



Program or certificate title: **M.Ed in Education Leadership**

New  degree  certificate *OR*

Program deletion *OR*  Major revision *OR*  To offer existing program outside the state of Alaska

Approval Signatures:

Initiated by Dean Larry Harris  
Initiating Faculty Member, \_\_\_\_\_ Date

N/A  
Chair of Faculty Group, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Date

Larry Harris  
Dean, Larry Harris

1-28-08  
Date

Cathy L. Connor  
Faculty Senate President, Cathy Connor

1-29-08  
Date

Mary Claire Tarlow  
Curriculum or Graduate Committee Chair, Mary Claire Tarlow

1/25/08  
Date

Barbara Hegel  
Registrar, Barbara Hegel

1/25/08  
Date

Robbie Stell  
Provost, Robbie Stell

1-31-08  
Date

## University of Alaska Board of Regents

### Program Approval Summary Form

#### Requirements:

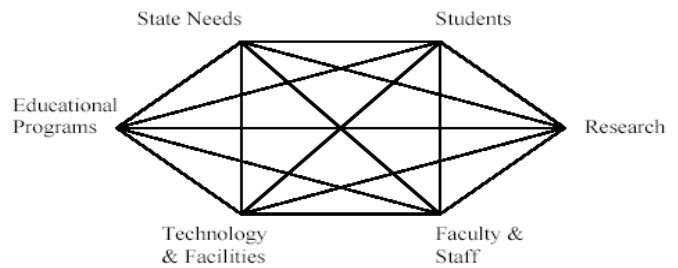
1. 2 pages or less
2. Must be a stand-alone document

MAU: University of Alaska Southeast

Title: Master of Education (M.Ed.)  
emphasis in Educational Leadership

Target admission date: Summer 2008

(May be adjusted to Summer 2009)



#### How does the program relate to the **Education** mission of the University of Alaska and the MAU?

Adding the Educational Leadership emphasis to the existing M.Ed.s will enable UAS to continue to serve school districts in Southeast Alaska and in the rural and remote regions of the state with administrator credentials. One of the core values of UAS is the “forging of dynamic partnerships with other academic institutions, governmental agencies, and private industry.” The Educational Leadership program is a direct result of this value. Further, the Mission for UAS states that “UAS serves its state, its region and its communities by offering services and programs in education.” A need exists to prepare more professional educators at all levels for Alaska schools. The universities in Alaska currently do not prepare enough educators to fill the annual needs of Alaska schools.

This proposed emphasis was developed based on requests from school districts and the Department of Education and Early Development. The development was a collaborative effort by the School of Education, the School of Management, the Alaska Department of Education and Early Development (DEED), and school districts in Alaska. The stakeholders developed this program through a review of the current literature related to Educational Leadership, discussions of the needs of building level administrators in an era of increased accountability, and the formulation of an action plan to meet the needs of Alaska schools. The proposed emphasis was then approved by the UAS Graduate Committee and the Faculty Senate.

As an emphasis within the distance delivered M.Ed., this program will add an additional option for teachers to become administrators. There will be no impact on GERs.

#### What **State Needs** met by this program.

Alaska has a well documented shortage of educators at all levels. In an effort to assist school districts in having highly qualified leaders at building levels, this program is being proposed. The current program at UAA can only serve a limited number of candidates. The approval of this program will enable the state to prepare additional persons who can assume the role of building principal and earn a Type B certificate from DEED. This program is developed using a model similar to our highly successful MAT programs for preparing classroom teachers. The program will use a cohort model and provide the instruction and preparation in one year. This model will enable those persons already in leadership roles to complete the requirements for a Type B certificate while they remain in their schools.

#### What are the **Student** opportunities and outcomes? Enrollment projections?

Candidates for this program will be selected in consultation with the local school district. The cohort will begin its study of the current issues and trends during the first summer session with an on-campus experience at UAS. This experience will allow students to explore the recent literature on educational leadership, consider the issues and trends associated with education,

develop an understanding of data-based decision making, learn skills and techniques for effective assessment and accountability, understand how to support and supervise teachers, realize the importance of school law, and understand that the education of children is a moral imperative. At the conclusion of the summer experience the candidates will return to their schools. During the fall and spring semesters, candidates will participate in weekly audio and web-based conferences related to the topics covered during the summer session. In addition, each candidate will complete at least 640 hours of practicum experiences in Educational Leadership. The candidates will return to the campus during the second summer session to continue to enhance their learning regarding educational leadership. They will also be responsible for presenting a case study related to school improvement activities undertaken during the practicum experiences.

The proposed M.Ed. emphasis in Educational Leadership will enroll a cohort of 20 students in the summer session of each academic year. Each cohort will complete its program in one calendar year. A new cohort will begin in July each year. As this is a cohort based program, it can be reasonably assumed that the graduates and the student credit hours will remain constant.

Describe **Research** opportunities:

The faculty member(s) in the program will have the opportunity to engage in research related to school improvement models and best practice in educational leadership. Candidates will be required to complete a research project concerning school improvement. This research project will be presented in a formal setting to the current cohort and to the future cohort. In addition, some projects are expected to be peer reviewed professional papers.

Describe Fiscal Plan for development and implementation:

The fiscal plan includes both general fund support and tuition revenue. At present, \$70,000 has been allocated through initiative funding. This will support the first faculty member's salary and benefits. The School of Education is anticipating the generation of at least \$150,000 of tuition and fees for the support of this program with each cohort. These sources of revenue will be used to support the hiring of tenure track faculty, adjunct faculty, guest lecturers, travel, contractual services, commodities, and other expenses.

**Master of Education in Educational Leadership  
University of Alaska Southeast  
School of Education  
New Program Proposal**

1. **Degree or Certificate Title:** Master of Education (M.Ed.) in Educational Leadership at the University of Alaska Southeast
  
2. **Educational Objectives and Rationale for Program:** The School of Education at the University of Alaska Southeast proposes to offer a new emphasis in Educational Leadership in the Master's of Education program. This emphasis will provide teachers with the opportunity to become certified as administrators for Alaska schools. This proposed emphasis is based on the same model of our highly successful MAT programs in elementary and secondary education. Teachers will have the opportunity to complete the program in a single calendar year through a blended model that includes summer institutes and distance delivered instruction and supervision. School administrators prepared through this program will develop the knowledge, skills, and dispositions necessary for effective leadership in Alaska schools as building administrators. The program will specifically target preparing administrators for the rural school districts in the state. Of the two schools and one college of education in the University of Alaska system, only UAA has an educational leadership program. This proposed program will provide another model for preparing teachers for this important role. The majority of school districts in rural Alaska experience turnover in their administrative staff on a consistent basis. The Alaska Administrator Coaching Project (2008) reports at 28% turnover rate for school districts outside of Anchorage. There is a need to increase the number of qualified administrators in Alaska.
  
3. **Relevance to the university mission, goals, and objectives:** The mission of the University of Alaska is to inspire learning and advance and disseminate knowledge through teaching, research and public service emphasizing the North and its diverse peoples. This program has been designed to meet this mission through the recruitment and preparation of teachers who desire to serve Alaska schools and communities as educational leaders. This proposed program is built around national and state standards with a particular emphasis on the needs of Alaska's diversity of persons and communities.

One of the core values of UAS is the "forging of dynamic partnerships with other academic institutions, governmental agencies, and private industry." The Educational Leadership program is a direct of result of this value. Further, the Mission for UAS states that "UAS serves its state, its region and its communities by offering services and programs in education." A need exists to prepare more professional educators at all levels for Alaska schools. The universities in Alaska currently do not prepare enough educators to fill the annual needs of Alaska schools.

The development of the Educational Leadership program at UAS was a collaborative effort by the School of Education, the School of Management, the Alaska Department of Education and Early Development (DEED), and school districts in Alaska. The stakeholders developed this program through a review of the current literature related to Educational Leadership, discussions of the needs of building level administrators in an era of increased accountability, and the formulation of an action plan to meet the needs of Alaska schools. A meeting was held on the UAS campus with representatives of the above groups who created the proposed program.

4. **Collaboration with other universities within the University of Alaska:** As with all programs in the schools and college of education, the program in educational leadership will meet the state and national standards. All course work and field and clinical experiences will be conducted and supervised by UAS faculty. The faculty at UAS will work closely with the faculty at UAA to ensure the appropriate achievement of standards by the students in the program and will strive to share expertise and knowledge.
5. **Identification of other universities in the WICHE region which offer similar programs:** All of the states in WICHE have multiple programs for the preparation of school administrators except for Wyoming and Alaska which each have single programs at this time. The preparation of educational leaders is an important part of the whole educational system.
6. **Demand for the program:** School districts in rural Alaska experience a high turnover of administrators. The Alaska Administrator Coaching Project (2008) reports that a sampling of rural districts shows turnover rates ranging from 20% to 60%. The turnover rates in the big 5 districts are substantially different than rates in rural and bush school districts. Non-Anchorage districts report a turnover rate of 28% annually over a six-year period.
7. **Outline of the schedule for implementation:** It is planned to begin this program in the summer of 2008. The first cohort will finish the program during the summer of 2009.
8. **Projections of enrollments:** The goal for the next five years is to have a cohort of 20 students per year who enroll in the program. As with many cohorts, there will be some attrition. We anticipate that 15-18 students will complete the program each year. Thus, the total SCH for each year will be approximately 600.
9. **Availability and quality of faculty:** The School of Education is currently searching for a faculty member to be the lead for this program. This person will be recognized as having the appropriate educational background (doctorate) and experience (principal and superintendent). The School of Education will also use a cadre of practicing administrators to assist in the instruction of the courses including the internships in challenging school settings.

**10. Library, equipment, and similar resource requirements:** All students at UAS have access to the comprehensive network of library resources and services available through Egan Library, University of Alaska, and State of Alaska library consortia. This includes in-house collections, electronic journals, inter-library loans, and others. The teacher preparation programs have a long tradition at UAS; thus, the collection for education resources is extensive. Start up costs for a new faculty position in Educational Leadership will be minimal.

**11. New facility or renovations:** None

**12. Projected costs of 9, 10, & 11 and budget plan:** The fiscal plan includes both general fund support and tuition revenue. At present, \$70,000 has been allocated through initiative funding. This will support the first faculty member’s salary and benefits. The School of Education is anticipating the generation of at least \$150,000 of tuition and fees for the support of this program with each cohort. These sources of revenue will be used to support the hiring of tenure track faculty, adjunct faculty, guest lecturers, travel, contractual services, commodities, and other expenses.

Projected Budget

	2008/09	2009/10	2010/11	2011/12
<b>Revenue</b>				
State Appropriation	70,000	72,000	74,000	76,000
Tuition	150,000	157,000	165,000	173,000
Fees	14,000	14,000	14,000	14,000
<b>Total Revenue</b>	<b>234,000</b>	<b>243,000</b>	<b>253,000</b>	<b>263,000</b>
<b>Expenses</b>				
Faculty position	78,000	80,300	83,000	85,000
Adjunct faculty	25,000	25,000	25,000	25,000
<b>Total Personnel</b>	<b>103,000</b>	<b>105,300</b>	<b>108,000</b>	<b>110,000</b>
Travel	50,000	50,000	50,000	50,000
Contractual	7,500	7,500	7,500	7,500
Commodities	15,000	15,000	15,000	15,000
Equipment	10,000	10,000	10,000	10,000
<b>Total non-personnel</b>	<b>82,500</b>	<b>82,500</b>	<b>82,500</b>	<b>82,500</b>
<b>Total expenses</b>	<b>185,500</b>	<b>187,800</b>	<b>190,500</b>	<b>192,500</b>

**13. Consultant reviews, reports from visitations, or names and opinions of personnel consulted in preparing the proposal:** The planning for this program included the following persons:

- a. Roger Sampson – former Commissioner of DEED and now President of Education Commission of the States
- b. Steve Bradshaw – Superintendent of Schools, Sitka
- c. John Pugh – Chancellor, UAS
- d. Dan Molina – Principal, Mat-Su School District

- e. Jonathan Anderson – faculty member, UAS Public Administration
- f. Bernie Sorenson – Principal, Juneau Douglas High School
- g. Gary Whitely – Principal Coach Program, DEED
- h. Larry Harris – Dean, School of Education
- i. David Marvel – faculty member, UAS School of Education; former school administrator
- j. Jeffrey Lofthus – faculty member, UAS School of Education; former school administrator

Each of these persons was very supportive of the final plan developed by the committee and urged its completion and inception.

Programs from a variety of institutions were studied and the relevant ideas, concepts, and standards were gleaned for inclusion in this program. Also, faculty from a variety of fields in the School of Education provided input into the curriculum and outcomes assessment for this emphasis area.

**14. Concurrence of appropriate advisory counsels:** The program was presented to the Executive Council of the Alaska Association of School Administrators. The Council discussed the program with the Dean and subsequently wrote a letter of support. The program has also been presented to the UAS Campus Council, the Graduate Committee, and the Faculty Senate.

**15. Executive Summary:**

This proposal requests approval for adding a new emphasis area in the Master of Education (M.Ed.) degree at the University of Alaska Southeast. The emphasis will enable us to provide a program to Southeast Alaska and the rural and remote school districts. Teachers who desire to earn a Type B certificate from DEED will be the targeted audience.

The program is built on the successful MAT programs in elementary and secondary education. In this model, teachers will begin in the summer session of the first year with a 6 week on-campus institute designed to acquaint them with the roles and responsibilities of school leadership as a building principal. During the academic year, these teachers will return to their home school district and complete course work and an extensive internship experience. They will return to the UAS campus during the following summer for another 6 week institute. At that time they will have completed all of the requirements for the M.Ed. degree and be eligible for a Type B certificate.

The program was developed as a collaborative effort between the School of Education, the School of Management, the Department of Education and Early Development, and public school districts. The program has been endorsed by the Alaska Association of School Administrators. The campus community, through the Graduate Committee, the Faculty Senate, and the Campus Council, has also endorsed the program.

This program is designed to specifically address the needs of the small, rural school districts in the state. This cohort model will provide an alternative

method for a teacher with a Type A certificate to earn a Type B certificate in one year. A cohort of 20 students will start each summer and 15 to 18 students will graduate each year. The program is supported with initiative funding from the University of Alaska. It will generate the revenue through tuition and fees to support the development and implementation of the program.

## Catalog Copy

The M.Ed. Educational Leadership program is a cohort program designed to prepare candidates to become school administrators in Alaska. The program prepares candidates for the challenges and opportunities inherent in assuming roles as educational leaders in public schools. The program is specifically targeted at preparing administrators for the rural school districts in the state.

The M.Ed. program in Educational Leadership is designed to provide candidates the opportunity to begin the program in one summer session and complete it in the next. In addition, candidates will be expected to complete courses and a School of Education approved internship during the school year. Teachers will have the opportunity to complete the program in a single calendar year through a blended model that includes summer institutes and distance delivered instruction and supervision.

## Admissions Requirements

Admission to the M.Ed. in Educational Leadership requires the following:

1. Completed application and \$50 processing fee
2. Official academic transcript indicating a baccalaureate degree with a GPA of 3.0
3. Three years public school teaching experience.
4. Letter of recommendation and support for the superintendent of schools and school board of the district in which the internship will occur.
5. Statement of professional objectives in a 2-3 page paper. This paper will cover the candidate's educational and professional experiences and outline the professional goals to be achieved through the M.Ed. in Educational Leadership.

## Curriculum

### Summer Session One

ED 627 – Educational Research (3 credits)

ED 6xx – Introduction to Educational Leadership (9 credits)

### Fall Semester

ED 6xx – Curriculum and Instruction Leadership I (3 credits)

ED 6xx – Internship in Educational Leadership I (3 credits)

### Spring Semester

ED 6xx – Curriculum and Instruction Leadership II (3 credits)

ED 6xx – Internship in Educational Leadership II (3 credits)

### Summer Session Two

ED 698 – Master's Research Project or Portfolio (3 credits)

ED 6xx – Educational Leadership (9 credits)

## Course Descriptions

### ED 627 – Educational Research (3 credits)

Course Description: Techniques of educational research, selection of topics and problems, data gathering, interpretation and preparation of reports. (Summer)  
(This is a current course in the school of education.)

### ED 6xx – Introduction to Educational Leadership (9 credits)

Course Description: An introduction to educational leadership including: data-based decision making, school improvement, leadership theory, supervision, school law, systems theory, change strategies, managing federal mandates, issues in Alaska education, school community relations, and student achievement.  
(Summer)

### ED 6xx -- Curriculum and Instructional Leadership I (6 credits)

Course Description: The development of knowledge and the practice of skills in assessment and evaluation in schools, learning theories, child and adolescent development, state data reporting, special education, and accountability. Candidates will complete at least 200 hours of practicum experience. Candidates will begin the development of a case study/research project related to school improvement. (Fall)

### ED 6xx – Curriculum and Instruction Leadership II (6 credits)

Course description: A continuation of C&I Leadership I. Candidates will validate their understandings of the role of supervision in instructional improvement, assessment and evaluation, federal reporting, special education, emerging technologies, and adult learning theories. They will apply the concepts and theories discussed. They will finalize their case study/research project. Each candidate will continue the practicum experience through a total of at least 640 hours. (Spring)

### ED 6xx – Educational Leadership (9 credits)

Course description: This final course will provide synthesis of the knowledge and skills developed by the candidates relative to educational leadership. This course will include: an assessment of each member of the cohort around the standards for leadership; an examination of the challenges faced in being an educational leader; a continued examination of the various topics covered throughout the experience. (Summer)

### ED 698 – Master's Research Project (3 credits)

Course description: Either a research paper or project approved by the student's graduate committee. The student research paper/project will coincide with the student's professional objectives. An oral defense of either the paper or project may be required by the student's graduate committee. (Summer)