

MEMORANDUM

TO: Fort Wayne Senate

FROM: Shannon Johnson, Chair
Graduate Subcommittee

DATE: April 26, 2021

SUBJ: Education Specialist (Ed.S.)

The Graduate Subcommittee approved on April 22nd, 2021 the attached documents regarding the Education Specialist (Ed.S.).

The committee finds that the proposed program requires no Senate review.

Shannon Johnson, MLS
Chair, Graduate Subcommittee
Walter E. Helmke Library

Approving:

Terri Swim
David Cochran
Kerrie Fineran
Hank Strevel
Shannon Johnson
Chao Chen
Tanya Soule

Not Approving:

Abstain:

Absent:

Rachel Gilreath

GRADUATE DEGREE FULL PROPOSAL SIGNATURE PAGE

Degree Title: _____

Name of academic unit offering the new degree:

(Include signatures from all involved programs)

Isabel Nunez _____ March 4, 2021
Date

Terri Jo Swim _____ March 26, 2021
Date

Director of Graduate Studies, Abe Schwab _____
Date

Approval Recommended by the Graduate Council _____
Date

Linda Mason
Dean of the Graduate School _____
Date

Jay T. Akridge
Provost and Executive Vice President for
Academic Affairs and Diversity _____
Date

Education Specialist in Educational Leadership
School of Education
Purdue University Fort Wayne

1. Characteristics of the Program

- a. Campus Offering Program:** Purdue University Fort Wayne
- b. Scope of Delivery:** Statewide, but with an emphasis on the Northeast Indiana Region
- c. Mode of Delivery:** Online/Hybrid
- d. Other Delivery Aspects:** Clinical Internship Required: School Administrator
District Level
- e. Academic Unit Offering Program:** School of Education
Purdue University Fort Wayne (PFW)

2. Rationale for Program

a. Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)

The School of Education at Purdue University Fort Wayne (PFW) seeks to expand graduate education opportunities at the post-master's level. Specifically, the Educational Leadership faculty of the School has proposed the creation of a 30-credit hour Education Specialist (EdS) degree. The EdS degree is the required, professional education degree to obtain a district-level school administration license in the state of Indiana. At present, there are no higher education institutions, with a primary campus located in northeast Indiana, who offer the Educational Specialist degree. This results in professional educators pursuing a district administration license (many of whom are PFW alums) having to apply to online EdS programs from institutions physically located outside of northeast Indiana or having to making application to a doctoral program.

The proposed EdS degree at PFW was designed with our mission and core values in mind and with the input of P-12 School Superintendents from northeast Indiana. Educational leadership faculty developing this proposal conducted employer and prospective student surveys, consulted with area school leaders and studied existing programs prior to creating a 30 Cr. Hour program of study for an Education Specialist degree in Education Leadership that recognizes the importance of having a preparation program for district-level school administrators, emphasizing a systems approach to school leadership, addressing diversity, inclusion and cultural responsiveness as well as equitable learning systems.

Purdue University Fort Wayne exists to educate and engage our student and communities with purpose by cultivating learning, discovery and innovation in an inclusive environment. Our mission is implemented through the core values of students first, excellence, innovation, diversity & inclusion and engagement. We measure our success

by demonstrating measure returns in the areas of social, economic and educational growth within the northeast Indiana region.

b. State Rationale

The EdS program at Purdue University Fort Wayne was designed and aligned with three critical focus areas outlined in the Indiana Commission on High Education's [2020 Reaching Higher in a State of Change, Blueprint for Higher Education](#).

Specifically, the EdS program at PFW seeks to address:

1. Talent development – By working collaborative with P-12 school partners, the EdS program seeks to provide embedded learning experiences through clinical internships and district mentors. Moreover, the EdS curriculum as a whole seeks to accelerate the performance of school leaders as they transition from the build-level systems to district-level operational and management systems.
2. Equity – The School of Education and Purdue University Fort Wayne has a strong commitment to diversity, inclusion and belonging. With respect to the EdS program, the admissions process will seek to recruit diverse educators to help improve the current diversity of district-level school administrators serving in the northeast Indiana region.
3. Completion – The School of Education has had tremendous success with the Master of Science in Educational Leadership program that has prepared more than 200 building-level administrators since in its inception. Building upon that tradition, the EdS program embraces the same practitioner-scholar model to ensure that future school district leaders are trained in the program by highly-qualified, well-experienced leaders who are able to help students translate theory into embedded practice. The School of Education has found this model to highly successful in support candidates in their preparation for the state exam that is required for a school administrator's license.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

The United States Bureau of Labor Statistics (BLS, 2020) indicates that the demand for school administrators nationally will grow by 4% a year through 2028 with a median salary of \$96,400.

In the state of Indiana, the U.S. Department of Labor projects a 6.8% growth in the need for school administrators through 2026, with 360 positions needing to be filled annually.

Source: United States Bureau of Labor Statistics. Last accessed online June 20, 2020 at: <https://www.bls.gov/>

ii. Preparation for Graduate Programs or Other Benefits

Not applicable. The Education Specialist degree is a graduate program offered at the post-master’s level.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

In developing a response to this section, the U.S Department of Labor’s Occupational Employment Statistics associated with 11-9032, Education Administrators, Elementary and Secondary School, were utilized.

The table below summarizes national, state and local labor data associated with positions in educational administration (K-12 only).

Geographical Location	Employment	% of Anticipated Growth	Average Salary
United States	263,120	4%	\$98,750
Indiana*	5,010	6.8%	\$88,250
Ohio	9,500	-	\$88,630
Michigan	6,600	-	\$94,020
Illinois	12,480	-	\$105,620
Kentucky	4,300	-	\$83,730
Fort Wayne	350	-	\$96,360

*As of March 1, 2021, there are presently 74 position vacancies listed on the Indiana Department of Education website.

iv. National, State, or Regional Studies

The following is a partial list of studies consulted as part of the EdS program proposal research:

[Trends in Educational Leadership for 2020 and Beyond](#)

[Research on Educational Leadership and Management: Broadening the Base](#)

[Educational Leadership Themes for 2020-2021](#)

v. Surveys of Employers or Students and Analyses of Job Postings

In 2020, the College of Professional Studies at PFW conducted a survey of alumni interested in advanced studies in leadership, N=173. In examining potential academic areas of interest, 28% of respondents selected educational leadership, making it the highest ranked academic discipline.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Of the academic disciplines provided below, which are you most interested in studying as part of a doctoral program in leadership? - Selected Choice	1.00	8.00	3.79	2.49	6.19	173
#	Answer					%	Count
1	Educational Leadership					27.75%	48
2	Organizational Leadership					15.61%	27
3	Public Administration (e.g., Non-Profit Leadership)					13.29%	23
5	Business Administration					3.47%	6
6	Higher Education					24.28%	42
7	Other (Please State Your Desired Area of Study):					7.51%	13
8	Human Services					8.09%	14
	Total					100%	173

The same survey found that when asked about preferences in institutions of higher learning for continuing their advanced studies in leadership, 85% indicated a strong preference for Purdue University Fort Wayne.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which university would you most prefer to complete your doctoral studies in leadership?	1.00	4.00	1.25	0.70	0.49	173
#	Answer	%	Count				
1	Purdue University Fort Wayne	84.97%	147				
2	A larger, state university (e.g., Purdue University West Lafayette, Indiana University Bloomington, Ball State University, etc.)	9.25%	16				
3	A private university in the northeast Indiana region	1.16%	2				
4	An out-of-state university	4.62%	8				
	Total	100%	173				

In addition to conducting student surveys, an analysis of job postings was also completed. The following sources (i.e., sources are hyperlinked below) were consulted in analyzing job postings:

[Indiana Department of Education](#) – 74 vacancies

[Indiana Association of Public School Superintendents](#) – 36 Vacancies

NOTE: In reviewing IAPSS position postings, there have been 13 posting for the position of School Superintendent and 4 postings for other central office administration positions just since January 1, 2021.

vi. Letters of Support

Letters of support have been received from the following area school leaders and are included in the appendix to this proposal:

Dr. Mark Daniels, Superintendent, Fort Wayne Community Schools

Dr. Joshua Wenning, Executive Director, Region 8 Education Service Center

Dr. Brad Yates, Superintendent, Bluffton-Harrison Metropolitan School District

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

At present, all faculty and staff needed to support the Education Specialist degree exist. Program is comprised of 10 core courses and requires the equivalent of 1.25 FTE faculty. The School of Education currently has sufficient support staff and no additional staff hires are required for this program.

ii. Facilities

The Education Specialist program requires no new spaces or renovation of existing spaces.

iii. Other Capital Costs (e.g. Equipment)

The Education Specialist program requires no additional capital costs.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

Existing resources will be reassigned to support this program. The current proforma does envision a small amount (i.e., \$3,000 annually) to market the program.

ii. Special Fees above Baseline Tuition

Candidates to the program are responsible for purchasing a subscription to TaskStream at a cost of \$50 per year. A two-year subscription will be required by the candidate. This provides the student with a user-account associated with the School of Education's Unit Assessment System.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

There are fifty (50) Education Preparation Providers (EPP) approved by the state of Indiana. Of these 50, only nine institutions are approved to recommend an educator for the district-level school administration license. Of these nine, three only offer the district-level school administration license pathway through the completion of an earned doctorate in education. These institutions include:

- IUPUI in Indianapolis (Ph.D. Urban Education Studies)
- Marian University in Indianapolis (Ed.D in Organizational Leadership)
- University of Southern Indiana in Evansville (Ed.D. in Educational Leadership)

The following six institutions of higher learning offer an Education Specialist (EdS) degree similar to what is being proposed by Purdue University Fort Wayne and are approved by the Indiana Department of Education to recommend candidates for a district-level school administration license:

- Indiana Wesleyan University in Marion, 100% Online, 30 Cr. Hours
- Ball State University in Muncie, 100% Online, 36 Cr. Hours

- Indiana State University in Terra Haute, 100% Online, 66 Cr. Hours*
- Indiana University in Bloomington, Hybrid, 65 Cr. Hours**
- Oakland City in Indianapolis, 100% Online, 36 Cr. Hours
- Purdue University West Lafayette, Hybrid, 30 Cr. Hours***

NOTES:

*Indiana State University allows up to 39 Cr. Hours at the Master’s level to be counted toward fulfillment of the 66 Cr. Hours required, leaving a balance of 27 Cr. Hours having to be earned in the EdS program.

**Indiana University in Bloomington allows up to 39 Cr. Hours at the Master’s level to be counted toward fulfillment of the 65 Cr. Hours required, leaving a balance of 26 Cr. Hours having to be earned in the EdS program.

***Purdue University West Lafayette offers both the Education Specialist degree and a Ph.D. program in Educational Studies. At present, up to 30 Cr. Hours of the EdS degree can count toward completion of the Ph.D. in Educational Studies.

OTHER NOTES:

Indiana Wesleyan University, Ball State University, and Oakland City University all offer the Ed.D. degree, allowing EdS courses to count toward partial fulfillment of the doctorate degree.

Indiana State University and IU Bloomington offer a Ph.D. degree in Educational Leadership and Educational Studies, allowing EdS courses to count toward partial fulfillment of the doctorate degree.

ii. Related Programs at the Proposing Institution

The proposed EdS program at Purdue University Fort Wayne builds off the Masters of Science in Educational Leadership program that is currently offered and that is nationally recognized by the National Policy Board for Educational Administration based on National Educational Leadership Preparation (NELP) building-level school administration standards.

The School of Education at PFW plans to pursue national recognition of the proposed EdS program through NPBEA at our next accreditation cycle. The program was designed and aligned to national NELP district-level school administration standards.

b. List of Similar Programs Outside Indiana

In researching similar programs outside of Indiana, the following programs were reviewed:

University of Dayton (Ohio)
University of Toledo (Ohio)
Bowling Green State University (Ohio)
Maryville University (Ohio)
University of Northwestern Ohio (Ohio)
University of Michigan (Michigan)
Michigan State University (Michigan)
Liberty University (Online)
Walden University (Online)
Capella University (Online)
University of Arizona Global (Online)

c. Articulation of Associate/Baccalaureate Programs

Not applicable. The EdS degree is a graduate education degree.

d. Collaboration with Similar or Related Programs on Other Campuses

During the Fall 2020 semester, educational leadership faculty from Purdue University West Lafayette and Purdue University Fort Wayne met to study the potential for collaboration on an EdS program at PFW.

Due to concerns around program governance, accreditation, and the complexities of tracking program revenue and expenses, it was deemed more appropriate for Purdue University Fort Wayne to pursue adding the EdS as a new degree to the educational leadership program at PFW.

While there are no plans for a collaborative program with Purdue University West Lafayette, educational leadership faculty at PFW remain open to the possibility of future collaboration, particularly in permitting EdS candidates to continue their advanced studies by pursuing the Ph.D. in Educational Studies through Purdue University.

Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

The EdS program is based on the completion of 30 Credit Hours delivered through ten courses over a 16-18 month period of time.

b. Exceeding the Standard Expectation of Credit Hours

Not applicable.

c. Program Competencies or Learning Outcomes

The EdS program is based on the following National Educational Leadership Preparation (NELP) learning competencies for district-level school administration:

Standard #1: Mission, Vision and Improvement

1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Standard #2: Ethics and Professional Norms

2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard #3: Equity, Inclusiveness, and Culturally Responsiveness

3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Standard #4: Learning and Instruction

4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Standard #5: External Leadership

5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Standard #6: Operations and Management

6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Standard #7: Policy, Governance and Advocacy

7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Standard #8: Internship

8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.

8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected

collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

d. Assessment

Evidence of candidate knowledge, skills, and dispositions (i.e., based on NELP District-Level School Administration Standards) are collected, analyzed and reported through six, key program assessments.

	Name of Assessment	Type of Assessment	When the Assessment is Administered
Assessment #1: State licensure assessment, or other content-based assessment of the NELP district-level standards	ETS Praxis Exam	Indiana State License Exam for School Superintendents	Program Completion
Assessment #2: Assessment of content knowledge in educational leadership of NELP district-level standards	Applied Research Project	Research Study evaluated through a Descriptive Rubric	EDU 6XXXX, School System Leadership, Planning & Improvement
Assessment #3: Assessment that demonstrates candidate's ability to engage in instructional leadership	District Curriculum Audit	Class Project evaluated through a Descriptive Rubric	EDU6XXXX, Instructional Leadership & Learning Systems
Assessment #4: Assessment that demonstrates candidate's leadership skills in systems management within in a field-based setting	District Administration Internship Log	Clinical Field Experience Documentation	EDU6XXXX, Clinical Internship
Assessment #5: Assessment that demonstrates candidate's leadership skills in supporting community and external leadership	School-Community Relations Project	Class Project evaluated through a Descriptive Rubric	EDU6XXXX, The School Community & External Leadership
Assessment #6: Assessment that demonstrates candidate's leadership skills in the areas of district governance	District Governance Project	Class Project evaluated through a Descriptive Rubric	EDU6XXXX, School District Operations & Management

e. Licensure and Certification

Educational Leadership faculty from the School of Education at Purdue University Fort Wayne will be seeking approval from the Indiana State Board of Education to add the area of District Administration: School Superintendent to

our current list of areas in which we can recommend a program completer for an Indiana school administration license.

f. Placement of Graduates

NOTE: This section is still under development. We will be work with Career Placement to develop a formal response to this prompt.

g. Accreditation

The EdS program will be submitted for national recognition utilizing the Specialized Program Accreditation (SPA) process associated with the Council for the Accreditation for Educator Preparation (CAEP) and the Indiana Department of Education.

5. Projected Headcount and FTE Enrollment and Degrees Conferred

	Year #1	Year # 2	Year # 3	Year # 4	Year # 5
	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Enrollment Projections (Headcount)	12	24	35	37	40
Enrollment Projections (FTE)	12	24	35	37	40
Degree Completions Projection	0	10	14	19	17

Appendix A

Curriculum and Requirements

i. Admissions Requirements

- Submit University application (aligned to Graduate School)
- 3.0 GPA (on 4.0 scale) and a Master's Degree from a nationally accredited university (as verified through transcript)
- Two Letters* of Professional Reference
 - Must address evidence of observing knowledge, skills and dispositions in school leadership and attesting to candidate's ability to attend to graduate studies
- Purpose Statement – Professional goal statement showing alignment of personal interest and program focus
- Current Resume (must include verification of at least 2 years of teaching experience)
- Graduate Admission Fee

ii. Curriculum Requirements

- Must complete 30 credit hours, minimal GPA 3.0 or better to graduate
- Course work must be earned at "C" or above (remediation plan if falls below)
- Complete all core course work, including required clinical internship
- Courses transferred from outside PFW must be from another accredited university and a nationally accredited school leadership program
- Courses over 5 years of age must be approved* for use on the plan of study by the Program Coordinator
 - *A waiver request must be submitted if courses for use on the plan of study were taken prior to having a lapse of five years of graduate study.
- Candidate must demonstrate having "met standard" on all program key assessments (remediation plan required if standard is not met)

iii. Sample Curriculum

2022-2023 Academic Year				
Semester	Cohort #	Course #	Course Title	Assigned Faculty Member
Fall 2022	01	EDU6XXXX	Equity, Inclusion, & Culturally...	TBD
Fall 2022	01	EDU6XXXX	Governance, Policy & Advocacy	TBD
Spring 2023	01	EDU6XXXX	School Community & Ext Leader	TBD
Spring 2023	01	EDU6XXXX	Learning Systems & Design	TBD
Summer I 2023	01	EDU6XXXX	System, Planning & Improvement	TBD
Summer I 2023	01	EDU6XXXX	District Ops & Management	TBD
Summer II 2023	01	EDU6XXXX	Talent Performance	TBD
Summer II 2023	01	EDU6XXXX	Ethics & Civic Mindedness	TBD

2023-2024 Academic Year				
Semester	Cohort #	Course #	Course Title	Assigned Faculty Member
Fall 2023	01	EDU6XXXX	Internship	TBD
Fall 2023	01	EDU6XXXX	Strategic Think & Execution	TBD
Fall 2023	02	EDU6XXXX	Equity, Inclusion, & Culturally...	TBD
Fall 2023	02	EDU6XXXX	Governance, Policy & Advocacy	TBD
Spring 2024	02	EDU6XXXX	School Community & Ext Leader	TBD
Spring 2024	02	EDU6XXXX	Learning Systems & Design	TBD
Summer I 2024	02	EDU6XXXX	System, Planning & Improvement	TBD
Summer I 2024	02	EDU6XXXX	District Ops & Management	TBD
Summer II 2024	02	EDU6XXXX	Talent Performance	TBD
Summer II 2024	02	EDU6XXXX	Ethics & Civic Mindedness	TBD

iv. Existing courses in the proposed curriculum

There are no existing courses associated with this proposed curriculum. All courses have been designed as new courses based on 2019 NELP District-Level School Administration Standards. See Curriculum Map in Section “v.” of the Appendix to this proposal.

v. Courses to be added

Education Specialist (EdS) Course Descriptions

Cr. Hrs.	Course Prefix	Qualified Faculty	Course Title	Course Description
3	EDU6XXXX	Dr. Wylie Sirk Dr. Kent DeKoninck Dr. Becca Lamon	School System Leadership, Planning & Improvement	This course examines the role of district-level school leadership in creating a culture of continuous improvement through systems thinking, planning, and management that results in structures to monitor and insure a comprehensive and equitable PK-12 educational program, contributing to the success of all students.
3	EDU6XXXX	Dr. Brad Oliver Dr. Wylie Sirk Dr. D. Joe Ohlinger Dr. Isabel Nuñez	School Leader Advocacy, Educational Policy & Governance	This course studies the role of district-level school leadership in advocating for favorable education policy that addresses the needs of PK-12 learners, schools, and local school communities and examines the leadership knowledge and skills required to coordinate decisions with local, state, and federal regulations that influence the governance and operation of schools.
3	EDU6XXXX	Dr. Isabel Nuñez Dr. D. Joe Ohlinger Dr. Joe Nichols Dr. Becca Lamon Dr. Julia Smith	Equity, Inclusion, & the Culturally Responsive Curriculum	This course studies issues of diversity, inclusion and equity within the context of a pluralistic society and examines the role of district leaders in designing, implementing and monitoring a culturally responsive curriculum that insures equal access and empowers all learners to grow through equitable learning experiences.
3	EDU6XXXX	Dr. Becca Lamon Dr. Wylie Sirk Dr. Joe Nichols Dr. Jane Leatherman Dr. Karyn Tomkinson	Instructional Leadership & Learning Systems	This course examines the capacity of district instructional leaders to utilize school improvement data to design and monitor effective learning support systems, including: academic and non-academic student support services, systems for evaluating curriculum, systems to promote digital literacy, assessment systems that contribute to diagnostic best practices, and professional development that promotes reflective practice around PK-12 student learning and achievement.

3	EDU6XXXX	Dr. Brad Oliver Dr. Wylie Sirk Dr. Kent DeKoninck	The School Community & External Leadership	This course examines the communication process in the context of district school leadership, emphasizing two-way communication as a critical system for engaging diverse families and community partners, collaborating and communicating with internal and external audiences, and the utilization of effective channels and tactics to advance district mission, vision and prioritize shared values and strategy around PK-12 student learning and achievement.
3	EDU6XXXX	Dr. Wylie Sirk Dr. Kent DeKoninck	School District Operations & Management	This course examines operational, financial and human resource management systems, including the utilization of data-based resource planning to monitor and evaluate operational and equitable management systems at the district level, as well as, systems for recruiting, hiring, retaining, supervising and developing school and district staff.
3	EDU6XXXX	Dr. Brad Oliver Dr. Wylie Sirk Dr. Becca Lamon	Strategic Leadership in Schools	This course examines district-level processes for setting goals, establishing internal and external strategy, and identifying lagging and leading measures to effectively design, communicate, & evaluate mission and vision that reflects shared values and priorities associated with a continuous cycle of improvement that drives decision-making related to PK-12 student learning and achievement.
3	EDU6XXXX	Dr. Abe Schwab Dr. D. Joe Ohlinger Dr. Brad Oliver Dr. Wylie Sirk	Ethical Dimensions of Leadership within School Culture	This course examines the ethical dimensions of school leadership, including the role of moral agency in grappling with issues of civic virtue, demonstrating the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skill and commitment necessary to understand and advocate for ethical decisions and cultivate professional norms within the larger school culture.
3	EDU6XXXX	Dr. Brad Oliver Dr. Kent DeKoninck Dr. Becca Lamon	Talent Development & Performance Management in Schools	This course examines educational policies, practices and trends associated with the human resource system of a school district, emphasizing the role of district leadership in developing talent and managing the individualized

				performance of school personnel through a strong system of professional development for school and district staff.
3	EDU6XXXX	Dr. Wylie Sirk Dr. Brad Oliver Dr. Kent DeKoninck Dr. Becca Lamon	Clinical Internship	This course provides educational leadership candidates with a six-month internship that fulfills the clinical experience requirement associated with the attainment of a district-level school administration license. In this course, candidates demonstrate the application of knowledge and professional skills (articulated in NELP Standards 1-7) through authentic leadership experiences under the guidance of an assigned, highly qualified mentor.

EdS Curriculum Map – Course Alignment to NELP District-Level School Administration Standards

			Course Prefix:	EDU6XXXX	EDU6XXXX	EDU6XXXX	EDU6XXXX	EDU6XXXX	EDU6XXXX	EDU6XXXX	EDU6XXXX	EDU6XXXX	EDU6XXXX	EDU6XXXX
			Course Title:	School System Leadership, Planning & Improvement	School Leader Advocacy, Educational Policy & Governance	Equity, Inclusion & the Culturally Responsive Curriculum	Instructional Leadership & Learning Systems	The School-Community & the External Leadership	School District Operations & Management	Strategic Leadership in Schools	Ethical Dimensions of Leadership within School Culture	Talent Development & Performance Management in Schools	Clinical Internship	
Indicator	NELP Standard	Key Words & Phrases	Frequency of Standard:	5	7	4	5	5	4	7	5	3	3	
Standard #1: Mission, Vision and Improvement														
1.1	Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.	design, communicate, & evaluate mission, vision & values (belonging)	5	X						X				
1.2	Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.	strategic planning & continuousimprovement		X				X		X				
Standard #2: Ethics and Professional Norms														
2.1	Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.	professional dispositions & norms, district/school culture	9		X			X			X			
2.2	Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.	ethical & legal decisions			X						X			
2.3	Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	ethical behavior, personal conduct & relationship			X	X				X	X			
Standard #3: Equity, Inclusiveness, and Cultural Responsiveness														
3.1	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.	inclusive district culture	4			X				X				
3.2	Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.	equitable access to safe, nurturing schools & school resources (human, instructional, financial)				X								
3.3	Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.	equitable, inclusive, and culturally responsive practices				X								
Standard #4: Learning and Instruction														
4.1	Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.	district curriculum, instructional best practices, and academic/non-academic services/programs (designing systems)	4				X			X				
4.2	Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.	systems of support, coaching and professional development for teachers, staff, and administrators					X						X	

4.3	Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.	systems of assessment and data collection to support student progress monitoring (management & analysis of both academic/non-academic assessments)					X							
4.4	Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.	district curriculum, instructional best practices, and academic/non-academic services/programs (evaluating effectiveness of systems)					X							
Standard #5: Community & External Leadership														
5.1	Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.	engaging diverse families to strengthen student learning						X			X			
5.2	Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.	collaborate & communicate with internal/external audiences	4					X						
5.3	Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.	communicate through effective channels/tactics						X						
Standard #6: Operations and Management														
6.1	Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.	evaluate management and operation systems				X					X	X		
6.2	Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.	data-based district resource plans	9			X			X					
6.3	Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.	systems for recruiting, hiring, supervising and developing school and district staff				X					X		X	
Standard #7: Policy, Governance and Advocacy														
7.1	Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.	superintendent /board relationships and advocacy				X						X		
7.2	Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.	systems of district governance that engage internal/external stakeholders	8			X							X	
7.3	Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.	education policy				X							X	
7.4	Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.	education policy				X							X	
Standard #8: Internship														

8.1	Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.	internship - application of knowledge and skill	3															X	
8.2	Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.	internship - authentic learning experiences																	X
8.3	Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.	internship - mentorship																	X

Appendix B

List relevant program faculty members and administrators. Include area of specialization for each faculty member.

NOTE: A hyperlink has been provided to each faculty member's most recent curriculum vita.

Faculty Member Name	Area of Specialization
Dr. Wylie Sirk	Educational Leadership
Dr. Brad Oliver	Educational Leadership
Dr. Kent DeKoninck	Educational Leadership
Dr. Rebecca Lamon	Educational Leadership
Dr. Isabel Nuñez	Curriculum, Cultural Studies
Dr. Joe Nichols	Educational Psychology, Program Evaluation
Dr. Donald Ohlinger	Curriculum, Ethics
Dr. Jane Leatherman	Curriculum & Instruction, Special Education
Dr. Julia Smith	Curriculum & Instruction, Early Childhood
Dr. Karyn Tomkinson	Curriculum & Instruction, Early Childhood
Dr. Abraham Schwab	Ethics, Advocacy

Appendix C

Specific courses will need to be set up when a new degree program is approved. Include Form 40G's for any of the following courses that you will need: Special Topics, Variable Title/Variable Credit Courses, Independent Study Courses, and Research Credit Courses. You will need to contact the Registrar's Office to obtain available course numbers. These course requests may be approved administratively by the Graduate School and do not require signatures of the head and dean.

NOTE: Following guidance from the VCAA's Office, new courses will not be entered into Curriculog until after the proposal is approved at the College Review level.

Appendix D

Letters of Support



WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

February 1, 2021

The School of Education, Purdue University Fort Wayne has a tradition of offering high quality and relevant education programs for educators in the Northeast Indiana region. Many teachers, administrators and staff members in Fort Wayne Community Schools (FWCS) are graduates of PFW programs. The University's resilience and continuous dedication to developing their education programs are embraced and well-received by the communities it serves. While our neighboring universities' education programs have closed or acquiesced to the convenience of total on-line degrees, PFW has remained constant in providing options for their communities. They have upheld professional standards and researched based practices to guide their program offerings.

PFW's efforts to offer an Education Specialist degree would address a post-Masters education gap that our surrounding school districts need and want. School administrators from around our region have been fulfilling their desires for a higher degree by enrolling in on-line programs or traveling to out of region universities. While on-line courses are convenient, it cannot be the sum total of an administrator's learning. School administrators by the nature of their work must have opportunities to collaborate, communicate, and problem-solve alongside community leaders and other educators to connect education with the real world. Northeast Indiana does not have an institution that can offer post-Masters opportunities for learning in the field of education leadership. The COVID pandemic has shown us the shortcomings of virtual learning education, so face to face learning is integral in an advanced degree. Virtual learning cannot replace the personal interactions that are necessary in developing a community leader. Having a post-Master's degree offering in our region will address a learning gap where exclusive on-line programs can be problematic. PFW's efforts to offer an Ed.S. degree in a hybrid structure addresses the current and relevant needs of adult learners.

FWCS is pleased to support PFW's effort to develop and implement the Education Specialist degree. PFW is a partner in building and sustaining the education work force in our region. We are in favor of working with PFW to grow our own central office administrators so that their education reflects the education and economic needs of our region. The use of the *National Educational Leadership Preparation* (NELP) standards in creating their coursework align with our district's integration of the *Professional Standards for Education Leaders* (PSEL) for school leaders. The program's proposed courses are coherent with our expectations for school administrators. Our district and school leaders are supported and evaluated using PSEL and the integration of NELP in all coursework will assure that administrators will see the connections between their learning and professional responsibilities. Dr. Wylie Sirk and Dr. Brad Oliver have

Superintendent

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created some noteworthy features in the program that will transition to central office leadership. Addressing diversity, inclusion and cultural responsiveness as well as equitable learning systems in this program addresses the mission and vision of FWCS. The key assessments outlined in the Ed.S. Program are examples of actual work that central office administrators must perform in their daily practices. We are encouraged by their efforts to acquire feedback from local and state levels to inform the development of the proposed program. Fort Wayne Community Schools is in full support of seeing this program come to fruition, and we look forward to the opportunity for our leaders to participate in an Education Specialist Program that meets the needs of school districts in Northeast Indiana.

Sincerely,



Mark Daniel, Ed.D.
Superintendent
Fort Wayne Community Schools



Get W. Nichols
Chief of Elementary School Leadership
Fort Wayne Community Schools



BLUFFTON-HARRISON METROPOLITAN SCHOOL DISTRICT

*"A LEARNING COMMUNITY WHERE A QUALITY EDUCATION EMPOWERS
ALL STUDENTS TO LEARN AND ACHIEVE TO THEIR FULL POTENTIAL."*

805 EAST HARRISON STREET
BLUFFTON, IN 46714

PHONE 260.824.2620
FAX 260.824.6011
WWW.BHMSD.ORG

January 22, 2020

Dr. Wylie Sirk
College of Professional Studies
Purdue University - Fort Wayne
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805-1499

Dr. Sirk,

As superintendent for Bluffton-Harrison Metropolitan School District (BHMSD), I am very humbled by the opportunity the Board of School Trustees has provided me to serve alongside so many great educators in our community, and I am proud to serve my hometown community. As a lifelong resident, I am supportive of the continued professional growth of our educational leaders within our district and surrounding community.

Upon review of the proposed Educational Specialist program, I am encouraged by the potential opportunity for area educational leaders to gain practical knowledge and experience. The proposal emphasizes a practitioner's approach with the alignment founded in a solid theoretical framework. For area school corporations, this alignment between practitioner and theory provides for applicable benefits to students in the program and district leadership.

The key assessments outlined in the program proposal culminate in a well-rounded program to best prepare building-level leaders for district-level success. I appreciate the balance placed upon research, theory, and application to develop a well-rounded district-level school administrator. By coordinating the action research and internship elements of the program curriculum, school corporations will be more willing to support internal and external school leaders pursuing an Educational Specialist degree.

I look forward to the continued development of the Educational Specialist program. If further discussion regarding this program is warranted, please do not hesitate to reach out.

Respectfully,

Dr. Brad Yates
Superintendent

DR. BRAD YATES
SUPERINTENDENT

MRS. JULIE MEITZLER
ASST. SUPERINTENDENT



Region 8 Education Service Center

1027 W. Rudisill Blvd., Fort Wayne, IN 46807 Phone: (260) 423-0030 / 800-669-4565 Fax: (260) 423-0031 Web: www.r8esc.k12.in.us

February 17, 2021

Dr. Wylie Sirk
College of Professional Studies
Purdue University – Fort Wayne
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805-1499

Dr. Sirk,

The School Education at Purdue University – Fort Wayne is a long-standing leader in teacher preparation for schools across NE Indiana. Many of our current educators working in classrooms and as administrators are alumni of this program. Additionally, the professors and leadership of the School of Education serve in vital leadership roles across our community as well as providing ongoing resources and professional development for practitioners.

PFW has also been an important resource for educators choosing to pursue advanced degrees in education with their Masters program. There are many educators (classroom teachers as well as practicing administrators) who have successfully completed their program and are leveraging that knowledge and skillset to better their schools.

The Region 8 Education Service believes that PFW’s desire to develop an Education Specialist degree is warranted and will provide a valuable opportunity to educators across our region. As such, our organization supports PFW’s efforts in this area and am confident in the leadership team working to make it happen. The relationships Region 8 ESC has established with PFW’s staff provides further credence to the quality and fidelity in which this new program will evolve. PFW’s use of the *National Educational Leadership Preparation (NELP)* standards as the foundation of the program’s development will ensure national credibility and recognition of future participants/graduates.

We offer our full support of this program and are prepared to offer whatever support we can to assist in its’ successful development.

Sincerely,

A handwritten signature in black ink, appearing to read "J. O. Wenning".

Dr. Joshua O. Wenning
Executive Director

Vision: To be a leading and innovative organization that provides exceptional services to our member schools.

Mission: To provide the relevant products and services to empower our member schools to meet the ever-changing demands of PreK-12 education in the State of Indiana.