college/university or emailed directly from college/university)*
- ▶ copy of valid Mississippi Educator's License with Administrator Endorsement

Postage mailed application packages should be addressed to:

Bay-Waveland Superintendent Search
Dr. E. Harold Fisher, Consultant
P. O. Box 2933
Ridgeland, MS 39158-2933

Emailed application packages should be sent to:
ehfisher@bellsouth.net
and to: eshipp@msbaonline.org
subject line "Bay-Waveland Superintendent Search Application"

Emailed application package documents must be in PDF format.

Announcing the position of

SUPERINTENDENT OF SCHOOLS
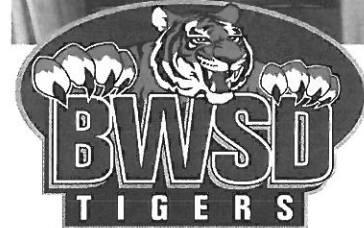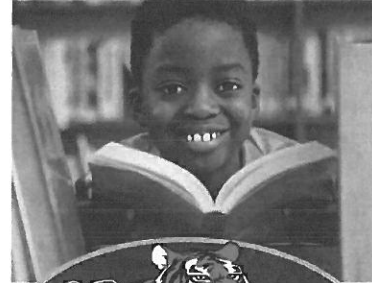
BAY ST. LOUIS WAVELAND SCHOOL DISTRICT

200 N. Second St. | Bay St. Louis, MS 39520

Application Deadline:
September 30, 2016

ABOUT OUR DISTRICT

With nearly 2,000 student, our district is large enough to offer strong academic, athletic, and art programs yet small enough for every student to feel at home. Educated in a named High Performing District by the Mississippi Department of Education, BWSD students graduate from an A-rated high school that's one of the top 10 schools for the state's graduation rates.

- Bay High School top-rated "A" by MS Department of Education
- Best High Schools in America Bronze Award, US News & World Report, past five years
- Over $10 million in 2016 scholarship offerings
- National Merit Scholar recognitions
- Dual credit college enrollment
- One of the top graduation rates in the state, past four years
- Nationally ranked ROTC program
- Ranked in the top 10% in the state for kindergarten readiness
- Ranked 5th in the state on 3rd reading tests

- Traditional and multi-age elementary classroom instruction
- Gifted program for grades 2-6
- A.P. classes include - Environmental Science, English III & IV, Calculus, Chemistry, US History, US Government, Economics, Biology
- Recent 4A State Championships in soccer, dance, and girls basketball
- All teams designated Scholar Athlete (team 3.0 GPA)
- All Superior band and dance programs
- Statewide awards in art
- National awards for cheer

The Bay St. Louis-Waveland School District is an Equal Opportunity Employer and complies with all state and federal laws. Applicants are subject to financial and criminal background checks as required by Mississippi law.

APPLICANT QUALIFICATIONS

- Mississippi Administrator License.
- Ph.D. in Education Administration preferred; Specialist Degree or Master's Degree in Education Administration required.
- Five years successful experience as an educational administrator. Building level experience required. Central office experience preferred.
- An effective communicator with public bodies, public officials, civic organizations, business leaders, parent and teacher groups and public media.
- Skilled in curriculum development and management, school district fiscal management, school district personnel management and educational planning.
- Proven track record of the ability to improve student achievement.
- Extensive experience with public school policy development, reformation and aligning with current state accreditation standards preferred.
- Extensive experience with strategic planning in public school setting preferred.
- Extensive experience with implementation of school district accountability models and instructional development processes preferred.
- Extensive experience with team building, staff development, school culture and climate cultivation and professional development preferred.
- Experience in various school and school district settings with process change development, implementation and effectiveness evaluation.
- Varied professional experiences in educational settings, working with schools and school districts with diversified populations.
- Alternative or supplementary requirements as the Board of Trustees may find appropriate and necessary.

Joplin Schools

Our City

Situated in the picturesque and hospitable setting of southwest Missouri, Joplin has easy access to a number of lakes, rivers, and vacation spots. Located at the strategic crossroads of the four-state region, it serves as a trade, educational, health, and cultural center for residents of Arkansas, Kansas, and Oklahoma, as well as Missouri. Several large cities are within convenient driving distance, including Tulsa, Oklahoma (100 miles); Kansas City, Missouri (150 miles); and Springfield, Missouri (65 miles).

Within the city of Joplin are two fine hospitals with a wide range of healthcare professionals. A daily newspaper and three local television stations, along with a number of radio stations, keep residents well informed. Excellent cable television services are also available. A shopping mall and an active downtown area draws shoppers from throughout the four-state region. Restaurants are abundant and cover a wide range of cuisine.

Several outstanding institutions of higher education are available to residents. Missouri Southern State University, located in Joplin, offers one of the best educational values of any college or university in the country. Crowder College, located in Neosho, 20 miles south of Joplin, provides career, community service, and vocational training courses to students seeking to advance. Pittsburg State University, located in Pittsburg, Kansas, 25 miles away, provides graduate programs in a number of different fields of study. With its diverse yet mild climate, attractive parks, and many cultural opportunities, Joplin offers a quality lifestyle in a relaxed and enjoyable atmosphere.

Our District

Welcome to Joplin Schools! Located in Joplin, Missouri, Joplin Schools serves more than 7,700 students from pre-kindergarten through 12th grade. We also offer adult education and lifelong learning opportunities through Franklin Technology Center. Joplin Schools is committed to providing a high-quality education to all students. We offer diverse and exciting educational opportunities to ensure that students obtain the knowledge, skills, and attitudes they need to be successful in school and in life. Joplin Schools also prides itself in providing a strong sense of community. Joplin parents, teachers, administrators, the Board of Education, and community members partner together to support Joplin students and to make their success possible.

Vision
Joplin Schools will engage a community of learners through high expectations, integrity, empowerment, and opportunity.

Mission
Joplin Schools will build a high-performing community of learners engaged in their futures through a culture of continuous improvement involving all stakeholders.

Check us out at: http://www.joplinschools.org

Deadline to Apply: September 23, 2016

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Joplin Schools Seeks a Superintendent Who:

❖ Possesses excellent people skills, presents a positive image of the district and will listen to input and make a decision when necessary.

❖ Inspires trust, self-confidence, and models high standards of integrity and personal performance with the ability to develop and communicate a vision of quality education for the future to the board, staff and community.

❖ Is a strong communicator; speaking, listening and writing.

❖ Has knowledge of and successful experience in sound fiscal practices and management of district resources, including appropriate participation of others in planning and decision-making.

❖ Is able to delegate authority appropriately while maintaining accountability.

❖ Is strongly committed to a "student first" philosophy in all decisions.

❖ Promotes positive student behavior conducive to a healthy learning environment.

❖ Has demonstrated strong leadership skills in previous positions.

❖ Is able to use data-driven decisions to lead a large organization dedicated to goals of continuous improvement.

❖ Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.

❖ Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.

Check us out at: http://www.joplinschools.org

Salary and Benefits

The salary will be in the range of $180,000 plus an excellent benefit package. The final salary for the successful candidate will be determined based upon proven experience, qualifications, and meeting Board of Education criteria.

Requirements

The candidate must have superintendent credentials. A candidate with an earned Ed.D or Ph.D is preferred. More information about Missouri's superintendent accreditation process is available at the Department of Education website at **https://dese.mo.gov/**.

Apply online at:
www.rayassoc.com
Questions should be directed to:
Ray & Associates, Inc.
4403 First Avenue SE, Suite 407
Cedar Rapids, IA 52402
Phone: 319-393-3115   Fax: 319-393-4931
glr@rayassoc.com

Please do not contact the Board of Education or District directly.

Deadline and Selection

All materials submitted as part of the Superintendent application will remain confidential to the fullest extent allowed by law, which includes board review in a closed session of the Board of Education. After all applications have been reviewed and preliminary interviews conducted by the consulting firm, the names of the top candidates will be presented to the Joplin Schools Board of Education for its consideration. Selection of candidates for interviews is the sole responsibility of the Board. Persons wishing to be considered for the position should submit an application file online including:

▪ A letter of application stating personal qualifications, experiences, and reasons for interest in the position.

▪ The online application form and a resume.

▪ 4 current letters of recommendation.

Deadline to Apply: September 23, 2016

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Northwest Leadership Associates

Tomorrow's Leaders Today

an invitation to apply for the position of
SUPERINTENDENT
Northwest Educational Service District 189
Anacortes, Washington

ABOUT THE POSITION

The Board of Directors of Northwest Educational Service District 189 invites you to apply for the position of Superintendent. Dr. Jerry Jenkins, who has served NWESD with distinction for the past 16 years, will retire July 2016. The Board is seeking a recognized "leader of leaders" to fill this position of importance at the local, regional, and state levels. Applications for this unique leadership opportunity will be accepted through **January 31, 2016**.

Dennis Ray
Northwest Leadership Associates

BOARD OF DIRECTORS

Dr. Alan Erickson, President

Claudia Buxton

Linda Byrnes

Gordon W. Griggs

Merle Kirley

Claudia Talmadge

Dr. Jack Thompson

Mark Venn
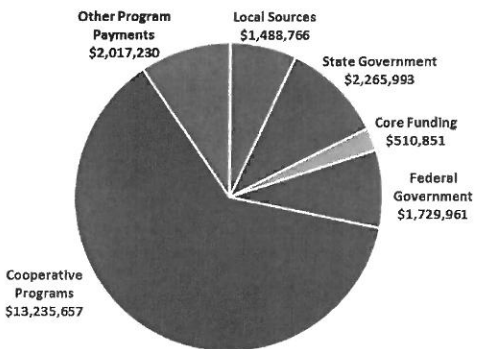
About Washington Educational Service Districts

Northwest Educational Service District 189 (NWESD) is one of nine Educational Service Districts (ESDs) serving the needs of K-12 school districts in Washington State. The ESD structure was established in 1969 by the State Legislature to assure that quality services are available to all public and private schools in their respective service areas.

ESDs are a vital link between the public schools, private schools, and various state and federal agencies, including the Office of the State Superintendent of Public Instruction (OSPI). Minimal duplication of support services results in significant cost savings to participating school districts, allowing the greatest use of taxpayer dollars for instructional purposes.

ESD Funding

Unlike local school districts, which receive the majority of their funding from the state, ESDs are largely self-supporting organizations sustained by competitive grants, cooperatives, and fees for services.

Core Funding - the amount allocated by the state - accounts for only 2% of NWESD funding. Core funding is based on the number of school districts and the size of the geographic region served. For NWESD, core funding totaled $510,851 in 2013/2014.

Other Program Payments $2,017,230
Local Sources $1,488,766
State Government $2,265,993
Core Funding $510,851
Federal Government $1,729,961
Cooperative Programs $13,235,657

NWESD core funding allocation was leveraged to provide $21,248,458 in services for students in the region's 35 school districts. For every $1 of core funding provided NWESD, students in the region are provided $41 dollars of service.

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Application Procedures and Timeline

Please submit the following material by **January 31, 2016**:

- A formal letter of application
- A completed application form (available from Dennis Ray; contact information below)
- A current resume
- As least five, but no more than seven, letters of recommendation
- A statement explaining how the applicant's qualifications and experience prepares him or her to meet the challenges and opportunities outlined in this vacancy announcement

Application material should be submitted electronically (PDF or Word format preferred) to: **dennisray@superintendentsearch.com**

Inquiries may be addressed to Dr. Dennis Ray, President,
Northwest Leadership Associates
dennisray@superintendentsearch.com
(509) 979-5561

Forward email

SafeUnsubscribe

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School Board
The five Boaz City Board of Education members are appointed by the city council to five-year terms.

Search Timeline

Application deadline	September 6, 2016
Interviews	September 26-30, 2016
Announce selection	October 2016
Superintendent begins	November 2016

The salary range for the position is approximately $115,000 to $130,000 and is negotiable based on experience and proven success.

Application Process
This search is being conducted by the Alabama Association of School Boards. All applications will be taken through AppliTrack, AASB's online application system, at http://www.applitrack.com/alabamaschoolboards/onlineapp.

All new applicants will need to create a username and password, fully complete the applicant profile and upload a cover letter and resume. Also, you must have an *official* transcript from the institution that granted your highest degree. It should be sent directly to AASB by mail or email:

PO Box 230488
Montgomery, AL 36123
SuperintendentSearch@AlabamaSchoolBoards.org

If you have previously applied in an AASB-led search and already have an AppliTrack account, simply log in, choose to apply for this search, answer the questions specific to this search and upload a cover letter. Also, it is not necessary to have another transcript sent.

Applications must be completed and transcripts received by September 6, 2016.

A search committee will review all applications and recommend finalists to the board. The board may interview some or all of the finalists. State law requires that these interviews be public.

For additional information, please contact
Dr. Terry Jenkins at 334-332-1253 or
jterryjenkins@gmail.com.

BOAZ CITY SCHOOLS
a l a b a m a
SUPERINTENDENT SEARCH

**Application Deadline:
September 6, 2016**

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The Search for a Visionary Leader

The Boaz City Board of Education is seeking an innovative, experienced leader with strong interpersonal and personnel management skills. Desired traits include:

- Ability to create a vision and goals for the school system and lead strategic planning;
- Strong analytical and problem solving skills;
- Ability to evaluate personnel and programs and effectively lead the administrative team;
- Strong communication skills;
- Ability to work with and generate support from the school board and stakeholders; and
- Understanding of Alabama school finance laws and experience managing budgets and financial affairs.

Qualifications

Alabama law requires the superintendent be chosen for general fitness and character and that he or she have a recognized ability as a school administrator. The successful candidate also must have or be eligible for the appropriate state certification to serve as an Alabama superintendent and must have a degree from a recognized four-year college or university. A master's degree is required but a doctorate is preferred.

Community

Located atop Sand Mountain, Boaz is a thriving community with a population of approximately 10,000 and a growing business community. The area is home to a respected two-year college and abundant recreational

activities, including the nearby Lake Guntersville and the Tennessee River. Offering small-town Southern life, it has easy access to metropolitan areas such as Huntsville (50 miles) and Chattanooga (90 miles).

The Boaz City Schools

The mission of the Boaz City Schools is to expect excellence everyday by everyone. Its vision is to provide a safe, nurturing environment to develop and empower productive citizens with the knowledge, skills and character to achieve their full potential in a rapidly changing world. The school system believes in effective instruction, effective use of resources and effective technology to create effective schools.

The strength of the BCS teaching program and staff shows in:

- Boaz High H3 Academies, offering instruction in banking, health science, engineering and culinary arts;
- Participation in the A Plus College Ready program to give students access to more AP courses;
- Project Lead the Way, a comprehensive approach to STEM education which gives students in elementary, middle and high school the chance to apply what they know through identifying problems, finding solutions and leading their own learning;
- Participation in the Alabama Math, Science and Technology Initiative; and
- Implementation of formative assessments in grades 2-4, 6-7 and 9-10.

Schools			Personnel	275
Elementary (PreK-1)	1		Certified	160
Elementary (2-3)	1		Support	115
Intermediate (4-5)	1			
Middle (6-8)	1		**Operating Budget**	
High (9-12)	1		2015-2016	$21,000,000
			Per student expend.	$9,362

Enrollment	2,243		Revenue	
Free or reduced lunch	67%		State	62%
English as a second			Local	26%
language	40%		Federal	11%
			Other	1%

Assistant Professor in Educational Leadership Studies

Institution:	**University of Kentucky**
Location:	Lexington, KY
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	09/01/2016
Application Due:	Open Until Filled
Type:	Full Time

Department Name
8G010:Educational Leadership Studies

Work Location
Lexington, KY

Type of Position
Faculty

Position Time Status
Full-Time

Required Education
Qualifications include an earned doctorate (PhD, EdD) in educational leadership and administration or a closely related field.

Required Related Experience
Expertise is required in two or more of the following areas: direct school leadership experience, the capacity to teach core courses across educational leadership programs, competency to teach quantitative research methods, ability to teach online and advise doctoral students.

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MONTCLAIR STATE UNIVERSITY

Montclair State University

Building on a distinguished history dating back to 1908, Montclair State University is a leading institution of higher education in New Jersey. Designated a Research Doctoral University by the Carnegie Classification of Institutions of Higher Education, the University's nine colleges and schools serve more than 20,000 undergraduate and graduate students with over 300 doctoral, master's and baccalaureate level programs. Situated on a beautiful, 252-acre suburban campus just 14 miles from New York City, Montclair State delivers the instructional and research resources of a large public university in a supportive, sophisticated and diverse academic environment.

Montclair State University is an Equal Opportunity/Affirmative Action institution with a strong commitment to diversity. Additional information can be found on the MSU website at montclair.edu

V-F6

Overview

Tenure-track position in Educational Leadership in a vibrant program serving diverse communities. Appointment includes teaching a range of graduate courses for prospective leaders and supervisors with an emphasis on instructional leadership, using data in decision-making, and developing professional learning communities, as well as contributing to the vision and growth of the program and department. Faculty members are expected to be active scholars; advise students; contribute to accreditation process; participate in department, college, and university committees; and teach in a variety of settings and formats.

Qualifications

Earned doctorate in Educational Leadership or related field, a well-defined research agenda, evidence of scholarly activities, and success in or potential for publications. Demonstrate aptitude for or evidence of excellence in teaching. Must be ready to develop and teach online courses as demonstrated through experience or interest. Experience with online teaching and as an educational leader preferred. Desired areas of expertise include supervision, curriculum development, finance, education law, organizational leadership, and school/district leadership. The department and the College of Education and Human Services are committed to student and faculty diversity and value the educational benefits that derive from such diversity. We are seeking candidates who demonstrate the ability to work collaboratively in and with socially, culturally, and economically diverse communities; have a commitment to education for social justice, democratic practice, and critical thinking; and/or are interested in addressing issues of inclusive education in research, teaching, and curriculum development. Experience as a leader in a K-12 school a plus.

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Assistant Professor - Educational Leadership and Administration

|	
Institution:	**Creighton University**
Location:	Omaha, NE
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	08/31/2016
Type:	Full Time

Creighton University's Department of Education invites applications from highly motivated, successful, collaborative, and innovative PK-12 school leaders for an Assistant Professor tenure-track position in educational leadership and administration beginning August 2017. The Education Department at Creighton is CAEP-accredited, and its mission is to educate teachers, leaders, and counselors in the Jesuit tradition for public, Catholic, and other private PK-12 schools. Responsibilities: Primary responsibility will be to teach in the online master's degree program in educational leadership that leads to PK-12 principal certification and the online graduate certificate program in Catholic school leadership. The course load will be 3 in the fall and 3 in the spring with one course release the first year. Summer teaching for additional compensation is anticipated due to the cohort model of our online leadership programs. This person will also be expected to establish a record of scholarship in the field of Catholic education and provide service to the University and to the profession. Candidates are strongly urged to familiarize themselves with our programs at https://gradschool.creighton.edu/program/Educational-Leadership-MS

https://www.creighton.edu/program/catholic-school-leader-post-mast ers-certificate

Earned doctorate in educational leadership or related discipline, a record of success as a PK-12 Catholic school or school system leader, demonstrated excellence in teaching, a scholarship agenda that is focused on research in Catholic school education, and evidence of, or potential for recruiting students and enhancing Creighton's profile in the field of Catholic educational leadership at the national level.

Potential for qualifying for an Administrative certificate in Nebraska

66

Appendix D: Sample Letters and of Support and Email Inquiries
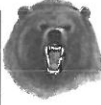
BLACKSBURG HIGH SCHOOL BRUINS

3401 BRUIN LANE
BLACKSBURG, VA 24060
PHONE (540) 951-5706
FAX: (540) 951-5714
www.mcps.org/bhs/

To Whom It May Concern,

The Doctorate program in Educational Leadership proposed by Radford University is very different from Virginia Tech's in design, delivery, and focus. As a Hokie alum and high school principal, located a mile away from the Blacksburg campus, the program at VT cannot compare to the program delivery that Radford University is proposing.

I would apply for this program immediately and feel the program at Radford would better meet the needs of many aspiring, working professionals for the following reasons:

> Radford University has a rich history of outstanding education programs,

> RU's expertise in the online/blended delivery format allows for flexibility,

> RU's partnerships with and understanding of the needs of local Virginia school divisions,

> RU's approach provides a research focus that is about improving schools and solving school problems rather than expanding the theoretical knowledge base.

In closing, this program would fill a great void in the New River Valley and provide and unique, and much needed, alternate approach to the Doctorate in Education. I look forward to applying and working with the initial cohort to further my knowledge and move into a school Superintendent role within the Commonwealth.

Please feel free to call upon me if any additional information is needed!

Respectfully,

Brian L. Kitts, Principal
V.P.I Class of 2001, RU Class of 2005

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My name is Adam Joyce. I am the principal at Dublin Middle School in Pulaski County. I'm in my second year here after having been an assistant principal at Carroll County High School in Hillsville, VA. In the years previous, I was a middle school teacher in Carroll. I consider myself blessed to have worked in 2 very solid systems and have very fond memories of my time spent in each. But, as I have progressed up the ladder in education, I have wondered how far I might want to go.

As I encounter more and more people along the way, I see that some of my colleagues have secured the terminal degree in our field and are putting it to great use; central office staff, division superintendent, becoming college professors, etc. So, naturally, I have given that option some serious thought. I have studied several programs in this region and attended several "informational meetings." One thing that I can't ignore as I sit in these meetings is how much I wished that Radford University offered just such a program.

Being familiar with RU through the two degrees I have acquired there thus far, I have no doubt that a terminal degree from the school of which I am so fond would, frankly, make my career complete. It only seems natural that a university with such a rich history of producing quality school teachers would be a place to reach the pinnacle of your education.

I appreciate the faculty and staff at RU. Their willingness to do whatever it takes to help students achieve their goals is a large part of what make the school so popular in this part of the state. Their approach to preparing students for better, more meaningful careers is not found quickly on other campuses in the region. Their size and fit in our professional community makes them the natural choice for undergraduate work and higher degrees.

If given the opportunity, I would likely pursue my Ed.D. from Radford University for several reasons. The care that the faculty and staff have for their students, the proximity to our (region for travel reasons) and the scheduling flexibility that has been offered as far as on-line learning mixing with more traditional methods would all be factors in a what is a very big decision. But a decision that would be easier made when you consider the long-standing tradition of excellence consistently shown by Radford University.

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ANDREW LEWIS MIDDLE SCHOOL

To Whom It May Concern:

I am writing to express my support and interest in the proposed doctorate program at Radford University College of Education and Human Development. I will most certainly apply for the program once established.

Having already completed a master's degree from Radford University in an online format, I am well aware of Radford's expertise in an online/blended format. (My previous degree was from Virginia Tech). I am completing my third year as an assistant principal and felt more than prepared based on my experiences with Radford. The focus on improving schools and divisions makes it unique from programs already in existence. As a result, this program will not compete with programs already in existence. This particular program will allow me to pursue my research interests that are rooted in school climate and safety.

Again, I would like to express my support for the establishment of this doctoral program. With the focus on improving schools and communities as opposed to expanding on the already established theoretical knowledge base. The blended format is highly attractive to working professionals with families.

Sincerely,

James F. Garst

James F. Garst
Assistant Principal

GLENVAR
MIDDLE★SCHOOL
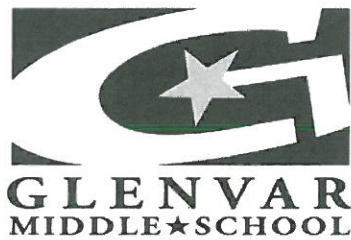
May 25, 2016

To whom it may concern:

I am writing to express my support for and interest in the Radford University proposed Doctorate in Education program.

It is my understanding that the Doctoral program proposed by Radford University will be a practitioner oriented, cohort-based professional education degree program. The program will be delivered in a blended format designed to prepare students for school division level leadership and licensure, positions in higher education, and positions in other educational organizations. Most importantly, the program will be flexible and responsive to the needs of working professionals. The action research and dissertation component will focus on solving problems of educational practice. The blended delivery model will utilize a variety of online distance technologies to engage students and faculties in collaborative learning experiences through communities of inquiry. Face to face options will be offered at strategic times to support the online learning communities. As someone who enjoys both online and face to face instruction, the blended format is extremely appealing. The program will not compete with existing doctoral programs where students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Radford University has a history of outstanding education programs, specific expertise in the online/blended delivery format and significant knowledge of local Virginia school divisions and the problems they face. I believe the Radford Doctoral program will focus on improving schools and solving school problems rather than expanding the theoretical knowledge base. If Radford University's proposal is accepted I would certainly apply for admission.

Sincerely,

James Soltis
Principal GMS

Emails from interested prospective students

From: Michael E. Salomon [mailto:SalomoME@pwcs.edu] **Sent:** Sunday, September 04, 2016 7:44 PM **To:** Colley, Kenna **Cc:** jdhobson@henrico.k12.va.us **Subject:** Phd programs

Hey Kenna,

I hope you are doing well! Jarrod and I have been doing some talking about PhD programs. We both have a goal of starting within the next couple of years. We were wondering if there was an update on the RU PhD program.

Have a good week!

Mike Salomon
Autism Specialist
Office of Special Education
Prince William County Schools
703.791.8059

From: Curtis Bumgardner [mailto:curtis.bumgardner@frco.k12.va.us] **Sent:** Tuesday, August 09, 2016 3:21 PM **To:** Colley, Kenna **Subject:** Proposed Doctor of Education Program

Dr. Colley,
    I hope this email finds you well. I was writing to see if you had any further information on the proposed Doctor of Education program in Education for School and Community Change. A colleague and I are both interested in this program and we are both graduates of Radford University with a M.S. in Educational Leadership. Do you know when or if this program will be offered, what the course work will be, and what the admissions requirement to the program will be? Any information that you have would be great. Thank you so much for your time.

--
Curtis Bumgardner
FCHS - Science
540-483-5418
curtis.bumgardner@frco.k12.va.us August 9, 2016

From: Cox, Elizabeth [mailto:ecox21@radford.edu]
Sent: Sunday, August 07, 2016 12:55 PM
To: Colley, Kenna
Subject: Proposed Doctoral Program

Good morning,

I am interested in the proposed doctoral program at Radford University. I am currently working through the Special Education Masters Program, while I teach in Roanoke. I would like to know when the proposed program might begin and if there will be any opportunities for students currently in the Masters program. I would appreciate any information you have about this program.

Thank you,
Elizabeth Cox mailto:ecox21@radford.edu August 7, 2016

Sent from my iPhone

Good afternoon Dr. Bizzell,
I am writing to express interest in the proposed online Doctoral program. Please include me in future email correspondence and mailings. Thank you.

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Tonya Jackson
607 Rosemary Lane
Danville, Virginia 24541

tonya.jackson4712@yahoo.com
434-709-9454

Sent from Tonya Jackson's iPhone July 12, 2016

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Has there been any decision made to have the Doctorate in Education program?

Thanks, Amy

--
Amy Johnson
Ramsey Building Administrator
FCHS
540-483-0221
Amy Johnson amy.johnson@frco.k12.va.us July 6, 2016

Thank you Dr. Bizzell. I am very happy to be back in Roanoke County and at Green
Valley. How funny that GV is the school to help you make the move to elementary
school.

Hope you are doing well and have a good group of future administrators. Keep me
posted on the Doctorate program.

Take care,

Julie Sandzimier
Julie Sandzimier juliesandzimier@cox.net June 22, 2016

Hi Dr. Bizzell,

I hope that you are doing well and that you have had a good year! I wanted to check in to see if there has been any
progress with the doctoral program. I am looking forward to furthering my education, and hope that I will be able
to do it at Radford!

Hope to hear from you soon,
Ashley Hale
Hale, Ashley aweddle@radford.edu April 11, 2016

Hi Mr. Bizzell,
I was wondering if you had any degrees offered for Ed.D. You know I finished my VT with my Ed.S. But, really want
to finish out with my doctorate. Thanks!
Meredith Doane
Meredith Doane mdoane@wcs.k12.va.us April 7, 2016

From: Robin Owens <rowens@mail.dps.k12.va.us>
Date: Monday, April 4, 2016 at 12:36 PM
To: Brad Bizzell <bbizzell@radford.edu>
Subject: Re: Proposed Radford University Ed.D. Program

I am very excited that Radford is condering this. I am an alumni and personally love the University!
I am very interested in pursuing my Doctorate in Education.
I have completed my Ed.S at Liberty University and my next step is to take the GRE and apply for admissions to
continue.
Will the students be required to complete the GRE for admission?

Thank you! Robin Owens

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Dr. Bizzell,

I hope you are doing well. I just wanted to touch base with you to let you know that I still have some interest in the Ed.D Program through Radford University if the program were to be offered.

I worked at Laurel Park Middle School when we discussed the program earlier. My wife let me know about an email she had received so I thought I would write you to express my interest.

Thank you in advance.
Charles
--
Charles Byrd, NBCT
Assistant Principal
Warrior Tech Academy Director
Athletics/Activities Director
Magna Vista High School
701 Magna Vista School Road
Ridgeway, VA 24148
Work: 276-956-3147
Fax: 276-956-5888 - April 4, 2016

Good afternoon, I would like some information about your doctoral program. Thank you for your time

--
Shane Reed
Carroll County Math Specialist SHANE REED fsreed@ccpsd.k12.va.us March 17, 2016

Hi Brad...good to hear from you and I hope all is well! I'm excited to learn you are working to take Radford to this next level. Very exciting! A quick question...do you have any idea what admission requirements might look like? I ask because my Master's from Virginia Tech did not require GREs, etc. Thanks, in advance, for your thoughts!

Josh Whitlow
Assistant Principal
Hidden Valley High School
5000 Titan Trail
Roanoke, VA 24018
(540) 776-7320
jwhitlow@rcs.k12.va.us March 16, 2016

Brad,
This sounds like an exciting program. I will look forward to hearing more! Thank you for including me in the survey.

Dave Dickinson
Principal, SMS
Go Mustangs! David Dickinson ddickinson@mcps.org *March 16, 2016*

Hello, Dr. Bizzell! I hope all is well with you and your precious family! I hated that I was not able to talk with you after your excellent presentation during our Recently Appointed Admin. meeting! (I had to take a call from my principal & wasn't available to say my goodbyes.)
I just have a few questions concerning the doctorate program that I received an email

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about this evening.
(1) How long would it typically take to complete the program with the cohort?
(2) How many classes & credit hours (& how much $$ per credit hour)?
(3) If RU's proposed plan is accepted, when is it projected that the 1st cohort would begin?
(4) Am I cRaZy for considering it? ▯ (just kidding!)

Thank you for your help in better understanding this anticipated program!! Very exciting!!

Take care!!

Sent from my iPhone Kristen Quesenberry klquesen@ccpsd.k12.va.us March 15, 2016

Dr. Bizzell,
I am very interested in pursuing a doctorate in education in the field of educational leadership as soon as possible. I am currently a principal in Roanoke County Schools and have been for the past 7 years. I received my Master's Degree from Virginia Tech, but haven't found a cohort that has been available recently there, and I can't drive to Charlottesville (UVA) once or twice a week because of the massive amount of driving. Please keep me in mind if you start a program in this area.

Thanks for your time!

Sincerely,
Ashley McCallum

Ashley McCallum
Principal
Green Valley Elementary
(540) 772-7556
amccallum@rcs.k12.va.us March 15, 2016

Brad,

Thank you for the email. I completed the survey. Do you have any information related to the approval timeline?

Robin L. Haymore, M.S., Ed.S, NCSP
Director of Special Education
Nationally Certified School Psychologist
Phone: 434-432-2761 ext. 5035
Fax: 434-432-2893
robin.haymore@pcs.k12.va.us March 15, 2016

Mr. Bizzell,

I hope that you are able to get this program started. I would love to apply and start as soon as possible. Thank you for sending me the survey. Have a great day!

Kind regards,

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Marcie Murphy
Assistant Principal
Stuart Elementary School Murphy, Marcie <marcie.murphy@patrick.k12.va.us> March 15, 2016

From: Brian Kitts <bkitts@mcps.org>
Date: Tuesday, March 15, 2016 at 5:14 PM
To: Brad Bizzell <bbizzell@radford.edu>
Subject: Re: Proposed Radford University Ed.D. Program

This is great news! I took the survey and would love for this to come to fruition!

Best of luck,
Brian

Brian L. Kitts, Principal
Blacksburg High School
3401 Bruin Lane
Blacksburg, VA 24060
Phone: (540) 951-5706 March 15, 2016

Hello!

It's so good to hear from you! Please do keep me updated about progress with the program via email--I am extremely interested. I was originally looking at your M.S. in Literacy Education when I noticed the proposed program. It caught my attention *because* it seemed so different than any other doctoral program I have ever seen. My ultimate goal is to teach within the classroom for a few years, then go back to school in order to specialize in student literacy. The level at which I will aim to specialize is yet to be determined, but I would absolutely love to keep in touch as your program develops.

Currently, as I just finished my MAT this past December, I am subbing in local schools and seeking full-time employment for the coming fall. That's why all of this is a few years down the line for me. That being said, Radford comes so highly recommended, whether it be by friends or colleagues, that I want to keep it as a front-runner in my options for the future.

Thanks so much for your reply, and I hope to keep in touch going forward!

Best,
Colleen Morrison Morrison, Colleen camorrison@mail.roanoke.edu February 10, 2016

Dr. Bizzell,

Thank you again for meeting with me today. I appreciate the suggestions and directions! Please keep me posted with the progress of the new EdD program at Radford. I will only have this email address available to me until June. Please feel free to use my personal email for communication.   Kammie.galyean@gmail.com

Kammie February 26, 2015

Dr. Bizzell,
I am going to be that student who comes back AFTER graduation asking for further assistance. I have two questions I am hoping you can help me out with. Attached is a College Verification form that, from my understanding, is required by the State for me to add the Administrative Endorsement to my VA license. Is that something you are in a position to complete for me as my advisor or is that something I need to contact someone

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else about? If you are able to complete it, my school's fax number is (540)890-7568. Lastly, I was wondering if I receive a paper copy of the degree in the mail or if I have to contact RU because I did not participate in the graduation ceremonies. Also, I was hoping both of you would keep me in mind if a doctoral program begins as I believe I heard talks of that expansion possibility from the program.

Thanks for the years of help and clarifications,

Aric Palazzola

Instructional Technology Resource Teacher
William Byrd High School
2902 East Washington Avenue
Vinton, VA 24179

540-562-3900 ext. 24032
apalazzola@rcs.k12.va.us May 19, 2014

Dr. Bizzell,

I spoke with you last Friday at Radford's job fair. I just wanted you to have my email address for future correspondence about the doctoral program in 2015, I am very interested in this program. Thank you for all the information on Friday.

--
Ben Boone
Principal
John Redd Smith Elementary School - March 3,2014

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RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR APPROVAL OF
DOCTOR OF EDUCATION (ED. D.)**

MAY 4, 2017

WHEREAS, the School of Teacher Education and Leadership (STEL) in the College of Education and Human Development (CEHD) at Radford University proposes a Doctor of Education (Ed. D.); and

WHEREAS, the proposed Doctor of Education (Ed. D.) program is to prepare new generations of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities; and

WHEREAS, the proposed Doctor of Education (Ed. D.) will develop leaders who can foster practical and constructive partnerships between schools and communities to improve student achievement while creating positive impacts on the quality of life and social and economic vitality of those communities; and

WHEREAS, the proposed Doctor of Education (Ed. D.) program is designed with the purpose of preparing leaders through coursework, field experiences, and applied research activities to work collaboratively within their communities to improve outcomes for all students; and

WHEREAS, student and alumni interest support the establishment of the Doctor of Education (Ed. D.) program;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee approve and submit the proposal to the Board of Visitors for approval of the program for the Doctor of Education (Ed. D.) program, CIP 13.0101; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Radford University	2. Academic Program (Check one): New program proposal X_____ Spin-off proposal _____ Certificate document _____

3. Name/title of proposed program
    Ed.D. in Education
	4. CIP code
	    13.0401

5. Degree/certificate designation
    Doctor of Education
	6. Term and year of initiation
	    Spring 2018

7a. For a proposed spin-off, title and degree designation of existing degree program

7b. CIP code (existing program)

8. Term and year of first graduates Summer 2021	9. Date approved by Board of Visitors

10. For community colleges:
    date approved by local board
    date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach
    letter(s) of intent/support from corresponding chief academic officers(s)

12. Location of program within institution (complete for every level, as appropriate and
    specify the unit from the choices).

    Departments(s) or division of   School of Teacher Education and Leadership

    School(s) or college(s) of   College of Education and Human Development

    Campus(es) or off-campus site(s)   Main Campus

    Mode(s) of delivery: face-to-face _____ distance (51% or more web-based) __X__
    hybrid (both face-to-face and distance) _____

13. Name, title, telephone number, and e-mail address of person(s) other than the
    institution's chief academic officer who may be contacted by or may be expected to
    contact Council staff regarding this program proposal.

- Dr. George Santopietro, Assistant Provost for Academic Operations, gsantopi@radford.edu, 540-831-5465
- Dr. Kenna Colley, Dean, College of Education and Human Development, kcolley@radford.edu, 540-831-5208.
- Dr. Brad Bizzell, Associate Professor, Educational Leadership, School of Teacher Education and Leadership, bbizzell@radford.edu, 540-831-5140.

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Doctorate of Education degree program in Education. The proposed program will be administered by the School of Teacher Education and Leadership in the College of Education and Human Development and is to be implemented by January 1, 2018.

The purpose of the Ed.D in Education is to prepare new generations of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities. Problems of low academic achievement, low graduation rates, poor preparation for careers and further education, high rates of suspension, teacher and administrator turnover, and rapid technological change present challenges to school district leaders that cannot be solved by schools working in isolation. This program is designed with the purpose of preparing leaders through coursework, field experiences, and applied research activities to work collaboratively within their communities to improve outcomes for all students.

The Ed.D. in Education will develop leaders who can foster practical and constructive partnerships between schools and communities to improve student achievement while creating positive impacts on the quality of life and social and economic vitality of those communities. The educational professionals completing this program will be prepared to work collaboratively with their communities to research, plan, implement, and evaluate innovative approaches to critical school problems and needs. Program graduates will know how to use inquiry and collaboration as tools to solve complex problems impacting academic performance that are unique to each school, community, and region relating to such issues as, poverty, disability, physical and mental health, and increasing student diversity including growing numbers of students who are English Language Learners. While all of these issues contribute to problems within schools, program graduates will work collaboratively with both school and community stakeholders to design solutions that consider and interact with the social, economic, and political contexts outside of school.

The development of this program was prompted by several factors. The first factor is the poor fit between the traditional doctoral programs focusing on the study of theory and academic research and the needs of those working in schools for inquiry and pedagogy focused on making positive and sustainable changes in the practice of education[1]. Second, is the continued growth in demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders due to retirement and population increases. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time. The manner in which this program will be implemented is cutting edge using an online delivery format, field experiences, and an applied research approach.

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[1] Golde, C.M., & Walker, G.E. (2006). *Envisioning the future of doctoral education: Preparing stewards of the discipline.* San Francisco: Jossey-Bass

Mission

The full mission statement of Radford University[2] states:

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the University emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. The University is committed to helping students develop creative and critical thinking skills, teaching students to analyze problems and implement solutions, encouraging students to discover their leadership styles, and fostering their growth as leaders. Toward these ends, RU is student focused and promotes a sense of caring and meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University as it strives to meet the changing needs of society.

The proposed program aligns with the mission in that it will prepare experienced practitioners to serve as leaders and address compelling issues through problem analysis and critical thinking leading to creative solutions for contemporary educational problems.

Online Delivery

The Ed.D. in Education will employ a hybrid online learning approach, as defined by the Online Learning Consortium. Coincident to the Ed.D. in Education, the same delivery model would be used to deliver the proposed Doctorate of Occupational Therapy (OTD) curriculum. In hybrid online delivery, "most course activity is done online, but there are some required face-to-face instructional activities."[3] The online format provides the flexibility necessary to meet the needs of fulltime professionals completing doctoral study part-time. The program will use a combination of synchronous learning activities where the students and faculty will engage each other in real time in an online classroom as well as asynchronous activities in which the students complete work according to their individual schedules. Strategically planned and timed face to face sessions (no more than one per semester) will extend and support the online activities.

Resources to Support the Delivery Format: The coursework described will be delivered online using a variety of technologies within a comprehensive Learning Management System (LMS) and utilizing Adobe Connect for synchronous, online class meetings. Currently, Radford University employs the Desire2Learn (D2L) LMS. D2L provides a space for the delivery of

[2] http://www.radford.edu/content/radfordcore/home/about.html
[3] Online Learning Consortium (2015). Updated E-Learning Definitions.
http://onlinelearningconsortium.org/updated-e-learning-definitions-2/

content asynchronously, discussion board participation, assessment, digital portfolio management, and assignment submission, grading, and feedback. Adobe Connect is used to conduct class sessions in real time using audio, video, chat, and document and desktop sharing. All software needed to develop online course materials/resources is readily available to faculty through Radford University's Division of Information Technology.

Faculty Development Resources: Radford University provides comprehensive training and support for faculty and students engaged in distance education, through its Center for Innovative Teaching and Learning (CITL). CITL offers a series of workshops for faculty about best practices in online course design, based on the standards of Quality Matters (the most respected quality assurance program for online and hybrid courses and programs). The majority of the faculty who will teach in the proposed program have already participated in these workshops. All instructors will be Quality Matters trained.

CITL also sponsors an interactive online orientation to Desire2Learn, for students. All students will be required to complete this orientation and submit the certificate of completion in their first course in the curriculum. Finally, the university's Division of Information Technology offers walk-in, telephone and online support for all faculty and students in case of technology-related questions or problems during the completion of any course.

Accreditation

The accrediting agency for the educator preparation programs at Radford University is the Council for the Accreditation of Educator Preparation (CAEP, previously operating as NCATE). Radford earned full accreditation in Spring of 2012 under NCATE and will be reviewed in the Fall of 2018 for continuing accreditation. CAEP is revising the accreditation process and has not yet established the standards for the advanced programs that would apply to this degree. We will seek accreditation when those standards are established.

Admission Criteria

Prospective students will apply at the same time for both degree-seeking status at Radford University and admission to the proposed Doctor of Education program, through the College of Graduate Studies and Research. To meet institution requirements, applicants must submit:

1. An online Application for Graduate Admission;
2. Official transcripts from all colleges and universities other than Radford University, from which they have earned a graduate degree or course credit;
3. International applicants whose native language is not English must achieve an acceptable score on the TOEFL examination. They must also submit an approved credential report for coursework completed outside the United States. Minimal acceptable TOEFL scores:
   - Paper Based 575
   - Internet Based 88-89
   - Computer Based 230.

To meet the proposed program requirements, prospective students must:

4. Hold a master's degree;
5. Submit three letters of recommendation addressing the applicant's potential as a doctoral student:
   - at least one must be from a current or most recent employer;
   - at least one must be from a professor or instructor familiar with applicant's academic work;
6. Submit a current full resume;
7. Submit a writing sample describing career goals and how an advanced graduate credential through this program will assist the applicant in meeting those goals;
8. Complete a personal interview with program faculty.

The proposed program will not require the Graduate Record Examination for applicants. A maximum of one half of the total graduate hours in the degree program may be transferred from another Radford University program or an outside institution. Transfer credit may be counted toward required courses.

Target Population

The target population for the proposed program includes teachers, assistant principals, principals, and central office coordinators, supervisors, and directors who wish to work towards an advanced degree in educational leadership and licensure as a school superintendent, refocus their expertise on the development of leadership skills and the management of school-based teams and issues, and seek to advance their knowledge and earning potential through the attainment of a terminal/graduate degree. Geographically, the primary focus will be students from southwest Virginia making Radford the only institution offering this degree with such a primary focus. The demand data from Superintendent's Regions VI and VII detailed later in this proposal supports this focus.

Curriculum

Radford University's proposed Ed.D. in Education program will be a cohort-based program requiring a minimum of 63 credit hours of graduate-level courses, an internship, and an applied dissertation. The focus of the curriculum is practitioner based with the intent to engage students in activities that prepare them for school leadership roles.

The program includes required courses in four areas; Foundations, Research, Field Components, and the Educational Leadership Core. The required foundations courses reflect the unique needs of individuals who serve diverse schools and who must be prepared to implement evidence-based practices to improve learning outcomes of all students through collaboratively planned improvement efforts. These four courses are designed to prepare school leaders to work collaboratively between school and community to implement improvement by focusing upon change theory and management, social and cultural influences on schools, leadership practice and learning sciences.

The research courses extend beyond the more typical Quantitative and Qualitative Methods courses to include two learning outcomes geared specifically towards practitioner-based, applied research. The four courses prepare school district leaders with the practical research skills to evaluate and improve conditions for learning for students.

The Educational Leadership Core courses address the content required for licensure as a superintendent and prepares students for multiple, district-level positions including superintendent, assistant superintendent, and director of such areas as instruction, human resources, finance, and special education. In order to meet the specific needs of each student, two to three elective courses will be selected that will better prepare students for the specific, planned career path or research interest. Elective courses, including independent studies, will be selected by students in consultation with faculty. Students will complete an applied dissertation as the capstone experience of the program. They will research, plan, implement, and evaluate innovative approaches to a critical school district problem. Students will be focused throughout the program on developing and refining their research topics. Assignments and comprehensive exams will continuously monitor progress towards and support the development of the professionally anchored dissertation. Students will work with a variety of stakeholders associated with the dissertation, such as faculty, school and community members, and other graduate students. All courses are new.

The proposed program includes planned, supervised field experiences for students. Students, in consultation with faculty, will engage in field experiences during either two or three semesters to extend and complement course work and research activities. For each three credit hour internship course,180 clock hours of activities will be completed. Students will engage in leadership activities aligned directly with the Educational Leadership Core courses.

Proposed Ed.D. in Education Requirements

Foundations Courses
- EDEF 810: Models of Change for School and Community Leaders (3)
- EDEF 800: Social and Cultural Foundations of Education (3)
- EDEL 800: Leadership in the 21st Century (3)
- EDEF 860: Advanced Learning Sciences (3)

Research Courses
- EDEF 820: Applied Research Methods (3)
- EDEF 830: Quantitative Methods I (3)
- EDEF 840: Qualitative Methods I (3)
- EDEF 850: Program Evaluation (3)

Educational Leadership Core
- EDEL 810: Advanced School Law (3)
- EDEL 820: Leadership for Human Resources (3)
- EDEL 830: Leadership for Teaching and Learning (3)
- EDEL 840: Policy and Governance of Schools (3)
- EDEL 850: School Finance and Operations (3)

Internship (6 to 9 credit hours. Students may choose to take either 6 or 9 credit hours of Internship. Internship and Electives combined must total 15 credit hours. The course can be completed up to three times.)
- EDEL 890: Internship in School District Leadership: (3)

Electives (6 to 9 credit hours, Internship and Electives combined must total 15 credit hours. For students who take 6 hours of Internship, 9 hours of Electives are required. For students who took 9 hours of Internship, 6 hours of Electives are required.)

Dissertation Hours (9 credit hours are required)
- EDEF 890: Doctoral Research (1 to 9 credit hours per semester)

Graduate degree program requirements include the following:

- A pre-prospectus qualifying comprehensive exam will be completed after the first 12 credit hours of course work to determine the students' readiness to continue in the program. The written exam will constitute an analysis of a student's understanding of course content outcomes and a student's general technical writing ability. Students will select a dissertation chair and committee upon successful completion of this exam. Students unsuccessful at this stage will receive additional instruction in any areas determined to be deficient.
- A prospectus exam will be completed after 36 credit hours of course work to determine the students' readiness to engage in the research process. Evaluation of the exam will include an analysis of content knowledge, skills, and dispositions related to student's proposed dissertation topic. The exam process will require an adequate oral presentation to the student's committee presented as part of the student's electronic portfolio. Upon successful completion of this exam, students will begin the initial research activities to study the literature and design a dissertation proposal. Students unsuccessful at this stage will work with the committee to identify specific knowledge, skill, or dispositions needing improvement to move forward.
- Students will make a dissertation proposal to their committee following 54 credit hours. Students will begin to conduct research upon successful completion of the proposal. Students unsuccessful at this stage will work with the committee to revise the proposal until it is acceptable.
- Upon successful completion of all courses and comprehensive exams, a dissertation defense will be conducted where the student will defend their work to the dissertation committee. Students unsuccessful at this stage will work with the committee to revise the dissertation until it is acceptable.

Appendix A provides a Sample Plan of Study for part-time students. See Appendix B for Course Descriptions

Student Retention and Continuation Plan

Students enrolled in the program must meet all requirements for continuance as detailed in the Graduate Catalog. In addition, specific criteria have been identified to measure success in achieving each of the goals outlined for the program:

1. Upon acceptance into the program, all students will be assigned a faculty advisor from the graduate faculty. The advisor will assist with degree planning, course scheduling, pre-prospectus and prospectus exams, professional and academic guidance, and mentoring until a dissertation chair is selected. Students will work closely with their advisor on all aspects of the program until a dissertation chair is selected.
2. The dissertation chair will be responsible for guiding the student through development, implementation, and final defense of the dissertation. The chair will also assist students with the selection of a committee to advise the student through the dissertation proposal and final defense.
3. Students will develop and maintain an electronic portfolio. It will detail their work, experiences, and reflections as related to criteria specified by the director of the Ed.D. program and an advisory council to be established by the director to guide the degree implementation and progression. Portfolios will be submitted and reviewed periodically throughout the program of studies. The portfolio will be maintained within the Learning Management System used to facilitate coursework, and artifacts from individual courses, such as exam performances and research papers, will be included in the portfolio.
4. Course-specific student outcomes will be assessed through various course assignments, activities, and examinations. Students not meeting course expectations will work with the instructor and advisor as necessary to develop a plan to satisfactorily complete all requirements and meet learning outcomes.
5. Specific degree progression requirements are described in the previous section including how the student will be supported if they fail to meet a requirement.

Time to Degree

The proposed program will be part-time only. Part-time students can complete the proposed program in 4 years. The program design allows students to maintain competitive, full-time employment while working on this advanced degree. Coursework will be offered year round with students required to attend summer sessions.

Faculty

The Ed.D in Education program is housed in Radford University's School of Teacher Education and Leadership. The number of faculty in STEL is as follows:
Full-time Teaching and Research Faculty: 36
Part-time Teaching Faculty: 0
Adjunct Faculty: 38

Radford University's School of Teacher Education and Leadership faculty teach in the areas of Early Childhood/Early Childhood Special Education; Educational Leadership; Educational Technology; Elementary Education; Foundations; Human Development; Literacy Education; Mathematics Education; Middle Education; Secondary Education – Mathematics, Science, and Social Studies; and Special Education – Adapted Curriculum K-12, General Curriculum K-12, Hearing Impairment, and Visual Impairment.

The proposed program will have nine core education faculty members committed to the program. The minimal qualifications for faculty will be an earned doctorate and graduate level faculty status. A director will be hired to manage the program and teach. Two educational leadership faculty members will design and manage the majority of the educational leadership courses, while three different faculty members will teach research and evaluation courses. Additionally, an educational technology faculty member and two foundations/literacy faculty members will manage the design and teaching of other coursework. All nine faculty members will share advisor responsibilities.

Support faculty include those faculty members whose primary responsibilities are within other areas of STEL's various education programs, yet who possess extensive experience and credentials in specific competency areas within the Ed.D. program of study. Support faculty may teach in the areas of foundations, research, educational leadership, or an elective course.

See Appendix C for abbreviated faculty curriculum vitae.

Program Administration

The Ed.D. in Education program will be administered by the Dean of the College Education and Human Development as one of seven schools/departments/programs within the College. A director will be hired to oversee curriculum development, student recruitment, and operational activities for the program. The director position will require a Ph.D. or Ed.D. degree in Educational Leadership or a related field. In year two of the proposed program a part-time administrative assistant will be hired to work directly with the director, faculty and students.

Student Assessment

Learning Outcomes

All students who successfully complete the program must demonstrate specific skills within eight distinct competency areas. These competency categories were derived from an analysis of graduate program requirements at universities within the United States offering advanced degrees in areas such as educational leadership and education reform. Specific learning outcomes aligned with these eight general categories are presented in Table 1. Student achievement of outcomes will be assessed both through course-based assessments and through the comprehensive electronic portfolio maintained within the LMS. Results of the assessments will be compiled into program area reports that are distributed to the dean and Director of Academic Assessment for inclusion in College and University reports to external accrediting agencies and for internal improvement planning and accountability.

Table 1. Student Learning Outcomes Including

The first seven learning outcomes relate directly to the National Educational Leadership Preparation Standards developed by the National Policy Board for Education Administration[4]. The stem of each standard begins "Leadership candidates who successfully complete a district

[4] http://www.npbea.org

level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:" and are then followed by specific elements unique to each Standard. Listed in the Learning Outcomes column below are the name of each Standard and its elements.

Learning Outcomes	Key Courses	Measures
Standard One: Mission, Vision, and Core Values (1) analyze and communicate a shared mission and vision; (2) promote a set of core values; (3) and analyze, plan for and promote continuous and sustainable district and school improvement.	EDEF 810 EDEF 820 EDEF 850 EDEL 800 EDEL 890	Learning outcomes will be assessed using, but not limited to, the following methods: case study responses, student essays, group and individual projects, portfolio artifacts evidencing application of competencies, comprehensive examinations both written and oral, defense of dissertation proposals and the final dissertation.
Standard Two: Ethics and Professionalism (1) enact professional norms; (2) model ethical behavior; (3) address responsibility; and (4) promote essential educational values	EDEL 800 EDEL 810 EDEL 890	
Standard Three: Equity and Cultural Leadership (1) develop, implement and evaluate equitable district policies and systems; (2) ensure that each student has equitable access to resources and support; (3) support the development of culturally responsive practices; and (4) build and maintain an inclusive, responsive, safe, caring, and healthy district culture	EDEF 810 EDEF 800 EDEL 830 EDEL 890	
Standard Four: Instructional Leadership (1) analyze and manage systems of learning and instruction; (2) plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers; (3) promote systems of support, coaching, and professional development for individual principals; and (4) analyze and use research-anchored systems of principal supervision, evaluation, and feedback	EDEF 860 EDEL 830 EDEL 890	
Standard Five: Community and External Leadership (1) engage families, community, public, private, and non-profit sectors; (2) sustain productive partnerships with communities and public, private, and non-profit sectors; (3) maintain ongoing, two-way communication with families and the community; and (4) represent the district and engage various	EDEF 800 EDEL 800 EDEL 890	

stakeholders in building an appreciation of the overall context in which decisions are made.		
Standard Six: Management of People, Data, and Processes (1) manage the district's systems; (2) seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources; (3) manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel; and (4) promote effective policies and procedures that protect the welfare and safety of students and staff.	EDEL 820 EDEL 850 EDEL 890	
Standard Seven: Policy, Governance and Advocacy (1) foster a respectful and responsive relationship with the District's Board of education; (2) manage effective systems for district governance; (3) ensure compliance with applicable policy, laws, rules, and regulations; (4) respond to local, state, and national decisions; and (5) advocate for the needs and priorities of the district.	EDEL 840 EDEL 890	
Conduct scholarly assessment, evaluation, and research activities	EDEF 820 EDEF 830 EDEF 840 EDEF 850	

Employment Skills/Workplace Competencies

Graduates of the proposed program will acquire specific skills through their coursework, field experiences and research that will prepare them to practice at an advanced level in schools and school divisions. In addition to the learning outcomes noted above, following are skills frequently listed as requirements for positions of school and school division leadership that students will have developed upon program completion:

- Ability to create a vision and goals for the school system and lead strategic planning using evidence-based decision making
- Ability to work with, generate support from, and build consensus among a school board and stakeholders
- Ability to develop innovative ideas through collaborative processes
- Ability to delegate authority appropriately while maintaining accountability
- Ability to evaluate personnel and programs
- Ability to communicate effectively

Program Assessment

The mission statement of Radford University states: "Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society"[5]. This statement exemplifies the work of the School of Teacher Education and Leadership in providing quality programs at both the undergraduate and graduate levels.

The School of Teacher Education and Leadership will conduct program assessment. The assessment process is designed to meet both internal Radford University program review requirements and external CAEP and SACS accreditation requirements. The School will conduct and report annual assessments of student learning outcomes beginning in 2018. A more extensive review of the program's mission, goals, learning outcomes, and student successes will occur initially in 2022 and at least every five years thereafter.

Institutional reviews of this program by the Academic Program Review Committee, including reporting to and review by the Board of Visitors, will occur every five years. The first formal review of this program would be in academic year 2022-23. The program, with help from the Office of Institutional Assessment, will use institutional data, student and alumni surveys, and learning outcomes assessment to complete the report that will describe how program goals and learning outcomes have been achieved and how the program faculty have responded to the data.

Benchmarks of Success

The proposed program has established the following benchmarks of success:
- Enrollment of 18 new candidates per academic year
- 80% of the students who begin the program will successfully complete the program.
- 80% of students will be satisfied with the proposed program as determined by exit interviews.
- 80% of students will be satisfied with the proposed program as determined by the university's graduate student survey.
- 80% of graduates will be employed in positions using knowledge acquired in their graduate studies within one year of graduation.
- 80% of employers of graduates, surveyed two years after graduation, will rate their satisfaction with the graduate's contributions as "Excellent" or "Satisfactory" on a 5 point Likert scale.

Failure to meet any benchmarks will result in a review to determine the cause of the failure in order that corrective action can be taken.

Factors that might reduce student satisfaction and thus student success will be carefully identified and evaluated by the program director and core faculty regularly to ensure the highest

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5 Radford University. (2007). Forging a bold new future: RU 7-17 strategic plan [PDF document]. Retrieved from Radford University website: http://www.radford.edu/content/radfordcore/home/about/strategic-plan.html

quality program. The proposed program will be monitored by the Director of the School of Teacher Education and Leadership and the Dean of the College of Education and Human Development through annual program evaluation processes. Actively measuring student satisfaction and other factors contributing to student success and failure will be a regular part of the program's culture, ensuring all students' voices are heard. Such reviews will be managed by the program director at intervals corresponding with new semesters of study.

Expansion of Existing Programs

This proposed program is not an expansion of an existing program, certificate, concentration, emphasis, focus, major, minor or track.

Relationship to Existing Radford University Degree Programs

The proposed Ed.D. program is not related to any existing degree programs at Radford University.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs
(Specific Demand)

Leadership Preparation

School and community leaders face unique, complex problems. Barriers to solving these problems and to broader educational reform are compounded by complicated social conditions. Accomplishing reform requires creative, innovative leaders who can work effectively with diverse populations and create equitable learning environments to promote student engagement and success. Such leaders must possess the ability to cross the boundaries of education, government, public, private, and community-based agencies and engage these groups in collaborative ways. The failure to work collaboratively or to ignore family, community, and economic factors puts already vulnerable children and youth at greater risk[6]. Current statistics

6 Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership*. Washington, DC: Coalition for Community Schools.

suggest that children of color and from poverty have consistently been at greater risk for school success than other populations of children. Educational leaders are needed who, as Gooden and Dantley[7] stress, situate their work in "a more critical and progressive conceptual frame that seriously interrogates these discrepancies and creates strategies to do something proactively about them" (p. 238).

In an educational leadership preparation program that includes problem-based learning strategies, case studies, simulations, action research, field experiences, and self-reflection on experiences, a number of important factors can be challenged and potentially transformed. These include practices, beliefs, and policies that promote inequity, such as racism, cultural bias, and privilege[8]. Graduates of such a program will have a worldview based on study, critical reflection, and experiences that prepare them to take transformative action in leadership practice. Perhaps more important, these new leaders will possess the educational knowledge and skills they need to be able to address community problems through the culture and curricula of the schools in need of improvement.

There is a growing body of educational research that identifies the abilities and skills most needed by educational leaders if they are to affect long-term student success, whether working in rural, urban, or suburban regions. For example, Masumoto and Brown-Welty[9], in a study of three high-performing, high-poverty, rural California high schools with high percentages of English language learners, found significant improvements in student engagement and success. This improvement was attributed to leaders' transformational instructional styles and commitment to focused school-community relationships. In each school, there was a combined focus on professional learning, expectations, use of multiple assessments, and data-driven instructional decisions. Each high school established multiple formal and informal partnerships with community organizations and agencies. The three most important factors contributing to school success were (1) clear and direct focus on instructional practices and expectations, (2) strong teachers as a result of long-term professional development, and (3) multiple support systems – for students with various needs – that incorporated community assets. Each of these factors requires the initiative of school district leaders.

In a large-scale, multi-strand investigation of urban systems (Atlanta, Georgia; Oakland,

Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education, 24*(1). Retrieved from http://jrre.psu.edu/articles/24-1/pdf

Renee, M. & McAlister, S. (2011). The strengths and challenges of community organizing as an education reform strategy: What the research says. *Community Organizing as an Education Reform Strategy Series*. Prepared by the Annenberg Institute for School Reform at Brown University. Quincy, MA for the Nellie Mae Education Foundation.

[7] Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education, 7*(2), 237-253. doi: 10.1177/1942775112455266

[8] Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education, 7*(2), 237-253. doi: 10.1177/1942775112455266

Pounder, D., Reitzug, U., & Young, M.D. (2002). Preparing school leaders for school improvement, social justice, and community. *Yearbook of the National Society for the Study of Education*, 101(1), 261-288.

[9] Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education, 24*(1). Retrieved from http://jrre.psu.edu/articles/24-1/pdf

California; Portland, Oregon; New York City; Springfield, Massachusetts; and Norwalk-La Mirada, California), Knapp, Coplan, Honig, Plecki, and Portin[10] also reported on relationships between leadership and student success. In particular, the study focused on understanding instructional shared leadership for "powerful, equitable learning" that was emphasized at both school and district levels. The researchers concluded that to enhance student learning, leadership must be focused on instructional improvement for both the students and the teachers and that sustainability depends on a multi-level system of leadership support at both the school and district levels. Most important, the researchers pointed out that success was most prevalent when stakeholders were willing and able to:

- deal with a steep learning curve (their own and others'),
- work effectively with people who possess diverse world-views,
- be prepared for major changes in practice and organization, and
- make a long-term commitment.

A large, six-year study funded by the Wallace Foundation[11] focused on the nature of successful educational leadership and how leadership can improve educational practices and student learning. The researchers noted, "to obtain large scale effects, educators need to create synergy … among all the parents, teachers, and policy makers" (p. 9). For this study, data was collected in nine states, 43 school districts, and 180 elementary, middle, and secondary schools. Data included surveys, observations, and interviews conducted with a wide range of stakeholders from within school systems, state education agencies, and local community and business organizations. Joint researchers from the University of Minnesota and the University of Toronto conducted the large-scale investigation examining leadership at each organizational level from the classroom to the community to the statehouse. Two important findings were (1) the need for differentiated, collaborative administrative staffing that allows principals to truly serve as instructional leaders and (2) the need for parents and the community to be involved in any school-improvement efforts. District leaders have control over both areas.

In a study of 11 urban sites with successful community schools, Blank, Berg, and Melaville[12] described the strategies and attitudes of successful "cross-boundary" leaders from those schools and school districts. Cross-boundary leaders, they found, garner support that brings about diverse, sustained funding from traditional and non-traditional funding agencies; view school leadership as collaboration among all participants rather than top-down, isolated direction; drive success for all students by collecting and using multiple sources of data to effect positive academic achievement. Those described as cross-boundary leaders possessed the ability to build broad-based public support. Key to the success of all leaders in the study was the ability to work effectively with education, government, and public and private community-based agencies to face challenges posed by race, inequity, and poverty. The proposed program has specific plans

10 Knapp, M.S., Copland, M.A., Honig, M.I., Plecki, M.L., & Portin, B.S. (2010). *Learning-focused leadership and leadership support: Meaning and practice in urban systems.* University of Washington.

11 Louis, K.S., Wahlstrom, K.L., Michlin, M., Gordon, M., Thomas, E., Leithwood, K., Anderson, S.E., Mascall, B., Strauss, T., & Moore, S. (2010). *Learning from leadership: Investigating the links to improved student learning. Final Report of Research to the Wallace Foundation.* University of Minnesota.

12 Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership.* Washington, DC: Coalition for Community Schools.

engage students in "cross-boundary" activities.

These studies collectively illustrate the need for school district leaders who are creative, innovative, and work effectively with diverse populations both within and outside the school setting in order to create equitable learning environments, promote student engagement, and foster academic success.

Education-Based Solutions to School and Community-Based Problems

The proposed program addresses all facets of educational leadership, including teaching and learning, school finance and operations, school law, human resources management, school policy and governance, and school improvement processes within comprehensive school improvement models. Graduates will be knowledgeable about school and community needs and how to lead all stakeholders to improve learning and to serve the community. This program will produce graduates who are knowledgeable about local, regional, state, and national factors affecting communities' well- being and future growth. They will be capable of leading collaborative processes to assess, plan, implement, monitor, and evaluate improvement efforts in educational organizations. Radford's proposed Ed.D. program will develop top, executive-level leaders who recognize the power of connections between school and community and who work to create collaborative relationships that result in achievement of school and community goals.

School leaders in the U.S. have had very little success eliminating educational inequity when working in isolation. When basic human needs are not met, problems and issues manifest and far exceed the capacity of any school/school system or educational agency alone[13]. Contemporary educational researchers suggest that solutions for many of today's education-related problems might best be solved through the formation of coalitions comprising policy-makers and administrators, teachers, community-based organizations, and civil society organizations focused on educational improvement[14]. Coordinated efforts across daycare, medical services, and community outreach programs are needed to ensure that students will benefit from attending school and are able to do so[15]. Complex problem solving that crosses traditional boundaries of school and community has become a necessity, not a luxury.

In 2002, The U.S. Department of Education (DOE) established 10 Regional Advisory Committees (RAC) to assess the educational needs of different U.S. regions. While acknowledging that Virginia has a "sizeable number of urban and suburban districts" in addition to its varied rural communities, Virginia was placed in the Appalachian region along with West Virginia, Tennessee, and Kentucky. The Appalachian Regional report identified seven distinct needs:
1. Closing the achievement gap.
2. Improving instructional leadership and effectiveness.

[13] Smith, G.A., & Sobel, D. (2010). *Place- and Community-based Education in Schools*. New York, NY: Routledge.
[14] Hargreaves, A., & Shirley, D. (2011).*The Far Side of Educational Reform.* Canadian Teacher's Federation.
[15] Ready, D.D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development. *Sociology of Education,* 83(4), 271-286. doi 10.1177/0038040710383520
Renée, M., Welner, K., & Oakes, J. (2010). Social movement organizing and equity-focused educational change: Shifting the zone of mediation." In Hargreaves, A., Lieberman, A., Fullan, M, & D. Hopkins, D. (Eds.). *International Handbook of Educational Change, 2nd Ed.* (pp. 153 – 168). New York: Springer.

3. Building and sustaining systemic capacity.
4. Addressing legislation.
5. Ensuring equity.
6. Promoting family/community engagement and understanding of socio-economic status factors.
7. Re-thinking education[16]

Both the Association for Supervision and Curriculum Development and the American Association of School Administrators have similarly identified closing the achievement gap, educating the whole child, the impact of poverty on student learning, and the need for cooperation and collaboration across agencies and organizations as national educational needs.[17] Because of the extensive preparation graduates will receive in Radford University's proposed Ed.D. program, these leaders will be able to advance community well-being and civic engagement alongside academic achievement.

The need for a comprehensive program beyond a master's degree in teaching or administration to prepare leaders in executive roles is warranted, particularly since the most successful students in the proposed program will likely be those with ample real-world teaching and community-service experience in our region of Virginia. The proposed program is designed to serve the educational needs of students who are already graduate degree-holding, practicing professional educators. The proposed program goes far beyond typical master's level educational leadership programs by employing rigorous research and evaluation methods along with continuous school improvement skills to design, implement and evaluate school-wide and community-based improvement initiatives.

Why Radford University

As noted earlier, Radford University began as a Normal School over 100 year ago to train educators for southwest Virginia. Radford's first graduate degree program, a Master's in Education, began over 50 years ago. Radford University's School of Teacher Education and Leadership currently partners with, and our alumni serve in, school divisions throughout Virginia. We partner with the Virginia Department of Education, the U.S. Department of Education, the National Science Foundation, and the Western Virginia Public Education Consortium. Radford's graduate education programs have been utilizing distance and online technologies to deliver our programs for over 20 years. The proposed program will utilize those partnerships and build upon that programmatic history to meet the need for highly developed school district leaders.

Employment Demand

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[16] U.S. Department of Education Regional Advisory Committee (RAC) (July, 2011). *Appalachian region: A Report Identifying and Addressing the Educational Needs*. *www2.ed.gov/about/bdscomm/list/rac1/appalachia.pdf*
[17] American Association of School Administrators (2011). Position Statement: Educating the Total Child. *http://www.aasa.org/content.aspx?id=118*.
Association for Supervision and Curriculum Development (2006). Position Paper….http://www.ascd.org/news-media/ASCD-Policy-Positions/ASCD-Positions.aspx.

Graduates of the Ed.D. in Education will be prepared to serve as reform-oriented leaders in preK-12 public and private school systems. The program is designed to fulfill the requirements described in the Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.) for the position of Division Superintendent (8VAC20-22-600). The Licensure Regulations, Option 1 specifically requires an earned doctorate. Option 2 requires a master's degree and a minimum of 30 hours beyond the master's degree.

The Bureau of Labor Statistics shows definite positive national trends in future job opportunities for graduates of this innovative new degree. Table 2 provides specific data on projected job growths for educational administrators.

Table 2. Projected National Job Growth for Educational Administrators

Occupational Title	SOC Code	Employment (2014)	Projected Employment (2024)	Change (2014-24)
Education Administrators, Elementary, Middle and Secondary school	11-9032	240,000	254,000	14,000 +6%

US Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-17 Edition

For administrators and instructional coordinators this growth is due in part to increasing job requirements and educational leader responsibilities. Also driving the creation of jobs that require a doctorate is growth in the for-profit education sector and the changing face of education, with more non-traditional students entering the field[18]. Further, in a 2010 study of school superintendents nationally, only 51% indicated "they planned to still be a superintendent in 2015—a finding suggesting the probability of substantial turnover in the next few years."[19]

Similar to the Bureau of Labor Statistics data, the Virginia Employment Commission data in Table 3 show definite positive trends in future job opportunities for graduates of this innovative new degree.

Table 3. Virginia Labor Market Information

Occupational Title	2012 Estimated Employment	2022 Projected Employment	Total 2012-2022 Employment Change	Annual Avg. Percent Change (%)	Total Percent Change (%)

[18] US Bureau of Labor Statistics. (2014, January 8). Occupational outlook handbook. Retrieved October 12, 2014 from http://www.bls.gov/ooh/
[19] American Association of School Superintendents. (n.d.) 10-year Study on the American School Superintendent Released. http://www.aasa.org/content.aspx?id=17280

Education Administrators, All others	1,269	1,369	100	.8%	8.5%
Education Administrators, Elementary/Secondary	6,488	7,208	720	1.1%	11.7%

*https://data.virginialmi.com/vosnet/analyzer/results

Local demand is clear as well. While Radford's program will be available to students throughout the Commonwealth, many will come from the areas closest to our campus in southwest Virginia where the demand for persons with such a degree is particularly high. In Virginia's Superintendent's Regions VI and VII, there are 34 school divisions. In the past three years, 22 of those school divisions have hired new superintendents, some more than once, exceeding the national average turnover rate of 15%[20].

See Appendix D for job announcements.

Student Demand

Student interest in the proposed program is high and clearly demonstrates an overwhelming preference for the type of program proposed over currently available programs at other institutions. A survey to determine potential applicants for the proposed program was conducted during March and April, 2016. An email link to a survey was sent to building and central office level administrators believed to not already have a doctorate in public school divisions in Virginia's Superintendent's Regions VI and VII through publicly available email addresses. The survey was sent to 644 individuals and was responded to by 240. Of those 240 respondents, 192 indicate a preference for the proposed program at Radford University in comparison with 12 who express a preference for current programs available through other Virginia public universities.

Below is the single survey prompt and the results of the survey as administered through Qualtrics online survey software.

Survey Prompt
The Radford University proposed Doctorate in Education is a practitioner oriented, cohort based professional education degree program delivered in a blended format and resulting in preparation for school division level leadership and licensure, positions in higher education, and positions in other educational organizations. The program is designed to be flexible and responsive to the needs of working professionals. The action research and dissertation component focus on solving problems of educational practice in the schools and school divisions in which the students work. The blended format utilizes a variety of online distance technologies to engage students and faculties in collaborative learning experiences through communities of inquiry. Face to face options will be offered at strategic times to support the online learning communities. The program is designed to not compete with existing doctoral programs where

[20] American Association of School Administrators (n.d.). Superintendent and district data.
http://www.aasa.org/content.aspx?id=740

students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Interest in Pursuing Doctoral Degree

Which of the following best describes your current interest in pursuing a doctoral degree in education as proposed by Radford University? You may choose more than one option.

> *[Radio button choices]*
> *I would definitely apply for admission to this program when available.*
> *I would likely apply for admission to this program when available.*
> *I would likely apply for admission to this program within the next five years.*
> *I would not be likely to apply for admission to this program.*
> *I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.*
> *I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.*
> *I already have a doctoral degree.*

Results

Following are the results of the survey.

Answer	# Selecting Answer
I would definitely apply for admission to this program when available.	58
I would likely apply for admission to this program when available.	75
I would likely apply for admission to this program within the next five years.	59
I would not be likely to apply for admission to this program.	43
I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.	4
I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.	8
I already have a doctoral degree.	10

Demand for graduate education programs is unique in nature. While some specific jobs require a graduate degree, i.e. building and central office administrator, division superintendent, many

educators engage in graduate study to fulfill licensure renewal requirement[21] or simply to enhance their knowledge and skill as education professionals. There are teachers, assistant principals, principals, and supervisors who choose to earn the Ed.D. degree where only a bachelor's (teacher) or master's degree is required. These professionals will have the option of becoming a school district superintendent but value the learning through this program to enhance their current job performance in other leadership roles or positions. These individuals should have the option to further develop their leadership abilities.

See Appendix F for sample letters of support demonstrating student demand.

Projected Enrollments

Table 5 provides a summary of the projected enrollments for the first five years of the program. Note that the program plans to begin with an enrollment of 18 part-time students.

Table 5. Summary of Projected Enrollment by Year (First 5 Years)

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
18	12	35	23	51	34				66	37	15

Assumptions:

Retention percentage: 83%
Percentage of full-time students 0% Percentage of part-time students 100%
Part-time students credit hours per semester: 6
Part-time students graduate in 4 years (11 semesters)
Students will be required to enroll in summer sessions

Duplication

While there are leadership based Ed.D. programs in five public universities in the Commonwealth, the proposed Ed.D. degree program in Education (CIP Code 13.0101-Education, General) at Radford University is innovative and does not replicate any existing programs. The online, applied research, practitioner-based program emphasizes leadership from a contextualized teaching and learning perspective that is unique in Virginia.

[21] Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.)

The program's goal is to prepare leaders and educators with local, national, and global perspectives as well as action-based strategies for improving education and school communities through applied coursework, field experiences, and action research. Such preparation is well outside the purview of traditional Ed.D. programs.

Radford University's closest neighbor, Virginia Tech, offers a more traditional degree in Educational Leadership and Policy Studies focused on preK-12 school administration preparation (CIP Code 13.0499-Educational Administration and Supervision, Other) without an online, applied research option.

William and Mary, Virginia Commonwealth University and University of Virginia all offer programs that must be completed on-site and are not responsive to working professionals that must continue to work full-time yet need a program that will teach them to design programs and practices for school change and improvement. These programs are not geographically accessible for most of the prospective students for this program from southwest Virginia.

Table 6. Enrollments for Comparison Programs for the Past Five Years

Enrollments	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
College of William and Mary CIP 13.0499 Executive Ed.D. in K-12 Administration	143	143	144	135	137
University of Virginia CIP 13.0401 Ed.D. in Education	29	31	20	27	25
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	57	77	58	61	65
Virginia State University CIP 13.0401 Ed.D. in Education Administration	39	53	57	51	34
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	178	175	170	137	107

Table 7. Degree Conferrals for Comparison Programs for the Past Five Years

Degrees Awarded	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
College of William and Mary CIP 13.0499	18	18	24	32	24

Executive Ed.D. in K-12 Administration					
University of Virginia CIP 13.0401 Ed.D. in Education	5	9	8	4	3
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	*	*	41	15	20
Virginia State University CIP 13.0401 Ed.D. in Education Administration	3	2	4	15	19
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	27	15	28	35	23

* no degrees awarded

Unique Design: Radford University's proposed Ed.D. in Education is unique in the Commonwealth of Virginia. The uniqueness of this degree and its relevance are discussed throughout this document. Inherent in all aspects of this program is the development of interdisciplinary, in-depth knowledge, skills, and dispositions contextualized by local, regional, national, and global school and community needs through applied coursework, field experiences, and applied, action research.

The proposed Ed.D. program similarly focuses on graduate students' understanding the reciprocal roles of schools and communities in creating healthy individuals and sustainable institutions. Student learning in this program is grounded in inquiry, exploration, and action. This Ed.D. program clearly exemplifies the goals of Radford University's QEP.

Projected Resource Needs for the Proposed Program

Resource Needs

Full-time Faculty
A combination of new and existing faculty will teach and advise in the proposed program. A full-time doctoral director (12 month position) has been established in the budget by the Provost's office with a salary range of $85,000 to $105,000 and benefit costs of $29,354. The director will be hired in Year 1. A new faculty member will be hired in each of years two and three of the program. These two positions will be at the assistant professor rank with a salary range of $65,000 to $75,000 with combined benefit costs of $51,790. Faculty members teaching in the doctoral program will teach a total of 18 credit hours (six credit hours each semester through fall, spring, and summer), advise/chair dissertation committees, and participate in scholarly activities.

Adjunct Faculty

No adjunct faculty will be needed for this program.

Graduate Assistants
No graduate students will be used to initiate or sustain the program.

Classified Positions
A part time (0.5 FTE) administrative assistant will be added in year zero to assist the Director of the program. Annual salary for this position will range from $14,000-16,000.

Targeted Financial Aid
No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment
Computer hardware will be provided for all new faculty members. No additional equipment will be needed for the program.

Library
McConnell Library collection specialists reviewed current holdings and made recommendations for the acquisition of books, journals, and databases to enhance our holding for the Ed.D. program. We have made purchasing recommendations to the library based on our course needs. We anticipate needing approximately $4,000 of new resources.

Telecommunications
Four telephones and service will be needed for the new faculty members and the administrative assistant.

Space
Office space will be needed for new faculty and an administrative assistant.

Resource Needs: Part A-D

Part A: General budget information

- Has or will the institution submit an addendum budget request to cover one-time costs?   Yes _____ No __X__
- Has or will the institution submit an addendum budget request to cover operating costs?   Yes _____ No __X__
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?   Yes _____ No __X__
- Will each type of space for the proposed program be within projected guidelines?   Yes __X__ No _____
- Will a capital outlay request in support of this program be forthcoming?   Yes _____ No __X__

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2017 - 2018		Expected by Target Enrollment Year 2022 - 2023	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.00	1.00	2.00	3.00
Part-time faculty FTE**	0.00	0.00	0.75	0.75
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.50	0.00	0.50
TOTAL	0.00	1.50	2.75	4.25

*Faculty dedicated to the program.   **Faculty effort can be in the department or split with another unit.   ***Added **after** initiation year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2017 - 2018		Expected by Target Enrollment Year 2022 - 2023	
Full-time faculty	0.00	1.00	2.00	3.00
salaries	$0	$91,500	$166,500	$241,500
fringe benefits	$0	$29,354	$55,944	$81,144
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.75	0.75
salaries	$0	$0	$48,750	$48,750
fringe benefits	$0	$0	$16,575	$16,575
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.50	0.50	0.50
salaries	$0	$10,500	$10,500	$10,500
fringe benefits	$0	$2,425	$2,425	$2,425
Personnel cost				
salaries	$0	$102,000	$225,750	$300,750
fringe benefits	$0	$31,779	$74,944	$100,144
Total personnel cost	$0	$133,779	$300,694	$400,894
Equipment (one-time cost)	$0	$0	$0	$0
Library				
one-time cost	$4,000	$0	$0	$4,000
recurring cost	$0	$0	$0	$0
Telecommunication costs				
one-time cost	$0	$0	$0	$0
recurring cost	$166	$0	$499	$665
Other costs				
one-time cost	$3,500	$0	$7,000	$10,500
recurring cost	$5,900	$0	$77	$5,977
Total Program Cost				
Total Cost by Target Year	**$13,566**	**$133,779**	**$308,270**	**$422,036**
Annual Recurring cost after Target Year	**$6,066**	**$133,779**	**$301,270**	**$407,536**

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

      __Yes _____
                                Signature of Chief Academic Officer

      _X_ No _____
                                Signature of Chief Academic Officer

If "no," please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2017 – 2018	Target enrollment year 2022 – 2023
Reallocation within the department *(Note below the impact this will have within the department.)*		
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*	$120, 854.00	
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		$201,790.00

2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.

Reallocation within the department

Reallocation within the school or college- Salary and benefits for one full-time program director already established within current budget.

Reallocation within the institution

Other Funding Sources - – Salary and benefits for two full-time faculty members to be hired as enrollment increases and funded by tuition.

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

    __X   Agree   _____

                          Signature of Chief Academic Officer

    ___ Disagree _____

                          Signature of Chief Academic Officer

Appendices

Appendix A - Sample Plan of Study – Part Time Students (63 Credits)

Year	Fall Semester	Spring Semester	Summer Semester
Year One **18 Credit Hours**	Social and Cultural Foundations of Education (3)	Advanced Learning Sciences (3)	Applied Research Methods (3)
	Leadership in the 21st Century (3)	Models of Change for School and Community Leaders (3)	Internship or Elective (3)
	Total Cr. Hrs. 6	**Total Cr. Hrs. 6**	**Total Cr. Hrs. 6**
Year Two **18 Credit Hours**	Qualitative Methods I (3)	Quantitative Methods I (3)	Program Evaluation (3)
	Leadership for Teaching and Learning (3)	Policy and Governance of Schools (3)	Internship or elective (3)
	Total Cr. Hrs. 6	**Total Cr. Hrs. 6**	**Total C. Hrs. 6**
Year Three **18 Credit Hours**	Leadership for Human Resources (3)	Advanced School Finance and Operations (3)	Advanced School Law (3)
	Internship or Elective (3)	Internship or elective (3)	Dissertation Credit Hours (3)
	Total Cr. Hrs. 6	**Total Cr. Hrs. 6**	**Total Cr. Hrs. 6**
Year Four **9 Credit Hours**	Internship or elective (3)	Dissertation Credit Hours (3)	
	Dissertation Credit Hours (3)	Diss. Defense	
	Total Cr. Hrs. 6	**Total Cr. Hrs. 3**	

Appendix B - Course Descriptions

Note – All courses are new courses.

Description of Foundations Courses

EDEF 800: Social and Cultural Foundations of Educational Institutions (3 credits)
In this course the student analyzes fundamental questions about the meaning, purpose, and significance of educational institutions in society. It explores education from the perspective of the humanities and liberal arts, using tools of analysis based in history and philosophy. Student learning is grounded in inquiry, exploration and discussion. Students develop a sense of commitment to preserving the resources that sustain a school and a community.

EDEF 860: Advanced Learning Sciences (3 credits)
In this course students will examine current research in cognitive science and educational psychology as well as its application through state of the art learning technologies.

EDEL 800: Leadership in the 21st Century (3 credits)
In this course students will examine the historical development of leadership models into the 21st century with an emphasis on selecting and applying models appropriate to working with diverse stakeholders in both school and community settings.

EDEF 810: Models of Change for School and Community Leaders (3 credits)
This course focuses on developing the capacities needed for effective school leaders to act as agents of responsible change to impact academic achievement and school reform.

Description of Research Courses

EDEF 820: Applied Research Methods (3 credits)
This course involves study of the integral role of applied research in educational leadership, policy formation, advocacy, and change projects. This course introduces the role of applied methods in the identification of community issues and various stakeholders through to the evaluation/impact of interventions, policy formation or advocacy efforts. This introduction of applied research includes an overview to the general methods of inquiry, research designs, and research models commonly used in educational leadership education, community change and community studies, i.e., statistical, non-statistical, naturalistic, mixed-method, action research, community based participatory research, project-based research, project-based service learning, community capacity, and assessment of community issues.

EDEF 830: Quantitative Methods I (3 credits)
The primary goal of this course is to develop skills in using basic tools of quantitative research: descriptive and inferential statistics. Students will learn the mechanics of the most widely used procedures and how to use these to design and interpret educational research.

EDEF 840: Qualitative Methods I (3 credits)
This course is designed for doctoral level students. This course will provide a comprehensive

overview of how qualitative methods and research are enacted, applied, utilized, and disseminated for place-based education and community change. This course focuses on the role of applied qualitative methods in interdisciplinary work, policy analysis, advocacy, assessment of educational issues, outreach, and individual, institutional and community level change. A major focus of this course is the role of stakeholders, knowledge, and action in educational environments. As such, students will be introduced to qualitative methods of data collection that follow, trace, or map particular topics or problems through different field sites, i.e., geographically and/or socially. Likewise, students will be introduced to notions of public dissemination and inquiry.

EDEF 850: Program Evaluation (3 credits)
This course provides doctoral students with foundational skills and knowledge associated with the evaluation of instructional programs. Students learn differences and similarities between research and evaluation efforts, along with an overview of how different types of instructional goals are typically measured and evaluated in research and evaluation studies. Evaluation skills are applied in the analysis of case studies representing situations common to educational researchers and evaluators today. Particular emphasis will be made on the manner in which place-based educational programs might be typically designed and implemented. Applying program evaluation methods and strategies to such endeavors will be explored in some detail.

Description of Educational Leadership Core Courses

EDEL 810: Advanced School Law (3 credits)
This course will provide a comprehensive review of the law that governs the American public school system. The course will provide an in-depth study of federal, state and local law as it relates to the operation and management of schools. Students will study the law through examination of statutes and legal precedent established in case law, and evaluate the legal consequences of school/district decision making.

EDEL 820: Leadership for Human Resources (3 credits)
This online course focuses on current issues associated with the management of school personnel. The course relates theoretical and practical bases to contemporary human resources administration in education with a focus on district-level leadership to enhance student learning.

EDEL 830: Leadership for Teaching and Learning (3 credits)
This course is designed for doctoral level students. Students will apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students through creation and evaluation of a comprehensive, rigorous and coherent curricular and instructional program.

EDEL 840: Policy and Governance of Schools (3 credits)
This course provides an overview of policy issues and governance of schools and school districts. Local, state and national perspectives will be examined. Educational reform issues will be examined through the lens of policy and governance.

EDEL 850: School Finance and Operations (3 credits)

The course content focuses on federal, state and local laws and regulations related to financing, purchasing, and contracting; planning and maintaining school facilities; working collaboratively with governmental entities, professional organizations and community members to advocate for adequate resources for schools; and providing for the safety and welfare of students and school staff. The content is aligned with Educational Leadership Constituency Council (ELCC) Standard 3.

Appendix C - Abbreviated CV's for Faculty

- Altieri, Elizabeth, PhD, Curriculum and Instruction, 2001, Virginia Polytechnic Institute and State University, Tenured, Full Professor of Special Education. Specialization Area: special education, children and youth with multiple and severe disabilities.

- Bizzell, Brad, PhD, Educational Leadership and Policy Studies, 2011, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, inclusive education, school improvement.

- Talbot, Patricia, PhD, Curriculum and Instruction, 1998, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, elementary education, school improvement.

- Jones, Jennifer, EdD, 2001, University of Virginia, Tenured, Professor of Literacy Education. Specialization Area: literacy education and response to intervention.

- Schneider, Sandra, PhD, Foundations of Education, Virginia Polytechnic Institute and State University, Tenure-track, Assistant Professor of Foundations Education. Specialization Area: issues of equity and diversity in mathematics education and educational research.

- Sherman, Gregory, PhD, 1994, Arizona State University, Tenured, Associate Professor of Educational Technology. Specialization Area: learning and instructional technology and science education.

Potential Hires

Degree Level	Rank	Focus Area
PhD/EdD	Associate/Full	Founding Director of Ed.D. program
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations/C & I
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations
	Administrative Assistant	

Extramural Funding Secured by Core Program Faculty: Since, 2006, the thirty-six faculty members of the School of Teacher Education and Leadership have been awarded 124 external and internal grants, totaling over $21 million. The four core faculty members have been awarded the following.
- Dr. Elizabeth Altieri (full tenured professor): over $1.5 million in funded grants
- Dr. Jennifer Jones (full tenured professor): over $900,000
- Dr. Sandra Schneider (4th year tenure track, assistant professor): $20,000
- Dr. Gregory Sherman (associate tenured professor): $1.365 million

Core Faculty	Granting Organization	Name of Grant	Value	Brief Description
Altieri, E.	Federal 325T Special Education Preservice Training Improvement Grant	*Project MERGE: Merging Expertise for Results in the General Education Curriculum*	$500,000.00	<u>Project MERGE</u> focuses on preparing special education and general education teachers who can work together in K-12 classrooms to meet the needs of all children — with and without disabilities.
Jones, J.	SCHEV/NCLB Title II, Part A, Improving Teacher Quality	*Integration station: Bridging best practices in literacy and science*	$95,520.00	<u>Integration Station</u> is designed to creatively integrate science and literacy instruction with the use of non-fiction texts to enhance students' learning in science, reading, and writing.
Schneider, S.B.	Radford University, Intra-university, College Research Grant, College of Education and Human Development	*Feminized Choices and Masculinized Market Reform: Choice in Unschooling Communities*	$20,000.00	Grant is designed to examine the lives of homeschooling mothers of children ages 4-18.
Sherman, G.P.	Preparing Tomorrow's Teachers to Use Technology (PT3) U.S. Department of Education	*Consortium Building: The AZ K-12 Center/Northern Arizona University Teaching And Learning With Technology PT3 Project*	$1.3 Million	Grant is designed to build consortia between state governing and funding entities and other universities in their efforts in preparing future teachers.

Appendix D - Employment Demand

Appendix E - Sample Letters of Support and Email Inquiries

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RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE
RESOLUTION OF TENURE RECOMMENDATIONS

MAY 4, 2017

WHEREAS, the tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, they are subject to reappointment annually upon recommendation by the Department Personnel Committee, the Department Chair, the College Dean, the Provost, and the President, and

WHEREAS, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chairs of their eligibility for consideration for award of tenure and candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including a statement justifying the granting of tenure, all past performance evaluations, including a summary of student evaluations and any peer evaluations, a current curriculum vita, and any other relevant documentation, and

WHEREAS, criteria for the award of tenure include: the continuing need for the individual's expertise; the individual's teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions towards the objectives of the department, college, and University, and

WHEREAS, upon consideration of the candidate's achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits his or her recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendations, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal negative recommendations to the Faculty Grievance Committee, and

WHEREAS, the final authority for awarding or denying tenure lies with the Board of Visitors and all of the faculty members listed below have met the criteria for award of tenure,

COLLEGE OF BUSINESS AND ECONOMICS

Name	Current Rank	Department
Danylle R. Kunkel	Assistant Professor	Department of Management

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Name	Current Rank	Department
Laura J. Newsome	Assistant Professor	Department of Health and Human Performance
Auguste Jean-Paul Barfield	Associate Professor	Department of Health and Human Performance
Sandra B. Schneider	Assistant Professor	School of Teacher Education and Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES

Name	Current Rank	Department
Daniel Richard Woods	Assistant Professor	Department of English
Allison Kay Wisecup	Assistant Professor	Department of Sociology
Kevin W. Bowers	Assistant Professor	School of Communication
Twange Kasoma	Assistant Professor	School of Communication

COLLEGE OF SCIENCE AND TECHNOLOGY

Name	Current Rank	Department
Timothy J. Fuhrer	Assistant Professor	Department of Chemistry
Christopher Jon Monceaux	Assistant Professor	Department of Chemistry
Richard Stockton Maxwell	Assistant Professor	Department of Geospatial Science

COLLEGE OF VISUAL AND PERFORMING ARTS

Name	Current Rank	Department
Patricia J. Winter	Assistant Professor	Department of Music

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Name	Current Rank	Department
Sarah L. Smidl	Assistant Professor	Department of Occupational Therapy
Brent A. Harper	Assistant Professor	Department of Physical Therapy
Kristen L. Jagger	Associate Professor	Department of Physical Therapy
Alex M. Siyufy	Assistant Professor	Department of Physical Therapy
Erin G. Cruise	Assistant Professor	School of Nursing
Kerry Fay Vandergrift	Assistant Professor	School of Social Work

THEREFORE, BE IT RESOLVED, it is recommended that the Academic Affairs Committee approve the Faculty Tenure Recommendations listed above to be presented to the full Board of Visitors at its next meeting, to become effective the beginning of the 2017-2018 academic year.

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ACADEMIC AFFAIRS
2017-2018 PROMOTIONS WITH SALARY INCREMENTS

The following Teaching and Research faculty members have been recommended for promotion by their respective Department Promotion Committees, Department Chairs, and College Deans and approved by the Provost and President.

COLLEGE OF BUSINESS AND ECONOMICS

Name	Proposed Rank	Department
Seife Dendir	Professor	Department of Economics
Kiertisak Toh	Associate Professor	Department of Economics
Danylle R. Kunkel	Associate Professor	Department of Management

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Name	Proposed Rank	Department
Nadine A. Hartig	Professor	Department of Counselor Education
Laura J. Newsome	Associate Professor	Department of Health & Human Performance
Auguste Jean-Paul Barfield	Professor	Department of Health and Human Performance
Joshua Carroll	Associate Professor	Department of Recreation/Parks/Tourism
Anja Whittington	Professor	Department of Recreation/Parks/Tourism
Sandra B. Schneider	Associate Professor	School of Teacher Education & Leadership
Boyoung Park	Professor	School of Teacher Education & Leadership
Holly H. Robbins	Professor	School of Teacher Education & Leadership
Gregory P. Sherman	Professor	School of Teacher Education & Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCE

Name	Proposed Rank	Department
Daniel Richard Woods	Associate Professor	Department of English
Eric M. Mesmer	Professor	Department of Psychology
Jenessa C. Steele	Professor	Department of Psychology
Allison Kay Wisecup	Associate Professor	Department of Sociology
Kevin W. Bowers	Associate Professor	School of Communication
Twange Kasoma	Associate Professor	School of Communication

COLLEGE OF SCIENCE AND TECHNOLOGY

Name	Proposed Rank	Department
Karen E. Powers	Professor	Department of Biology
Timothy J. Fuhrer	Associate Professor	Department of Chemistry
Christopher Jon Monceaux	Associate Professor	Department of Chemistry
Richard Stockton Maxwell	Associate Professor	Department of Geospatial Science
Premchand Uppuluri	Professor	Department of Information Technology
Jean M. Mistele	Associate Professor	Department of Mathematics/Statistics

COLLEGE OF VISUAL AND PERFORMING ARTS

Name	Proposed Rank	Department
Joan I. Dickinson	Professor	Department of Interior Design/Fashion
Patricia J. Winter	Associate Professor	Department of Music

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Name	Proposed Rank	Department
Sarah L. Smidl	Associate Professor	Department of Occupational Therapy
Brent A. Harper	Associate Professor	Department of Physical Therapy
Alex M. Siyufy	Associate Professor	Department of Physical Therapy
Kristen L. Jagger	Professor	Department of Physical Therapy
Erin G. Cruise	Associate Professor	School of Nursing
Wendy Rogister Downey	Assistant Professor	School of Nursing
Suellen A. Miller	Assistant Professor	School of Nursing
Kerry Fay Vandergrift	Associate Professor	School of Social Work
Corey Herd Cassidy	Professor	Waldron College of Health & Human Services

It has been the practice of Radford University to recognize faculty promotions at the beginning of the next academic year with a salary adjustment according to rank. The following increments are noted for 2017-2018 academic year.

Promotion to Assistant Professor	$3,500
Promotion to Associate Professor	$5,500
Promotion to Professor	$8,000

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AAComm Attachment E Emeritus Faculty

- Criteria for the awarding of emeritus faculty status are:
    - a minimum of ten years of service to Radford University;
    - evidence of effective teaching; and
    - significant professional contributions

- The privileges and responsibilities attached to emeritus status include:

    - the use of the library;
    - use of those athletic facilities available to regular faculty;
    - use of a university computer account;
    - a Radford University identification card and special event discounts available with it; and
    - attendance at University functions that are open to all regular faculty

- Based on recommendations from the Department Personnel Committee, the Department Chair, the College Dean, and the Provost, the President has awarded emeritus status to the following retired faculty members.

Faculty being awarded faculty emeritus status is:

Dr. Raymond Linville   Department of Communication Sciences and Disorders
Dr. Joe Flickinger   School of Communication

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Honorary Degree Recommendation

NOW, THEREFORE, BE IT RESOLVED that the Radford University Board of Visitors approve the Honorary Degrees as presented by the Academic Affairs Committee, to be awarded at the May 6, 2017 Radford University Commencement ceremonies.

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End of Materials