

Program Description

Education Specialist in Educational Leadership To Be Offered by Indiana University at Multiple Campuses

1. Characteristics of the Program

- a. Campus(es) Offering Program:

Indiana University East

IUPUI

Indiana University Kokomo

Indiana University Northwest

Indiana University South Bend

Indiana University Southeast

- b. Scope of Delivery: **State- and Nationwide as Multi-Campus Consortium**
c. Mode of Delivery: **Online**
d. Other Delivery Aspects: **Not Applicable**
e. Academic Unit(s) Offering Program: **IU Schools of Education**

2. Rationale for the Program

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program?

The IU collaborative Education Specialist in Educational Leadership will provide current and future school leaders with the knowledge base, technical, and interpersonal skills they need to provide effective and visionary leadership, so they can empower all stakeholders and promote excellence in education in an era of evidence-based accountability.

This program provides teachers with an opportunity for career advancement and a pathway to assume leadership positions in a school or school corporation.

- How is it consistent with the mission of the institution?

Following the charge of [Indiana University's Mission Statement](#), the collaborative Education Specialist (Ed.S.) in Educational Leadership creates a dynamic partnership between IU campuses to serve national, state, and local communities in educational, economic, social, and cultural development and to offer leadership in creative solutions for 21st-century problems. Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

- How does this program fit into the institution's strategic and/or academic plan?

The collaborative online Education Specialist (Ed.S.) in Educational Leadership answers the charge of the [Indiana University Bicentennial Strategic Plan](#) to provide an excellent education that features innovative instruction while simultaneously accommodating the work schedules and family demands of Indiana's Elementary and Secondary Educators.

- How does this program build upon the strengths of the institution?

The collaborative Education Specialist (Ed.S.) in Educational Leadership is proposed as a joint degree program to be delivered by six IU campuses—East, IUPUI, Kokomo, Northwest, South Bend and Southeast. By design, this joint program provides efficiencies of scale while maintaining the unique characteristics of the regional campuses.

The [Indiana University Bicentennial Strategic Plan](#) identified the integration of new educational technologies and collaborative platforms and the development of a robust program of online education as essential tools to ensure that the university and its faculty continue to serve the citizens of the state of Indiana.

As a part of this initiative, the university developed IU Online to serve as administrative home “coordinating and catalyzing IU’s efforts in this area.” The plan summarizes the specific benefits as follows:

Online and hybrid delivery allow IU through IU Online to expand its offerings across campuses in a cost-effective way, through developing systems of shared online resources. IU will complete through IU Online a university-wide framework for online education, to enhance instructional quality and support, and create scalable economies in course and program delivery for all campuses.

See Appendix 1 for web addresses to the following documents:

- [Indiana University’s Mission Statement](#)
- [Indiana University Bicentennial Strategic Plan](#)
- [January 2016 IU Online: A Collaborative Model for Online Education at Indiana University](#)

b. State Rationale

- How does this program address state priorities as reflected in the ICHE’s 2016 strategic plan [Reaching Higher, Delivering Value?](#)

This online degree program is student-centered. The curriculum was developed to meet the specific needs and interests of practicing teachers or educators in varied contexts who want to advance their career by pursuing a degree program that will prepare them to serve as Building-Level and District-Level Administrators. The program will appeal to graduate students who want the flexibility of an online program. It will appeal to educators with an interest in moving into positions such as school principals, directors of personnel, and superintendents. By virtue of being online, the program can have a national, and even international, reach.

The proposed collaborative online Ed.S. in Educational Leadership will address each one of the four goals cited in *Reaching Higher, Delivering Value*.

- I. Completion—the curriculum of the collaborative Education Specialist in Education Leadership program was designed to provide future educational leaders with the tools they need to improve instruction in Indiana’s Elementary and Secondary Schools with the goal of increasing graduation rates and helping students to fulfill their post-graduation goals.
- II. Competency—The collaborative Education Specialist in Education Leadership will focus not only on the latest evidence-based strategies for improving student learning, but will also prepare educational leaders who can address the wide variety of challenges and expectations that arise on a daily basis.
- III. Career— The collaborative Education Specialist in Education Leadership will allow instructors to meet the Indiana Department of Education Building-Level and District-Level Administrator Requirements.

- IV. Delivering Value—Full-time educators will be able to pursue this 100% online degree without having to take time away from their teaching careers.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

As the BLS and Indiana DWD employment projections cited below indicate, this program will serve national and state labor market needs. In addition, the “Labor Insight Real-Time Labor Market Information Tool” maintained by the education consulting firm, Burning Glass Technologies, predicts similar growth rates in job listings and projected growth in demand for data science related occupations in the Indiana, Illinois, and Michigan region remains strong. *See below.*

In order to meet this demand and extend the reach and impact of this program, IU decided to invite all the IU campuses with instructional capacity in this field to develop this program as a 100% online collaborative degree.

The Office of Online Education will use targeted social media marketing and related recruiting tools to reach decision makers in school districts trying to improve the skills and expertise of their teachers and administrators.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

Not Applicable

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

Data available from the Indiana Department of Workforce Development demonstrate that the employment and salary prospects for a graduate of the Education Specialist in Educational Leadership program are good. The Ed.S. credential will provide graduates with the training they need to become licensed building-level and district-level administrators, serving as school principals and superintendents. In addition, this credential will provide graduates with the graduate-level training required to move into corporation/district level administration such as curriculum coordinators and human resources directors.

The projected 10-year growth rates (2016-2026) for these types of positions is at or above the national average with the number of coordinator positions expected to growth at 11.5%, the number of Human Resources positions expected to growth at 9%, and the number of principal positions expected to grow at 8%. The Indiana employment projections mirror this pattern.

As of 2018, average principal salaries in Indiana were \$87,427, average instructional coordinator salaries were \$63,007, and average human resource manager salaries were \$101,964.

See Appendix 2 for Indiana DWD and/or U.S. Department of Labor Data source data.

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

In a survey conducted between November of 2017 and November of 2018, Burning Glass’s “Labor Insight Real-Time Labor Market Information Tool” found that employment opportunities for graduates of the IU Online Education Specialist in Educational Leadership will be strong. Using the Bureau of Labor Statistics Standard Occupation Code (SoC) 13.0401 Educational Leadership and Administration, General, their survey found:

- 14,043 current job listings in Indiana, Illinois, Kentucky, Michigan, and Ohio that graduates of IU’s collaborative online Ed.S. in Educational Leadership could pursue.
- Steady projected growth in job numbers were projected to grow over the next 8 years at or above the national average.
- Average salaries in Indiana, Kentucky, Ohio, Michigan and Illinois for graduates of your program is \$72,760. This average salary is above the average living wage for Indiana, Kentucky, Ohio, Michigan and Illinois of \$30,817.
- Between 2013-2017, 457 Education Doctorates were awarded in the region by 46 institutions.

Source: Burning Glass Technologies. “Labor Insight Real-Time Labor Market Information Tool.” <http://www.burning-glass.com>. 2019.

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

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

Appendix 3 contains recent job listings for Superintendents, Principals, Curriculum Coordinators, and Curriculum Consultants posted in the last six months for positions in Indiana and Illinois. The Education Specialist in Educational Leadership program meets the NELP standards for Building Level Administrator and District Level Administrator guidelines required of candidates pursuing these types of positions.

See Appendix 3 for Sample Job Postings from Summer 2019.

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.

Dr. Luis Jensen, Associate Superintendent for the New Albany-Floyd County Consolidated School Corporation.

Dr. James S. Roberts, Superintendent of the Bartholomew Consolidated School Corporation

Phil Lederach, Director of Secondary Instruction, Elkhart Community Schools

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

The faculty and staff required to deliver this degree are in place.

See Appendix 5 for Faculty and Staff, Detail

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

This program will not require any renovations or new space.

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

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

No additional capital costs are required.

b. Support

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

- Summarize what reallocation of resources has taken place to support this program.

Existing resources will be reassigned to support this collaborative program.

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

Not Applicable

ii. Special Fees above Baseline Tuition

IU Online charges a \$30 dollar per credit distance education fee to support online infrastructure and student services.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

Educational Leadership Programs at IU Campuses

IU Bloomington

M.S.Ed. in Educational Leadership (online) - This program is designed for students who are interested in school leadership. While the vast majority of our students have been teachers, we will consider applicants without teaching experience who make a strong case in their personal statements about why they are interested in educational leadership. Applicants should be sure to discuss prior work experiences related to education and future career goals within the statement. Also, be sure to explain why you are attracted to this particular program.

Hybrid Ed.D. in Educational Leadership and a 100% online M.S.Ed. in Educational Leadership, and during the development phase of this proposal, the Faculty and Deans committees from the participating campuses determined that a 100% online Ed.S. would supplement these programs.

IUPUI

Educational Leadership -The world of education needs leaders who recognize the current inequities in our society and who advocate for social justice. The educational leadership master's programs here can help make you one of them. You have two programs to choose from: Urban Principalship or Educational Leadership. Both options allow you to obtain either a master's degree and Building Level Administrator's license, or a license only. Upon completion of the master's degree program (or licensure program for those with a master's degree), candidates are eligible to apply for licensure as a Building-level Administrator in Indiana.

IU Northwest

The Master of Science in Education in Educational Leadership is a 33-credit-hour program that prepares individuals to be principals in schools and school districts in the Northwest Indiana and Chicago region. The program provides candidates with supervision and guidance while completing corporation-driven practicum and clinical experiences. The program leads to a license in Building Level Administration. Candidates in the program are required to complete field experiences and an internship. This provides significant opportunities for candidates to synthesize and apply the knowledge and skills through substantial, sustained, standards-based work in real settings.

IU South Bend -

Educational Leadership - The Master of Science in Education in Educational Leadership is a 33-credit-hour program that prepares individuals to be principals in schools and school districts in the North Central Indiana and Southern Michigan region. The program provides candidates with supervision and guidance while completing corporation-driven practicum and clinical experiences. The program leads to a license in Building Level Administration. Candidates in the program are required to complete field experiences and an internship. This provides significant opportunities for candidates to synthesize and apply the knowledge and skills through substantial, sustained, standards-based work in real settings.

IU Southeast -

Educational Leadership - The program consists of ten (10) courses for thirty (30) credit hours. It is a licensure program and not a degree program. Kentucky candidates may apply the hours toward a Rank I with additional coursework that is appropriate for school leaders. The additional coursework must be approved by the program advisor. The program must be completed, including applying for the license, in order to be recommended for the Rank I.

Educational Leadership Concentration- The 36 credit hour M.S. Ed. in Secondary/Elementary Education offers a concentration in educational leadership that prepares students for the BLA.

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)*

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

The following face-to-face programs would be competitors to this degree program:

Indiana State University
 National Louis University
 Michigan State University
 Concordia University-Chicago
 Aurora University
 Eastern Kentucky University
 Eastern Michigan University
 Morehead State University
 Illinois State University
 Wesleyan University
 Ball State University

The following list includes highly ranked 100% online programs that could compete with this program:

University of Nebraska
 University of Kentucky
 University of Bowling Green
 Western Michigan University

c. Articulation of Associate/Baccalaureate Programs

Not Applicable

d. Collaboration with Similar or Related Programs on Other Campuses

The Schools of Education on six campuses will pool their resources to deliver this collaborative degree.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

The Ed.S. in Educational Leadership requires 60 credit hours overall. Students taking 6 credits per semester and over the summer will be able to complete the degree in five years.

Students who hold an advanced post-baccalaureate degree (i.e. JD, MPA, M.S., etc.) or Master’s degree in Educational Leadership can apply up to 30 credit hours of coursework towards satisfaction of requirements in the collaborative Ed.S. in Educational Leadership program. Students possessing an I.U. degree may apply up to 36 credit hours.

See Appendix 6.1 for Credit Hours Required/Time To Completion, Detail

b. Exceeding the Standard Expectation of Credit Hours

Not Applicable

c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

Program Goals and Learning Outcomes: IU Collaborative Ed.S. in Educational Leadership
Program Goals: The IU collaborative Ed.S. in Educational Leadership will provide current and future school leaders with the knowledge base, technical, and interpersonal skills they need to provide effective and visionary leadership, so they can empower all stakeholders and promote excellence in education in an era of evidence based accountability.
Learning Outcomes align to the National Educational Leadership Preparation District-Level-Standards (NELP) (formerly ELCC) as promulgated by the National Policy Board for Educational Administration and meet the Indiana Department of Education licensing requirements.
<i>Upon completion of the IU Collaborative Ed.S., graduates will understand and demonstrate an ability to:</i>
#1 Ed.S. LO/NELP Stnd: Mission, Vision, and Improvement * Promote current and future success and well-being of all students. * Apply the knowledge and skills to collaboratively lead, design, and implement a district mission, vision, and process; * Foster continuous improvement at the district-level that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
#2 Ed.S. LO/NELP Stnd: Ethics and Professional Norms * Advocate for ethical decisions and cultivate professional norms and culture.
#3 Ed.S. LO/NELP Stnd: Equity, Inclusiveness, and Cultural Responsiveness * Develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.
#4 Ed.S. LO/NELP Stnd: Learning and Instruction * Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

<p>#5 Ed.S. LO/ NELP Stnd: Community and External Leadership * Engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.</p>
<p>#6 Ed.S. LO/NELP Stnd: Operations and Management *Develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.</p>
<p>#7 Ed.S. LO/NELP Stnd: Policy, Governance, and Advocacy *Cultivate relationships, lead collaborative decision-making and governance, and represent and advocate for district needs in broader policy conversations.</p>
<p>#8 Ed.S. LO/Stnd: Internship * Synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.</p>

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

During the program development discussions, the Faculty Curriculum Committee developed the following four part assessment plan.

Student assessment—The Faculty Curriculum Committee has developed an assessment map that align individual required courses to overall Ed.S. program goals and professional standards. This map will play a central role in aggregating assessment data from across the curriculum to evaluate the effectiveness of the overall curriculum.

**See Appendix 6.1 or an Assessment Map

End-of-course evaluations—Prior to implementation, the Ed.S. Curriculum Committee will identify signature assessments and develop shared CANVAS grading rubrics to facilitate assessment. The Office of Collaborative Academic Programs, with the support of e-Learning Design Services, will develop and maintain a CANVAS site where assessment data for the collaborative Ed.S. will be archived and made available to campus administration.

Schedules for course review and revision—Assessment data will be collected at the end of each semester, and the Curriculum Committee will review data on individual requirements and courses on an annual basis.

Program Review—A full program-review based on assessment data will be conducted in the spring semester of the fourth year (following implementation) of the program and prior to the expiration of this MoA.

e. Licensure and Certification

The Program Goals and Learning Outcomes for the IU collaborative Education Specialist (Ed.S.) in Educational Leadership align to the National Educational Leadership Preparation (NELP, formerly ELCC) Building- and District-Level standards as promulgated by the National Policy Board for Educational Administration, and will prepare students to take on roles in building- and district-level administration positions in elementary and secondary education.

In all cases, the first step to achieving building- and district-level administrative license is to first earn an instructional license and comply with state regulations.

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

School Administration

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Not Applicable

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

All degrees and licensure programs offered by the School of Education will be evaluated for national accreditation by the Council for the Accreditation of Educator Preparation (CAEP).

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Appendix 1: Institutional Rationale, Detail

- Indiana University’s 2014 Mission Statement is post to the IU website at: <https://strategicplan.iu.edu/mission-values-vision/mission.html>.
- Indiana University Bicentennial Strategic Plan posted to the IU website at: <https://strategicplan.iu.edu/plan/education.html>.
- January 2016 IU Online: A Collaborative Model for Online Education at Indiana University posted to the IU website at: https://teachingonline.iu.edu/about/staff/collaborative_model.html.

Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data—Cite visited August 21, 2018.

National Data for Principals, Instructional Coordinators, Human Resources

Quick Facts: Elementary, Middle, and High School Principals	
2018 Median Pay	\$95,310 per year
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	5 years or more
On-the-job Training	None
Number of Jobs, 2016	251,300
Job Outlook, 2016-26	8% (As fast as average)
Employment Change, 2016-26	19,800

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Elementary, Middle, and High School Principals, on the Internet at <https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm> (visited August 09, 2019).

Quick Facts: Instructional Coordinators	
2018 Median Pay	\$64,450 per year \$30.98 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	5 years or more
On-the-job Training	None
Number of Jobs, 2016	163,200
Job Outlook, 2016-26	11% (Faster than average)
Employment Change, 2016-26	17,200

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Instructional Coordinators, on the Internet at <https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm> (visited August 15, 2019).

Quick Facts: Human Resources Managers	
2018 Median Pay	\$113,300 per year \$54.47 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	5 years or more
On-the-job Training	None
Number of Jobs, 2016	136,100
Job Outlook, 2016-26	9% (As fast as average)
Employment Change, 2016-26	12,300

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Human Resources Managers, on the Internet at <https://www.bls.gov/ooh/management/human-resources-managers.htm> (visited August 05, 2019).

Indiana Data for Comparison with National Data Principals, Instructional Coordinators, Human Resources

Salary, Job Openings, and Projected Growth from the Department of Workforce Development						
Education Admin., Elementary & Secondary		Average Salary	Median Salary	Jobs 2018	Projected Positions 2016	2016-2026 Growth
	Indiana	\$87,427	\$86,460	4,391	4,691	6%
	U.S.	\$98,750	\$95,310	251,300	271,100	7.9%
Instructional Coordinators	Indiana	\$63,007	\$57,030	1,570	1,971	12.1%
	U.S.	\$67,490	\$64,450	163,900	180,400	10.5%
Human Resource Manager	Indiana	\$101,964	\$93,620	2,170	2,738	10.5%
	U.S.	\$126,700	\$113,300	143,580	148,400	9.1%

Source: Indiana Department of Workforce Development, www.in.gov/dwd/ra

Note: These are estimates of occupations based on a survey conducted twice each year; beginning in 2006 the survey will be done annually.

This table was produced by [Indiana Department of Workforce Development - Research and Analysis](#) : 8/15/2019 1:58:14 PM

Appendix 3: Five Summer 2019 Job Postings from Indeed.com, Schoolexecconnect.com, and the Indianapolis School District website

Job Listing #1 Superintendent Lake Bluff School District 65

[Apply Online](#)

Category: **Standard Application/All Positions**

Date Posted: **5/22/2019**

Location: **Lake Bluff, IL**

Date of Availability: **07/01/2020**

Date Closing: **10/10/19**

Superintendent of Schools

Lake Bluff School District 65

Lake Bluff, IL

The Lake Bluff School District 65 Board of Education seeks a proven leader to serve as the next superintendent of this prestigious district. Lake Bluff School District 65 is situated in Lake County, approx. 35 miles north of Chicago, and serves approximately 1,200 students in two school buildings—a Pre-K thru 5th grade building, and a 6th thru 8th grade middle school. The district is known for its award-winning schools and faculty, its excellent academic achievement, its innovative approach to teaching and learning, its emphasis on inclusion of all students, its financial stability and competence, and its effective governance. The district's mission focuses on nurturing, guiding and challenging students to become creative thinkers, collaborators, and responsible, compassionate, and productive citizens.

To learn more visit www.schoolexecconnect.com

Similar jobs

- **[Superintendent Township High School District 211](#)**
 - School Exec Connect
- **[Superintendent Valley View Community Unit School District 365-U](#)**
 - BWP & Associates

Job Listing #2 Superintendent Township High School District 211

[Apply Online](#)

Category: **Standard Application**

Date Posted: **7/2/2019**

Location: **Palatine, IL**

Date of Availability: **07/01/2020**

Date Closing: **09/13/2019**

Superintendent of Schools
Township High School District 211
Palatine, Illinois

The Township High School District 211 Board of Education seeks a proven leader to serve as superintendent of one of the largest, most comprehensive, achievement orientated High School Districts in the state. The district has five diverse, comprehensive high schools with a total enrollment of approximately 12,000 students. THSD 211 serves several communities in the Northwest Suburbs of Chicago. Successful applicants will hold or be eligible for an Illinois Superintendent License as well as successful administrative experience at the highest levels. Applications will be accepted through mid September, 2019. The new Superintendent will assume duties on July 1, 2020.

To learn more or to apply on-line visit
www.schoolexecconnect.com

SCHOOL EXEC CONNECT

Dr. Harry Rossi and Dr. Gary Zabilka

Job Listing #3 Assistant Principal-Thomas Carr Howe Community High School,

Indianapolis, IN

ESSENTIAL DUTIES AND RESPONSIBILITIES

Educational Leadership

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

Serves as Administrator of School

- Evaluates performance in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.
- Serves as acting Principal responsible for building operations when Principal is out of the building.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Generates and maintains personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

Student Management

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal
- Attends school-related activities and events to oversee student behavior and achievements
- Generates and maintains accurate discipline records
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal

Human Resources

- Assists the principal in the recruiting, screening, background check and reference checks and recommends and assigns school staff. Is familiar with hiring statutory laws and state regulations.
- Supports the new hire/recruiting process by properly completing job requisition form, offer letter request, and other items as needed, and secure all the required paperwork (applications and Release forms).
- Supports the Principal during the new employee-interview process, as needed.
- Assists Human Resources Department in maintaining compliance with certification guidelines.
- Ensures new hire paperwork is coordinated with the Business Administrator/Bookkeeper and on schedule with the payroll calendar.
- Maintains personnel files in a confidential manner.
- Conducts new employee orientation. Insures the signed Employee Handbook acknowledgement has been received.

- Supports the Principal in disciplinary actions, coach & counsels, exit interviews, etc... as requested.
- Assists the Principal and Human Resources Department in coordinating Performance Appraisal process, including maintaining data in SIS & HR on-line systems.

Communicates with Stakeholders

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Vice President of Education

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Demonstrates the ability to lead people and get results through others.
- Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
- Works and interacts with individual at all levels of the organization.
- Thinks ahead and plan over a 1-2 year time span.
- Has the ability to organize and manage multiple priorities.
- Has the ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
- Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
- Is able to coach and manage the performance of others
- Possesses strong customer and student orientation.
- Is proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

PHYSICAL DEMANDS

- Agility and ability to quickly move in a school environment where children are present.
- Travel within or outside of Florida.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

JOB REQUIREMENTS:

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership in Applicable State.
- Two to five years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.

- Successful results of criminal and employment background check.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

Job Listing #4

Coordinator of Curriculum Development

[Indiana Wesleyan University](#) 143 reviews - Marion, IN 46953

Coordinator of Curriculum Development - School of Educational Leadership

Position Summary:

Reports directly to the Assistant Director for Curriculum Development, with assistance also provided to the Dean.

Reporting Relationships:

Reports to the Assistant Director for Curriculum Development

Education Requirements:

Bachelor's Degree Required.

Duties and Responsibilities:

- Support and assist the Assistant Director for Curriculum Development in all aspects pertaining to the management of curriculum within the School of Educational Leadership (SOEL). This may include:
 - Demonstrate a high degree of accuracy and competence with respect to the editing and proofing of all online curriculum within the Learning Management System (LMS)
 - Document and track SOEL curriculum development changes in the appropriate database.
 - Assist in processing/routing/resolving student and/or faculty issues related to curriculum as needed.
 - Prepare or assist with reports as requested.
 - Review live courses and complete weekly quality control report and submit to Department Chairs and Dean.
- Demonstrate a high degree of teamwork and customer service through collaborative problem solving. This may include:
 - Working with other CAPS departments such as support staff, faculty, administrative faculty, and external entities.
 - Partnering with Center for Learning and Innovation (CLI) with various curriculum projects including answering and follow through with tickets
 - Assisting with special School or CAPS projects (such as graduation, training events, etc.) as needed.
 - Providing secondary assistance to all other school administrators as requested.
- Follow directives carefully and in a timely manner, demonstrating a high degree of flexibility toward change and a willingness to learn new knowledge and skills necessary to provide a continuous high degree of service to the University.
- Exercise independent judgment in providing initial problem resolution in accordance with established program, school, and university policies and procedures.
- Maintain professional demeanor with all correspondence.
- Serve on councils and committees as assigned.
- Assist with all other functions of the School as needed.
- Other duties as assigned.

Qualifications:

According to Indiana Wesleyan University employment policy all employees must possess a strong Christian commitment and adhere to the standards outlined in the *IWU Community Lifestyle Statement*.

- Ability to deal with diverse personalities in a professional manner, demonstrating a servant's heart in providing primary care to students, faculty, administrators, staff, and external patrons/partners
- Ability to work collaboratively with others
- Excellent written, oral, and interpersonal communication
- Excellent knowledge of Microsoft Word, Microsoft Excel, Microsoft Power Point, Microsoft Publisher, Adobe Suite
- Ability to learn new software and databases
- Strong organization skills
- Commitment to accuracy and attention to detail
- Ability to maintain confidentiality
- Strong and collaborative problem-solving skills
- Ability to work independently with minimal direction

- Self-starter

LIMITATIONS AND DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They should not be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. In addition, nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this position at any time.

Indiana Wesleyan University is committed to equal opportunity in employment and maintaining a work environment free from all forms of unlawful discrimination. Accordingly, the University affords equal opportunity to all employees and prospective employees without regard to race, sex, color, national or ethnic origin, disability, age, genetic information, veteran status, or any other status protected by law.

These have access to all the rights, privileges, and programs generally made available to employees at the University. It does not discriminate in the administration of its policies, programs, nor during any phase of employment, including hiring, promotion, demotion, treatment during employment, rates of pay or other compensation, and termination of employment. As an educational institution operating under The Wesleyan Church, Indiana Wesleyan University reserves and exercises its privileges under applicable law to prefer employees on the basis of religion and who are best suited to its religious purpose.

Indiana Wesleyan University is an Equal Opportunity Employer

Posted Indeed.com July 25, 2019Indeed.com

Job Listing #5

Lead Instructional Consultant

[Ball State University](#) 1,720 reviews - Muncie, IN 47306

Position Title Lead Instructional Consultant Additional Information

Ball State University's Division of Online and Strategic Learning invites applications for a Lead Instructional Consultant.

Benefits and Community [https://www.bsu.edu/about/administrativeoffices/humanresources/jobs/benefits-and-](https://www.bsu.edu/about/administrativeoffices/humanresources/jobs/benefits-and-community/professional-staff)

community/professional-staff FLSA Administrative Exemption Hrs/Week 40 Length of Assignment Fiscal Year - FT

Contract Position Function

Provide direction and guidance to instructional consultant and curriculum design teams. Lead efforts in faculty training and instructional design and support, by providing services to initiatives focused on quality, student success, and growth. Work within the unit to plan, implement, and deliver programming, projects, and daily work based on strategic goals. Manage daily operations with a strong focus on positive practices in faculty training, educational technology implementation, and team collaboration.

Minimum Education

Master's degree from an accredited institution by date of appointment.

Minimum Experience

- Experience in teaching and learning at the university level.
- Experience in leading teams.
- Experience in online course design.
- Experience with Canvas Learning Management system or comparable.

Minimum Other

Excellent oral and written communication skills.

Authorization to work in the US Candidates for searches must have current authorization to be employed in the U.S.

without employer sponsorship. Preferred Education

Doctoral degree in an appropriate and relevant area.

Preferred Experience

- Experience in working with university faculty.
- Experience in leading technology initiatives and projects.
- Experience in data-informed assessment of teaching and learning.

Preferred Other

- Strong technology and project management skills.
- Strong leadership and interpersonal skills.
- Working knowledge of current trends and research data related to teaching and learning.
- Excellent presentation skills.

Pre-Employment Screening Requires successful completion of a background check and education verification. Position

Title(s) Supervised

Instructional Consultants

Required Certifications EEO Statement

Ball State University is an Equal Opportunity/Affirmative Action employer that is strongly and actively committed to diversity within its community. Women, minorities, individuals with disabilities and protected veterans are strongly encouraged to apply. All qualified applicants will receive equal consideration for employment without regard to race, color, religion, sex, national origin, age, disability, protected veteran status or any other legally protected status.

EEO/AA Employer/Veterans/Disabled.

About Ball State University

Ball State University is located in Muncie, Indiana, on an attractive campus 45 miles northeast of Indianapolis.

Approximately 22,000 graduate and undergraduate students enroll in one of 10 academic colleges that offer 190

undergraduate programs. We offer more than 140 master's, doctoral, certificate, and specialist degrees, with many of

them ranking among the best in the nation. Ball State aspires to be the model of the most student-centered and

community-engaged of the 21st century public research universities, transforming entrepreneurial learners into impactful

leaders – committed to improving the quality of life for all.

Duties & Responsibilities—ranked

- 1) Manage and inspire a high-functioning instructional team.
- 2) Lead faculty training efforts related to on-campus, online, and hybrid teaching and learning.
- 3) Develop, deliver, and model high-quality presentations, on-campus and online.
- 4) Lead instructional design work related to high-quality program design and development.
- 5) Deliver and model effective consultation services to faculty including, but not limited to, best practices, educational trends, and campus initiatives.
- 6) Collaborate within and across unit teams to provide current, applicable, and innovative workshop programming and support services.
- 7) Project and meet a standard of unit activities based on assessment strategies (impact, attendance, learning objectives, project metrics, etc.)
- 8) Foster a positive and welcoming environment for faculty and faculty support personnel.
- 9) Deliver professional and timely documents, proposals, and reports.
- 10) Communicate effectively with stakeholders to ensure a high degree of transparency and understanding of timelines, expectations, and metric goals.
- 11) Maintain a professional knowledge in the areas of teaching, learning, modalities, educational trends, and compliance (FERPA, Copyright, etc.).
- 12) Support and assist the Executive Director for Strategic Learning and the Assistant Provost for Learning Initiatives on division and university goals.
- 13) Assign and review work, orient and train staff, and make recommendations in all areas related to supervision, including but not limited to, interviewing and selection, compensation, discipline, performance appraisal, and training and career development of personnel.
- 14) Perform other related duties as assigned.
- 15) Maintain regular and predictable attendance.

Posted Indeed.com August 12, 2019

Job Listing #6

Current Indianapolis School District Employment Opportunities

(website visited August 15, 2019)

School Supervision Administrative Specialist

Curriculum & Supervision 955

Central Office - Curriculum

Job Number 4600175055

Start Date

Open Date 04/19/2019

Closing Date

Purpose of Position/Summary:

Under supervision of the School Supervision Team, the School Supervision Administrative Specialist provides administrative and clerical support for the team. Duties include performing a variety of administrative and clerical tasks, supporting key internal and external stakeholders, providing support to School Supervision Team employees, assisting in daily office needs and managing the EDS team's general administrative activities.

Essential Duties/Responsibilities:

- Manages compliance of School Improvement Plan (SIP) tasks, PowerSchool actions, Panorama follow-up and updates and reports out to EDS'.
- Establish systems, develop project plans, and support implementation to ensure the team meets goals.
- Ability to organize and coordinate programming/projects.
- Attends meetings and in-service presentations as directed by EDS'.
- Participate in routine department, committee and other district meetings as required.
- Managing various projects assigned by the EDS'.
- Compile data for purpose of meeting school, district, state and federal requirements for financial, legal and/or administrative purposes; data collected may include Title I data, attendance, payroll, personnel records, work requests, and student information; maintain information in a confidential and secure manner.
- Answers and screens telephone calls, and disseminates messages to appropriate person.
- Greets visitors and directs to appropriate area or person.
- Identifies and reports matters that may affect efficient operation to EDS' or project leaders.
- Maintain EDS' calendar including scheduling meetings, conferences and events.
- Monitor, respond to and distribute incoming communications including informational flyers, newsletters, notices, staff memos, parent calls, and other written material.
- Processes information using a variety of computer driven word processing, spreadsheet and file maintenance programs. Work includes assimilating information from a variety of sources to compose letters, generate reports and provide informational data.
- Maintain detailed filing systems, preferably in Google.
- Attend Board Meetings as directed by School Supervision Team.
- All other duties, as assigned.

Core Competencies

Critical core competencies for successful performance in this role are:

- Highly-developed communications skills (written/verbal) and interpersonal savvy
- Results/action-orientation; project management skills
- Organizational agility; developed negotiation skills
- Unquestionable personal code of ethics, integrity, diversity and trust
- Able to successfully navigate within varying degrees of ambiguity in a fast-paced environment
- Strong strategic analysis skills

Qualifications

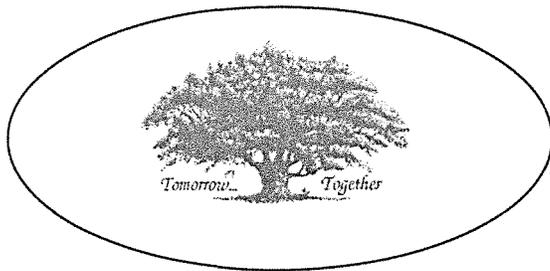
This role provides privileged access to the inner workings between the School Supervision Team, service providers, and partner organizations. The successful candidate will be discrete, high-energy, agile-minded, strategic, proactive,

a direct communicator, highly-organized and committed to the vision and values of Indianapolis Public Schools (IPS) and the Academics Department. In addition, the following standards will generally define the successful incumbent:

- 3- 5 years of prior experience in working with computers and various software programs is required, or, any equivalent combination of training and experience which provides the required knowledge, skills and abilities.
- Possess a valid Indiana driver's license (or equivalent);
- Broad knowledge of IPS policies, procedures and programs;
- Ability to be creative in developing alternatives to meet school supervision needs at each school;
- A track record of developing and maintaining strong working relationships with and among a diverse group of actors;
- Excellent communication skills and strong analytical and writing capabilities;
- Close attention to detail coupled with the ability to exercise good judgment;
- Strong organizational, oral and written communication, and interpersonal skills;
- Proactive nature; able to anticipate conflicts before they arise;
- Ability to work well independently as well as collaboratively;
- Ability to execute meetings, calls and emails with professionalism, courtesy and accuracy;
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and diligence; and
- Ability to effectively allocate and prioritize time to several tasks to ensure completion of all.

Supervisory Responsibilities/Direct Reports:

None.



September 3, 2019

*Dr. Faye Camhalan, Dean of School of Education
Indiana University Southeast
4201 Grant Line Road, New Albany IN 47150*

To Dr. Faye Camhalan, Dean School of Education

This letter is in support of the proposal by Indiana University Southeast (IUS) to participate in a collaborative effort among multiple Indiana University campuses to offer an Education Specialist in Education Leadership degree.

Our school district's Central Office currently is composed of several members who will retiring in the next 3 to 5 years. We see this program as an opportunity for teachers and building administrators in our district to pursue a degree that would qualify them for Central Office positions.

This degree will provide current and future school leaders with the knowledge base, technical, and interpersonal skills they need to provide effective and visionary leadership. This will empower all stakeholders and promote excellence in education in an era of evidence-based accountability.

By offering this program via an online and hybrid delivery, it will allow IU to expand its offerings across campuses in a cost-effective way, through developing systems of shared online resources. This will also allow potential Education Specialist candidates the flexibility to take courses at their time and pace.

New Albany Floyd School Corporation has had extensive collaboration with IUS in preparing educators in different fields, in creating new programs and in community outreach. We are fully endorsing this new opportunity for IUS.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Louis Jensen", is written over a horizontal line. The signature is stylized and cursive.

*Dr. Louis Jensen
Associate Superintendent
New Albany Floyd County Schools*

Appendix 4.1: Letters of Support

BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION

ADMINISTRATION BUILDING
1200 CENTRAL AVENUE
COLUMBUS, INDIANA 47201

DR. JIM ROBERTS
SUPERINTENDENT
PHONE: 812-376-4220
FAX: 812-376-4486

BOARD OF SCHOOL TRUSTEES
JULIE BILZ
PAT BRYANT
JEFF CALDWELL
KATHY DAYHOFF-DWYER
JAMES PERSINGER
JILL SHEDD
RICH STENNER

August 22, 2019

To Whom It May Concern:

This letter of support is provided for the proposed Indiana University collaborative Educational Specialist in Educational Leadership program. I am in my fourth year as Superintendent for the Bartholomew Consolidated School Corporation in Columbus, IN, and previously spent nine years in the same role for the Batesville Community School Corporation in Batesville, IN.

I believe this program will be of great value to educators within our school corporation and for our corporation as a whole. The format allows our teachers to balance their busy school and family schedules with an online course workload that leads to the completion of a career advancement certification. This completion immediately makes our teachers more marketable in a very competitive employment market.

As a large organization of 11,500 students and nearly 2,000 employees, including approximately 750 certified full-time staff members, we are constantly in search of well-qualified individuals to fill our many building-level and/or district-level leadership positions. In regard to our many positions, we have 18 school buildings that require at least one lead administrator, with most having an assistant. Additionally, besides the superintendent, our district level leaders include an assistant superintendent for financial services, assistant superintendent for human resources, a director of operations, director of special education, director of elementary education, director of secondary education, and director of title services.

With this flexible IU program expanding the opportunities available to our staff members to obtain the qualifications necessary to become eligible for any of the many leadership positions we have, we are able to "increase our bench strength" and solidify our succession planning.

It is without reservation that I offer this support for the Indiana University collaborative Educational Specialist in Educational Leadership program. If you have questions regarding this letter, then please contact me at 812-376-4220 or robertsj@bcsc.k12.in.us.

Sincerely,
BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION


James S. Roberts, Ed.D.
Superintendent



INSTRUCTIONAL LEADERSHIP

PHONE: 574-262-5559



ELKHART COMMUNITY SCHOOLS

J.C. RICE EDUCATIONAL SERVICES CENTER
2720 CALIFORNIA ROAD • ELKHART, IN 46514
PHONE: 574-262-5500

September 9, 2019

To Whom It May Concern:

I am writing to express full support for the Indiana University's online Ed.S. program. Elkhart Community Schools has a close working relationship with IUSB's Education Department. We have worked to support pre-service teachers, provided opportunities for learning to in-service teachers, and have collaboratively developed a unique opportunity for ECS administrators to earn graduate-level credit through course housed at Elkhart Memorial High School. This Ed.S. program is the next logical step and will be welcomed by our local teachers and administrators.

ECS has numerous teachers and administrators who will be interested in partnering with Indiana University in order to earn their building- or district-level administrator license and build the capacity for leadership. Educators are always looking for ways to learn, but their schedules and duties often prevent them from pursuing advanced degrees. The opportunity to take courses online will be very appealing to many of our educators.

We have always appreciated Indiana University's willingness to look for innovative approaches to developing educational leaders, we appreciate the generous transfer credit policy, and we appreciate any option that gives local educators access to the multiple IU campuses and professors.

I am happy to provide this letter of support and look forward to continuing the positive relationship between Indiana University and Elkhart Community Schools. Please let me know if I can provide more information.

Sincerely,

Phil Lederach
Director of Secondary Instruction
Elkhart Community Schools

Appendix 5: Faculty and Staff, Detail

Indiana University – Purdue University Indianapolis (IUPUI)

Dr. Brendan Maxcy, Associate Professor
Dr. Hardy Murphy, Clinical Associate Professor
Dr. Khaula Murtadha, Associate Professor
Dr. David Hòa Khoa Nguyễn, Assistant Professor
Dr. Thu Sương T. Nguyễn, Associate Professor
Dr. Samantha Paredes Scribner, Associate Professor

Indiana University – Kokomo

Dr. Sarah Grubb, Assistant Professor

Indiana University – Northwest

Dr. Vernon Smith, Professor of Education
Dr. Mark B. Sperling, Visiting Professor of Education,
Interim Dean of the School of Education IUNW
Dr. Anita Benna, Associate Professor of Education
Dr. Adrian Richie, Adjunct Faculty
Sheila Marie Trczinka, Adjunct Faculty – Special Education
Jason Rybinski, M.A., Adjunct Faculty

Indiana University – South Bend

Dr. Hope Davis, Professor
Dr. Julia Gressick, Associate Professor
Dr. Terri Hebert, Associate Professor

Indiana University Southeast

Dr. Robin Fankhauser, Associate Professor
Dr. Gloria Murray, Professor
Dr. Lisa Hoffman, Associate Professor

Dr. Rachel Star, Assistant Professor
Dr. Doyin Coker-Kolo, Professor

Appendix 6: Credit Hours Required/Time To Completion, Detail

a. Required courses & degree map

Collaborative Education Specialist in Educational Leadership Requirements		
I. Collaborative Ed.S./BLA Requirements --Complete one course per learning outcome		Crs
1. Mission, Vision, & Improvement of Schools	A500 Intro Ed Ldrship	3
	A600 Problems in Ed Ldrship	
2. Ethics & Professional Norms	A608 Legal Perspectives in Educ	3
3. Equity, Inclusiveness, & Cultural Responsiveness	H520 Education & Social Issues	3
4. Learning & Instruction	J500 Instruction in Context of Curriculum	3
4.1. Learning & Instruction	A624 Ed Leadership: The Prin K-12	3
	A540 Elem & Secondary Admin	
	A625 Admin of Elem Sch	
	A627 Supervision of Sec Sch	
5. Community & External Leadership	A510 Community/Sch Relations	3
	A653 Organizational Context of Educ	
6. Operations & Management	A630 Economic Dimensions of Ed	3
	A635 Public Sch Budgeting	
	A640 Planning Ed Facilities	
7. Building Professional Capacity	A515 Ed Ldrship: Teacher Development & Eval	3
	A670 Supervision of Sch Instruction	
8. Internship	A695 Practicum in Ed Leadership	3

II. Collaborative Ed.S./DLA Requirements -Complete one course per learning outcome		Crs
1. Mission, Vision, & Improvement of Schools	A671 Planning & Change in Ed Orgs	3
2. Ethics & Professional Norms	A615 Adv. School Law	3
3. Equity, Inclusiveness, & Cultural Responsiveness	T531 Org Change in Cult & Ling Diverse Schs.	3
	J655 Smnr in Multicultural & Global Educ .	
	A675 Leadership in Special Education	
4. Learning & Instruction	J630 Curriculum Theory & Practice	3
5. Community & External Leadership	T550 Culture/Community Forces in Schools	3
6. Operations & Management	A653 Org Context of Educ	3
	A638 Public Sch Personnel Management	
7. Policy, Governance, & Advocacy	A560 Political Perspectives of Ed	3
	A672 Moral Dimensions of Ldrshp	
8. Internship	A785 Internship in Ed Ldrshp	3
III. IU Collaborative Education Specialist Electives, Seminar, Project Thesis to reach 60 credits.		
1. Collaborative Ed.S. Electives/Concentrations Any of the following to fulfill degree requirements (6 cr) <i>Students complete 2 courses from the electives list.</i>	A530 Statistical Data for Ed Ldrs	6
	Y502 Intrmed Stats Applied to Ed	
	A629 Data-Informed Decision Making for Sch Ldrs	
	A590 Rsch in Ed Ldrshp	
	Y510 Action & Rsch for Teachers	
	P540 Lrng & Cognition in Education	
	P507 Assessment in Schools	
2. Leadership Seminar/ Project /Thesis	A680 Educ Specialist Smnr (Educational Leadership)	3
	A754 Smnr in Rsch in Ed Ldrshp	
BLA Requirements Credit Total =		27
DLA Requirements Credit Total =		24
Electives =		6
Leadership Seminar =		3
Ed.S. total credits =		60

Collaborative Ed.S. Requirement Category	Cr	Collaborative Ed.S. EDUC- Courses	IU Collaborative Courses as aligned to Ed.S. Program Learning Outcomes and National Education Leadership Preparation (NELP) Standards:							
			#1 Mission, Vision, & Improvement	#2 Ethics & Professional Norms	#3 Equity, Inclusiveness, & Cultural Responsiveness	#4 Learning & Instruction	#5 Community & External Leadership	#6 Operations and Management	#7 Policy, Governance, & Advocacy	#8 Internship
Intr to Ed Leadership	3	A500 Intr Ed Leadership	A500/A600	A500/A600	A500/A600	A500/A600	A500/A600	A500/A600	A500/A600	A500/A600
		A600 Problems in Ed Leadership								
Administration of K-12 Schools	3	A540 Elem & Sec Admin						A540/A624/ A625/A627	A540/A624/ A625/A627	
		A624 Ed Leadership: Prin K-12								
		A625 Admin - Elem Sch								
		A627 Supervision of Sec Schs								
Legal Foundations of Education	3	A608 Legal Perspectives on Ed		A608/A615	A608/A615				A608/A615	
		A615 Adv Sch of Law								
Statistics and Data Analysis	3	A530 Stats & Data for Ed Ldrs				Y502/A530/ A629				
		Y502 Intmd Stats Applied to Ed								
		A629 Data-Informed Decision Making for Sch Leaders								
Budgeting and Economics	3	A630 Econ Dimensions of Ed						A630/A635	A630/A635	
		A635 Pub Sch Budgeting								
Personnel, Management & Development	3	A638 Public Sch Personnel Management						A638	A638	
Supervision of Instruction	3	A515 Ed Leadership: Teacher Development & Evaluation	A515/A670		A515/A670	A515/A670				
		A670 Supervision of Sch Instr								
Community & Org Context of Ed	3	A510 Sch Cmnty Relations			A510/A653		A510/A653			
		A653 Org Cntxt of Ed								
Political & Policy Studies for Ed	3	A560 Pol Perspectives s of Ed					A560		A560	
Special Education	3	A675 Leadership in Special Ed				A675			A675	
Diversity	3	A672 Moral Dimensions of Leadership			A672/H520/ J655/T531/T550					
		H520 Ed & Soc Iss								
		J655 Smnr MultiCult & Glbl Educ.								
		T531 Org Chng Cult/Ling Diverse Schs.								
		T550 Cult/Comm Forces in Schs								
Change agency and continual improvement	3	A671 Plng & Chng in Ed Orgs				A671				

Facilities Planning	3	A640 Planning Ed Facilities					A640	A640		
Inquiry-Research	3	A590 Rsch in Ed Leadership	A590/Y510			A590/Y510				
		Y510 Act/Rsch for Tchrs								
Inquiry-Cognition	3	P540 Learning & Cognition in Ed				P540				
Inquiry-Curriculum	3	J500 Instr in Context of the Curriculum				J500				
Inquiry-Assessment/Evaluation	3	A530 Stats & Data for Ed Ldrs						A530/P507	A530/P507	
		P507 Assessment in Schools								
Practicum/Internship/Field	3	A695 Practicum in Ed Leadership								A695/A785
		A785 Internship in Ed Leadership								
Leadership Seminar/ Project /Thesis	3	A680 Ed Specialist Seminar (Ed Leadership)	A680/A754							
		A754 Rsch Smnr in Ed Leadership								
Core Requirements	51									
Concentration and/or Electives (9Crs)	9	TBD--Electives/Concentrations may include: TQM; Charter, Urban, Rural Schools; STEM/STEAM, Teachers-as-Leaders; data, instructional coaches, and mentors								
Total Credits	60									

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University (IUPUI, EA, KO, NW, SB, SE)
Aggregate
 Program: Education Specialist (Ed.S.) in Educational Leadership
 Proposed CIP Code: 13.0401
 Base Budget Year: 2020-21

	Year 1 <u>2020-21</u>	Year 2 <u>2021-22</u>	Year 3 <u>2022-23</u>	Year 4 <u>2023-24</u>	Year 5-8 <u>2024-25</u>
Enrollment Projections (Headcount)					
Full-time Students	12	24	36	36	36
Part-time Students	<u>24</u>	<u>48</u>	<u>72</u>	<u>72</u>	<u>72</u>
	36	72	108	108	108
Enrollment Projections (FTE)*					
Full-time Students	9	18	27	27	27
Part-time Students	<u>9</u>	<u>18</u>	<u>27</u>	<u>27</u>	<u>27</u>
	18	36	54	54	54
Degree Completion Projection	-	-	-	12	108

**Sum of rounded detail may not equal rounded totals.*

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: **Indiana University East**
 Program: Education Specialist (Ed.S.) in Educational Leadership
 Proposed CIP Code: 13.0401
 Base Budget Year: 2020-21

		Year 1 <u>2020-21</u>	Year 2 <u>2021-22</u>	Year 3 <u>2022-23</u>	Year 4 <u>2023-24</u>	Year 5-8 <u>2024-25</u>
Enrollment Projections (Headcount)	Full-time Students	2	4	6	6	6
	Part-time Students	<u>4</u>	<u>8</u>	<u>12</u>	<u>12</u>	<u>12</u>
		6	12	18	18	18
Enrollment Projections (FTE)*	Full-time Students	2	3	5	5	5
	Part-time Students	2	3	5	5	5
		3	6	9	9	9
Degree Completion Projection		-	-	-	2	18

**Sum of rounded detail may not equal rounded totals.*

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: **Indiana University Kokomo**
 Program: Education Specialist (Ed.S.) in Educational Leadership
 Proposed CIP Code: 13.0401
 Base Budget Year: 2020-21

		Year 1	Year 2	Year 3	Year 4	Year 5-8
		<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Enrollment Projections (Headcount)	Full-time Students	2	4	6	6	6
	Part-time Students	<u>4</u>	<u>8</u>	<u>12</u>	<u>12</u>	<u>12</u>
		6	12	18	18	18
Enrollment Projections (FTE)*	Full-time Students	2	3	5	5	5
	Part-time Students	<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>5</u>
		3	6	9	9	9
Degree Completion Projection		-	-	-	2	18

*Sum of rounded detail may not equal rounded totals.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: **Indiana University Northwest**
 Program: Education Specialist (Ed.S.) in Educational Leadership
 Proposed CIP Code: 13.0401
 Base Budget Year: 2020-21

		Year 1	Year 2	Year 3	Year 4	Year 5-8
		<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Enrollment Projections (Headcount)	Full-time Students	2	4	6	6	6
	Part-time Students	<u>4</u>	<u>8</u>	<u>12</u>	<u>12</u>	<u>12</u>
		6	12	18	18	18
Enrollment Projections (FTE)*	Full-time Students	2	3	5	5	5
	Part-time Students	<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>5</u>
		3	6	9	9	9
Degree Completion Projection		-	-	-	2	18

*Sum of rounded detail may not equal rounded totals.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: **Indiana University South Bend**
 Program: Education Specialist (Ed.S.) in Educational Leadership
 Proposed CIP Code: 13.0401
 Base Budget Year: 2020-21

		Year 1	Year 2	Year 3	Year 4	Year 5-8
		<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Enrollment Projections (Headcount)	Full-time Students	2	4	6	6	6
	Part-time Students	<u>2</u>	<u>4</u>	<u>6</u>	<u>6</u>	<u>6</u>
		4	8	12	12	12
Enrollment Projections (FTE)*	Full-time Students	2	3	5	5	5
	Part-time Students	<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>5</u>
		4	6	10	10	10
Degree Completion Projection		-	-	-	2	18

*Sum of rounded detail may not equal rounded totals.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: **Indiana University Southeast**
 Program: Education Specialist (Ed.S.) in Educational Leadership
 Proposed CIP Code: 13.0401
 Base Budget Year: 2020-21

		Year 1	Year 2	Year 3	Year 4	Year 5-8
		<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Enrollment Projections (Headcount)	Full-time Students	2	4	6	6	6
	Part-time Students	<u>2</u>	<u>4</u>	<u>6</u>	<u>6</u>	<u>6</u>
		4	8	12	12	12
Enrollment Projections (FTE)*	Full-time Students	2	3	5	5	5
	Part-time Students	<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>5</u>
		3	6	9	9	9
Degree Completion Projection		-	-	-	2	18

*Sum of rounded detail may not equal rounded totals.

Institution/Location:

Indiana University-Purdue University Indianapolis

Program:

Education Specialist (Ed.S.) in Educational Leadership

Proposed CIP Code: 13.0401

Base Budget Year: 2020-21

		Year 1	Year 2	Year 3	Year 4	Year 5-8
		<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Enrollment Projections (Headcount)	Full-time Students	2	4	6	6	6
	Part-time Students	<u>4</u>	<u>8</u>	<u>12</u>	<u>12</u>	<u>12</u>
		6	12	18	18	18
Enrollment Projections (FTE)*	Full-time Students	2	3	5	5	5
	Part-time Students	<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>5</u>
		3	6	9	9	9
Degree Completion Projection		-	-	-	2	18

*Sum of rounded detail may not equal rounded totals.