EXECUTIVE SUMMARY
PhD Program in Education and Leadership (PhDEL)
April 24, 2015

This initiative proposes an inter-professional, technology-based, low-residency (one week per year on campus), PhD program in Education and Leadership (PhDEL) at Pacific University. This collaborative, inter-professional initiative is proposed by the College of Health Professions and the College of Education. The program will provide two tracks: one in Health Professions Education and one in Higher Education; in the ensuing years, further areas of specialization may be added, based on the needs of practicing educators and administrators who wish to apply their leadership skills in high-level professional positions in varied settings across educational organizations, e.g., Local Education Agencies (LEA) such as school districts, educational service districts, institutions of higher education, etc. Students will choose from one of the areas of specialization during the first year of the program.

The PhDEL is a cohort model with a more contemporary design than traditional onsite PhD programs, and thus will offer students a collaborative and applied approach to research, with demonstrated success for adult learners. The value of this approach is outlined in the research conducted by the Council of Graduate Schools (2010), which reveals that the strongest PhD program completion rates are among cohort models that emphasize these six critical factors of success:

- Selection criteria and admissions (student qualities and personal situation);
- Adequate mentoring and advising (supervision and the scholarly environment);
- Financial support;
- A program environment that is respectful, inclusive, inviting, and collaborative;
- A research mode that eliminates a lack of respect across domains; and a
- Streamlined curricular and administrative processes/procedures.

(Council of Graduate Schools (2010). PhD Completion and Attrition: Policies and Practices to Promote Student Success – Six Board Institutional and Programmatic Categories, 4th CGS Completion Project.)

As the PhDEL program has evolved, the designers ensured that these six elements have been foundational in the program's blueprint. In addition, PhD programs in leadership are offered by a number of reputable universities:


Several benefits can be derived from this program. Experienced educators and administrators within institutions of education, healthcare, and the community at large are in great demand in the ever-changing healthcare and educational landscapes, and the push to educate healthcare professionals to work within a coordinated medical home model has never been more acute. Similarly, the demand for educators and administrators within institutions of higher education, as well as LEAs, is increasing, and such a specialized degree will allow graduates to obtain or maintain health professions and educational leadership positions in universities, colleges, school districts, public health agencies, healthcare systems, coordinated care organizations, etc. Also, this research-oriented PhD program will enhance opportunities for scholarly activity across Pacific University, not only within the Colleges of Health Professions and Education, which will contribute the core faculty.

The CHP and COE faculty who have designed the PhDEL program have embraced academic credibility and integrity, while responding to a growing prospective student audience that is accomplished and academically prepared to pursue a scholarly PhD program with a tuition-based model. There is precedent at Pacific, and at other reputable academic institutions (Harvard, Columbia, Yale, Penn State World Campus, etc.) to offer
programs such as this to diverse student audiences. This is a cohort model PhD program with a low-residency, blended (distance) delivery mode that addresses the educational needs and goals of a non-traditional professional student with career aspirations to make future contributions to the knowledge base of the health and education disciplines, as well as the education of future practitioners (in healthcare and education) to prepare them for contemporary practice. The program also rests on the foundation of the CHP and COE faculty, scholarly accomplishments, and programmatic strengths.

The inter-professional curricula is designed by the core program faculty from CHP and COE, and offers the flexibility so faculty from all the colleges at Pacific can participate, with leadership from the faculty and administrators on the PhD in Education and Leadership Advisory Committee. The degree program targets the following student populations:

- Individuals with Master's or Doctoral degrees in the fields of education, health sciences, allied health professions, or health professions educators or practitioners who desire to enter the community of scholar professionals and exit with the skills to lead change within their fields.
- Learners who have exhibited requisite knowledge and skills within their areas of expertise.
- Scholar educators who seek to contribute to scientific knowledge and who value lifelong learning, while implementing new theories into daily practice.
- Scholar professionals and scholar educators who wish to advance in their fields.
- Scholar practitioners who approach their professions with sensitivity to ethical issues and to developmental, cultural, and individual differences within the workplace.

This scholarship-based program will produce leaders in their respective fields who are required to make future innovative contributions to the body of knowledge and pedagogy to influence practice. Students will be prepared to publish and their dissertation work will meet the requirements for original scholarship relevant to leadership and education within their professional disciplines. Applicants will be required to have, at a minimum, a Master of Arts or Science or Education degree, or a terminal or doctoral degree in their field (i.e.; EdD, PhD, JD, MD, DO, etc.) from an accredited college or university. In the initial program years, class size will be limited to an inter-professional cohort of 14 students. The program will set forth rigorous admission standards which will include: a minimum cumulative GPA of 3.0 (4.0 scale) with 3.5 preferred at the masters level or beyond, quality letters of recommendation, an analysis of program “fit,” via written essays, and in-person or virtual panel interviews.

**Curriculum Overview**

a. Orientation
   i. Orientation-Curriculum Overview
   ii. UIS review of equipment-testing
   iii. Advisors and Cohort introduction
   iv. Writing Seminar

b. Retreat I
   i. Inter-professional Leadership Seminars
   ii. Research and Dissertation Preparation Seminars
   iii. Advisor and Cohort projects/reporting on progress

c. Retreat II
   i. Inter-professional Leadership Seminars
   ii. Research and Dissertation Preparation Seminars
   iii. Advisor and Cohort projects/reporting on progress

d. Retreat III
   i. Qualification Exam
   ii. Inter-professional Leadership Seminars
   iii. Dissertation Proposal Preparation Seminar
   iv. Advisor and Cohort projects/reporting on progress
e. Retreat IV
   i. Comprehensive Exam
   ii. Inter-professional Leadership Seminars
   iii. Dissertation Proposal Defense
   iv. Advisor and Cohort projects/reporting on progress

f. Retreat V
   i. Dissertation Defense
      1. Evening presentations
      2. Attended by later cohorts during Orientation Week
      3. Defenses are recorded and incorporated into EL 714 and EL 736

Example of Academic Calendar

Year One:

August - Orientation

September-December Fall Courses: EL 702 (2 cr.) and EL 704 (3 cr.) =5 credits

January-April Spring Courses: EL 708 (3) and EL 706 (2) =5 credits

May-August Summer Courses: EL 710 (2) and EL 712 (3) =5 credits

Year Two:

September-December Fall Courses: EL 714 (2 cr.) and EL 718 (3 cr.) =5 credits

January-April Spring Courses: EL 722 (2) and EL 724 (3) =5 credits

May-August Summer Courses: EL 726 (3) and EL 732 (2) =5 credits

Year Three:

September-December Fall Courses: EL 730 (4 cr.) and EL 728 (1 cr.) =5 credits

January-April Spring Courses: EL 740 (5) =5 credits

May-August Summer Courses: EL 741 (5) =5 credits

Year Four:

September-December Fall Courses: EL 742 (4 cr.) and EL 736 (1 cr.) =5 credits

January-April Spring Courses: EL 743 (5) =5 credits

May-August Summer Courses: EL 744 (4) =4 credits

Total: 59 credits
NEW ACADEMIC PROGRAM PROPOSAL
Program Title: PhD in Education and Leadership
College: College of Health Professions and College of Education
Schools/Departments: Office of Research within Academic Affairs
Credential Awarded: PhD
Instruction Location: Low Residency with Summer Seminar
Proposers Names: Mary Von, Anita Zijdemans-Boudreau, Todd Twyman, Laura Dimmler

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  7. Support Services
  8. Risk Management
  9. Exit Strategy
 10. Budget Plan
 11. Accreditation

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  12. Summary of Feedback
1. APPROVAL AND IMPLEMENTATION TIMELINES

A. Approval Process Timeline

<table>
<thead>
<tr>
<th>GOVERNANCE UNIT</th>
<th>CONTACT</th>
<th>EMAIL</th>
<th>PHONE</th>
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<tbody>
<tr>
<td>Implementation Review Committee</td>
<td>Bill Ray, Associate VP for Finance and Admin</td>
<td><a href="mailto:raywb@pacificu.edu">raywb@pacificu.edu</a></td>
<td>503-352-2786</td>
</tr>
<tr>
<td>President’s Cabinet</td>
<td>Mic Howe, President’s Chief of Staff</td>
<td><a href="mailto:mic.howe@pacificu.edu">mic.howe@pacificu.edu</a></td>
<td>503-352-2214</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Mic Howe, President’s Chief of Staff</td>
<td><a href="mailto:mic.howe@pacificu.edu">mic.howe@pacificu.edu</a></td>
<td>503-352-2214</td>
</tr>
<tr>
<td>University Curriculum and Standards Committee</td>
<td>Kim Greenwood, Administrative Aide to Governance</td>
<td><a href="mailto:kimg@pacificu.edu">kimg@pacificu.edu</a></td>
<td>503-352-2114</td>
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<tr>
<td>University Council</td>
<td>Kim Greenwood, Administrative Aide to Governance</td>
<td><a href="mailto:kimg@pacificu.edu">kimg@pacificu.edu</a></td>
<td>503-352-2114</td>
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<td>Staff Senate</td>
<td>Kim Greenwood, Administrative Aide to Governance</td>
<td><a href="mailto:kimg@pacificu.edu">kimg@pacificu.edu</a></td>
<td>503-352-2114</td>
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<td>Faculty Senate</td>
<td>Kim Greenwood, Administrative Aide to Governance</td>
<td><a href="mailto:kimg@pacificu.edu">kimg@pacificu.edu</a></td>
<td>503-352-2114</td>
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## Approval Process Timeline

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<tr>
<th>Group or Body to Review or Approve</th>
<th>Date Received, Reviewed, Endorsed or Approved</th>
<th>Location of Summary of Feedback in this Document</th>
<th>Location of Document Changes Subsequent to Feedback</th>
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<tr>
<td>Initial Meetings with Support Areas - see full list in Section #7</td>
<td>Summer and Fall 2013</td>
<td>Section by Section</td>
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<tr>
<td>Department - to approve</td>
<td>NA</td>
<td>Appendix A #1</td>
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<tr>
<td>School or Program - to approve</td>
<td>October 2, 2013</td>
<td>Appendix A #2</td>
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<td>College Curriculum Committee - to approve</td>
<td>November 2014 approved (CHP)</td>
<td>Appendix A #3</td>
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<td>President’s Cabinet - for preliminary go ahead</td>
<td>Provost Council 9/26/13 4/15/14 President’s Cabinet 11/13/14</td>
<td>Appendix A #4</td>
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<td>University Curriculum &amp; Standards Committee - referral to Faculty Senate</td>
<td>12/12/14 &amp; 4/1/15</td>
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<td>12/1/14 &amp; 3/16/15</td>
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<td>12/17/14 (CHP)</td>
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<td>Other Colleges (if applicable)</td>
<td>1/20/15 (COE)</td>
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<td>Undergraduate Student Senate (informational only)</td>
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<td>Graduate Student Senate (informational only)</td>
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### Revised: March 10, 2015

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<th>Support Area</th>
<th>15 Months Prior to Launch</th>
<th>6 Months Prior to Launch</th>
<th>3-4 Months Prior to Launch</th>
<th>1-2 Months Prior to Launch</th>
<th>Mandatory Date Prior to Launch</th>
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<tr>
<td>RECRUITING SERVICES - Admissions (undergrad, professional, international) and Marketing &amp; Communications</td>
<td>For new program that will target a cohort Pacific does not currently recruit</td>
<td>For new program similar to an existing program that targets a cohort Pacific currently recruits</td>
<td>MarCom deliverables include web content, marketing materials, advertising campaign, and earned media - Total: 2-3 1/2 months Begins 4-6 weeks after deliverables are determined</td>
<td>MarCom deliverables include web content, marketing materials, advertising campaign, earned media - Completed within 4-8 weeks once work has begun</td>
<td>Catalog text submitted to the Registrar by March prior to the</td>
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<td>Role</td>
<td>Activity</td>
<td>Timeline</td>
<td>Academic Year</td>
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<td>Aid, &amp; Registrar</td>
<td>target a cohort Pacific does not currently recruit and degree requirements</td>
<td>months following NWCCU accreditation</td>
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<td>academic year in which the program will be offered</td>
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<td><strong>STUDENT SERVICES - Student Life</strong></td>
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<td><strong>EDUCATIONAL FACILITIES &amp; SERVICES – Facilities, Library, and University Information Services</strong></td>
<td>Construction plans, plans for new software implementation, plans for computer and AV needs</td>
<td>Orders for admin staff computers, phones, and software for those starting early</td>
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<td>Orders for new computers, phones, and software for faculty starting later</td>
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<td><strong>FINANCIAL SERVICES - Budget Office and Business Office</strong></td>
<td><strong>Budget Office - Financial Budget Plan &amp; Narrative completed and approved by Bill Ray &amp; Cabinet prior to distribution to governance units</strong></td>
<td><strong>Budget Office - Finalize budget plan, including confirmation of salary levels, tuition &amp; fee rates, enrollment, expense assumptions. Document any changes from original plan, receive approval from Bill Ray. Ensure BOT approval of I/O. Budget account #s assigned, including revenue accounts.</strong></td>
<td><strong>Budget Office - Ensure budget lines are assigned proper account #s for posting</strong></td>
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<tr>
<td><strong>Business Office</strong></td>
<td><strong>Provide student billing cycle information and rates for full time, part time, overload, and audit. Assist as needed with BO setup of billing tables. For clinics, assist with implementation of billing system.</strong></td>
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2. EXECUTIVE SUMMARY UPDATED Spring 2015

A. Provide a brief, high level summary of the salient facts, purpose, plan, benefits, risks, etc.

This initiative proposes an interprofessional, technology-based, low residency (one week per year on campus), PhD program in Education and Leadership (PhDEL) at Pacific University. This collaborative, interprofessional initiative is proposed by the College of Health Professions and the College of Education, with program management housed within Academic Affairs, Office of Research. The program will provide two tracks: one in Health Professions Education and one in Higher Education; in the ensuing years, further areas of specialization may be added, based on the needs of practicing educators and administrators who wish to apply their leadership skills in high-level professional positions in varied settings across educational organizations, e.g., Local Education Agencies (LEA) such as school districts, educational service districts, institutions of higher education, etc. Students will choose from one of the areas of specialization during the first year of the program.

Although the PhDEL has a more contemporary design than traditional onsite PhD programs, it will offer students a collaborative and applied approach to research, with demonstrated success for adult learners, as outlined in the research conducted by the Council of Graduate Schools (2010), revealing that the strongest PhD program completion rates are with cohort models that emphasize the six critical factors of success:

- Selection criteria and admissions (student qualities and personal situation);
- Adequate mentoring and advising (supervision and the scholarly environment);
- Financial support;
- A program environment that is respectful, inclusive, inviting, and collaborative;
- A research mode that eliminates a lack of respect across domains; and a
- Streamlined curricular and administrative processes/procedures.

(Council of Graduate Schools (2010). PhD Completion and Attrition: Policies and Practices to Promote Student Success – Six Board Institutional and Programmatic Categories, 4th CGS Completion Project.)

As the PhDEL program has evolved, we have ensured that these six elements have been foundational in the program design. This structure will be elaborated in detail throughout this proposal. Also, PhD programs in leadership are offered by a number of reputable universities.

See: http://bit.ly/1MfQboV
http://bit.ly/1BWMsem
http://bit.ly/1G84zvn

Several benefits are derived from this initiative. Experienced educators and administrators within institutions of education, health care, and the community at large are in great demand in our ever-changing healthcare and educational landscapes, and the push to educate healthcare professionals to
work within a coordinated medical home model has never been more acute. Similarly, the demand for educators/administrators within institutions of higher education as well as LEAs is increasing, and these specialized degrees will allow graduates to obtain or maintain health professions and educational leadership positions in universities, colleges, school districts, public health agencies, health care systems, managed care organizations, etc. Also, this research-oriented PhD program will enhance opportunities for scholarly activity within not only the Colleges of Health Professions and Education, who will comprise the core PhDEL program faculty, but throughout all other areas of Pacific University.

The CHP and COE faculty who have designed the PhDEL program have embraced academic credibility and integrity, while responding to a growing prospective student audience that is accomplished and academically prepared to pursue a scholarly PhD program with a tuition-based model. There is precedent at Pacific University and at other reputable academic institutions (Harvard, Columbia, Yale, Penn State World Campus, etc.) to offer programs such as these to diverse student audiences. The most notable competitors for the PhDEL are detailed in the table below. This is not a MOOC model – this is a cohort style PhD program with a low residency, blended delivery mode that addresses the educational needs and goals of a non-traditional professional student with career aspirations to make future contributions to the knowledge base of our respective disciplines, as well as the education of our future practitioners to prepare them for contemporary practice. The program also rests on the foundation of our faculty and programmatic strengths and scholarly accomplishments, as demonstrated in the faculty CVs found in the Appendix.

The interprofessional curricula has been designed by the core program faculty, and offers the flexibility so faculty from all the colleges of Pacific University can participate, with leadership from the faculty and administrators on the PhD in Education and Leadership Advisory Committee. The degree program will target the following student populations:

- Individuals with Master’s or Doctoral degrees in the fields of education, health sciences, allied health professions, or health professions educators or practitioners who desire to enter the community of scholar professionals and exit with the skills to lead change within their field.
- Learners who have exhibited requisite knowledge and skills within their areas of expertise.
- Scholar educators who seek to contribute to scientific knowledge and who value lifelong learning, while implementing new theories into daily practice.
- Scholar professionals and scholar educators who wish to advance in their fields.
- Scholar practitioners who approach their professions with sensitivity to ethical issues and to developmental, cultural, and individual differences within the workplace.

This scholarship-based program will produce leaders in their respective fields who are required to make future innovative contributions to the body of knowledge and pedagogy to influence practice. Students will be prepared to publish and their dissertation work will meet the requirements for original scholarship relevant to leadership and education within their professional disciplines (See below for course completion requirements/graduation requirements – Section B: Measurements of Success). Applicants to the program will be required to have, at a minimum, a Master of Arts or Science or Education degree, or a terminal or doctoral degree in their field (i.e.; EdD, PhD, JD, MD, DO, etc.) from an accredited college or university. In the initial program years, class size will be limited to an interprofessional cohort of 12 to 15 students with continued growth based on input from students, faculty, administrators, and the Advisory Committee. The program will set forth rigorous admission standards which will include: a minimum cumulative GPA of 3.0 (4.0 scale) with 3.5 preferred at the masters level or beyond, quality letters of recommendation, an analysis of program “fit,” via written essays, and in-person or virtual panel interviews.
Demand for Educators, Administrators, and Leaders

Demand for leadership in a variety of fields is endemic in the United States today, supported by a large body of empirical research on leadership in the organizational psychology, education, and social science fields, all of which are areas of content expertise in our respective colleges. Furthermore, leadership in the areas of interprofessional models of health professions education and practice are emerging, and CHP is distinguishing itself as a leader in this area. CHP faculty members have published in the peer-reviewed literature, provided continuing education, presented at national and international conferences, and have degreed credentials to support this body of scholarship and the PhDEl. See the COE and CHP faculty CVs in the Appendix.

In addition, the current and future demand for postsecondary educators and administrators is strong. According to the United States Bureau of Labor Statistics (BLS: http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm), the “number of people attending postsecondary institutions is expected to grow from 2010 to 2020. These students will seek higher education to gain the additional education and skills they need to meet their career goals. As more people enter colleges and universities, more postsecondary educators, referred as “postsecondary teachers” by BLS, will be needed to serve these additional students.” Further, the demand for Postsecondary Educators and Administrators “is expected to grow by 17% or 28,000 jobs from 2010 to 2020, about as fast as average for all occupations. Similarly, the demand for Health Educators “is expected to grow by 37% or 23,000 jobs from 2010 to 2020, much faster than average for all occupations.”

With respect to Higher Education specializations, the BLS Occupational Outlook Handbook reports that higher level positions within universities, community colleges, and private postsecondary institutions generally require a PhD for provost and dean positions, stating, “Some provosts and deans begin their career as professors and later move into administration…and have a PhD in higher education or related field.” And, specific to postsecondary educators and administrators seeking to be in public or private institutions, growth is expected to average 20.45% by 2020 (private: 28.3%; public: 12.6%) (BLS: http://data.bls.gov/oep/nioem). See Figure 1. These statistics are well above the aggregated projections. Further, in the next five years, 22% of current teachers expect to be in higher education (7%) or another non-teaching education position (15%). An additional element unique to our institution to be considered is the upcoming employment shortages in Oregon, from where we expect the bulk of our applicants to reside. Oregon has one of the oldest teaching workforces in the nation, with expected retirements increasing by 13% in the next five years. (National Center for Education Information, 2011).

Because the title of Health Professions Educator is not an established BLS category, the true demand for leaders in post-secondary education may lie somewhere between these two statistics. Results are similar in the “Employment Change by Education Category” section of the report, which indicates that “occupations in the doctoral or professional degree category are expected to grow by about 20 percent. In contrast, occupations in the high-school category are expected to grow by just 12 percent.” In addition, the Bureau of Labor Statistics provides an overview of the job projections for 2010 through 2020 and states, “The healthcare and social assistance industry is projected to create about 28 percent of all new jobs created in the U.S. economy. This industry—which includes public and private hospitals, nursing and residential care facilities, and individual and family services—is expected to grow by 33 percent, or 5.7 million new jobs. Employment growth will be driven by an aging population and longer life expectancies, as well as new treatments and technologies.” Similarly, educational services jobs are expected to grow by approximately 14 percent, or 1.8 million new jobs through 2020. “Rising student enrollments at all levels of education are expected to create demand for educational services.” See: http://www.bls.gov/ooh/About/Projections-Overview.htm.

Research on the increasing issue of faculty shortages across higher education and the health
professions has been at the forefront since 2002, providing clear direction, yet no resolution. For instance, in *Who’s Teaching the Teachers? Evidence from the National Survey of Postsecondary Faculty and the Survey of Earned Doctorates*, Wolf-Wendel, et al., (2006), expand on the well-documented shortage of candidates for teacher education faculty positions, reporting that anywhere from 25-36% of teacher education faculty searches go unfilled. The authors report that the primary issue for the declining pool of qualified candidates is that the majority of those earning doctorates in education are being lured into other work settings not related to higher education. This is especially the case for teacher education faculty whose focus is preparing teacher candidates to work with P-12 students. Fully, 60% of those earning doctorates in teacher education do not seek higher education positions. Contributing factors are also: a) a weak economy delaying retirement, thus constraining openings; and b) universities are selecting only elite candidates, many of whom do not have Preschool -12th grade teaching experience. The authors suggest, and we concur, that Colleges of Education must look at “ways to encourage promising teachers to consider entering the professoriate, and they must make it attractive for them to get the kind of training necessary (p.294),” namely that teaching assistantships or fellowships are a part of the socialization process critical to success in higher education.

Similarly, research on the evolving issue of faculty shortages across the campuses of health professions schools was discussed as far back as June 2002, at the Ninth Congress of Health Professions Educators by Ronald H. Winters, PhD, College of Health Related Professions, University of Arkansas for Medical Sciences (see: [http://www.asahp.org/faculty_vacancy_survey.htm](http://www.asahp.org/faculty_vacancy_survey.htm)). Figure 2 illustrates the highest need vacancies for the next five years in the health professions.

*Figure 1. High need vacancies.*

During his presentation, Dr. Winters outlined specific strategies for solving the faculty shortages in health education programs and advocated for increasing the number of, and accessibility to, graduate programs while recruiting the best students in the professional programs, and academically-prepared community practitioners, for higher degrees and faculty careers. The PhDEL program will expand educational opportunities for learners who seek a PhD in order to increase their knowledge base and obtain the skills necessary to become leaders in the emerging field of allied health professions education at the postsecondary level. The ever-expanding educational environment demands skilled scholar educators and administrators within the health professions who have a broader view of interprofessional education and are equipped to employ collaborative methods of education and management to lead change within their professions. These findings are representative of the field and are integral components in the design of this new program.

*Needs Assessment for the Program*

During the fall of 2013, a survey was developed with input from the Advisory Board for the PhDEL. The
survey was approved through the appropriate university channels during February 2014, was opened during February and closed briefly in March 2014 for data analysis. The survey was initially sent to the following:

- Pacific University faculty and staff - approximately 922 e-mail addresses
- Portland-Vancouver PA Society - approximately 100 e-mail addresses
- Pacific University Alumni - opened by 3700 and survey link selected by 568

To gather as much data as possible, the survey was reopened during the final week of March 2014 for thirty days and sent to:

- Springfield School District
- Confederation of School Administrators (COSA)
- Oregon Association of Colleges for Teacher Education (OACTE)

The survey received 670 responses and yielded the following information:

Thank you for taking the time to answer this brief survey. The information you provide will assist us in developing a new distance learning PhD program. You will not be contacted after the survey unless you choose to be. At the end of the survey you will have an opportunity to leave your email address for further information or updates on the program.

1. What is your current professional role?

![Respondents Pie Chart]

2. How interested are you in pursuing an advanced degree, such as a Ph.D.?
   - Not Interested-Interested- Extremely Interested 1-5
3. What type of an advanced degree is most interesting to you?
   - PhD
   - EdD
   - Other, please specify

4. If you are interested in pursuing an advanced degree, when do you plan on enrolling in a program?
   - Less than a year
   - In 1-2 years
   - In 3-4 years
   - Greater than 5 years
   - Not sure
5. Which of the following describes your reason(s) for pursuing an advanced degree? Rank order them, with 1 being the most significant reason. Leave blank areas which are not a priority for you. Just drag and drop the items to put them in the order you wish.

- Make a career change
- Advance in my field
- Move into a leadership role
- Teach in higher education
- Other (please specify)
6. If you have other reasons for pursuing an advanced degree, please tell us here:
   - ESSAY BOX

7. What is your interest in the following PhD programs? Rank order them, with 1 being the most interesting.
   - Education and Leadership
   - Health Professions Education and Leadership
8. If neither of the two programs above are of interest to you, tell us what type of an advanced degree program would be of interest to you.
   ● ESSAY BOX

9. Which areas of specialization are you interested in? Choose all that apply.
   ● Literacy Education
   ● Administration
   ● Curriculum and Instruction
   ● Educational Psychology
   ● Special Education
   ● Educational Technology
   ● ESOL/Bilingual Education
   ● Health Professions Education
   ● Online or Distance Teaching and Learning
   ● Other (please specify)
10. How important are funding opportunities, e.g., teaching assistant fellowships, to you when deciding on pursuing an advanced degree, such as a PhD?
   ● Not Interested-Interested-Extremely Interested 1-5

11. What type of funding opportunities would you be most interested in?
   ● ESSAY BOX

12. Which kind of program delivery mode would best suit your needs? Rank them in order of preference, with 1 being the best. Leave blank choices which you would not be interested in.
13. Would you prefer to attend an advanced degree program, such as a PhD, full time or part time? (Choose One)

14. Please add any comments/suggestions/observations about this subject.
   - ESSAY BOX

15. Thank you for your time and participation. If you would like further information about this project as it becomes available, leave your name and email address below.
   - ESSAY BOX
Out of 670 respondents, 151 left their names and email contacts, requesting application information.

Program Goals

1. Recruit a diverse field of qualified applicants who are interested in advancing their careers in health professions and educational leadership, in accordance with the mission statements of the College of Health Professions, which is “dedicated to preparing leaders in innovative healthcare for a diverse global community,” and the College of Education, which is “to prepare aspiring and practicing educators to promote and nurture learners’ intellectual, ethical, social, and emotional growth within a learning community committed to equity and diversity,” and Pacific University’s mission to inspire “students to think, care, create, and pursue justice in our world.”

2. Expand opportunities for individuals who are place bound by geography, disability and/or circumstances, such as family responsibilities or employment, to access a high-quality distance education program from Pacific University, and embrace the broader learning community. Lessening the constraints of time and space will open quality educational opportunities for prospective students to engage in interprofessional collaborative scholarship (Mulgrew, 2012).

3. Remove institutional barriers by employing a holistic approach where faculty, services, and technology mediate a personalized educational experience to meet the needs of a broader adult learner population, who may find career advancement within higher education is inaccessible through traditional learning models.

4. Address educator and administrator workforce shortages by providing an accessible curricular model leading to a PhD, which many educators and clinicians need to advance professionally (Tekian, 2014).

5. Establish and model an innovative, high-quality multi-access technology-supported educational framework for the scholarly community, and engage in transformative educational leadership, practices, and research (Irving, et al., 2013).

6. Develop Pacific’s expertise and market share in the use of distance education technology, and become a quality leader in the field.

7. Develop curriculum, establish the program’s virtual infrastructure, prepare appropriate marketing campaigns, ensure accreditation requirements are in place, and that there are adequate student and faculty support mechanisms developed for a program start in fall 2015.

References:


Brief Program Outline

PROGRAM MISSION – Education, Discovery, Service

No other West Coast College of Education or College of Health Professions provides a space for educators and clinicians to discover ways of thinking, enacting, changing, and envisioning education through intimate, intense, and focused research-based learning, through an interprofessional PhD program. The PhD in Education and Leadership supports Pacific University’s Vision 2020 by providing
a rigorous doctoral experience with a comprehensive interprofessional curriculum utilizing innovative and nontraditional learning environments to create dynamic learner engagement. This will be accomplished by embracing the discovery process in a manner which is sustainable both economically and environmentally, and by graduating leaders in the educational arena who are motivated and prepared to contribute to the global community. In short:

- Discovery is an integral and essential component of the education process.
- The highest quality programs are delivered in a manner that is sustainable economically and environmentally.
- Pacific’s missions of education, discovery and service require a rich diversity of ideas, people and cultures.
- Excellence is achieved by supporting the people who deliver and receive the University’s programs.
- Graduates are motivated and prepared to contribute to the global community.

The PhDEL program addresses the need for future educators and leaders in the fields of health professions and education, in that it is consistent with the strategic mission, vision, values, and goals set forth by both the CHP and COE, under the auspices of the approved Strategic Plan 2020 of Pacific University. This plan was vetted by students, faculty, staff, and administrators at the university during the strategic planning process in 2012-2013.

The Program’s Mission is underscored by the TARGET (Teaching Advancement and Research Grants in Educational Technology) 2013 commitment to “advancing the purposeful integration of digital technology into teaching and learning to improve student learning, increase access to the university, and further academic inquiry.” (See: http://www.pacificu.edu/library/edtech/TARGET2013.cfm).

The goals of TARGET 2013 are central to the structure of this program:
- To understand how different physical and digital learning environments, emerging technologies, and e-learning methods may be best employed to increase student learning and engagement.
- To identify how online technologies and e-learning methods can increase access to the University and its resources.
- To foster faculty, student, and community engagement in the new modes of scholarship and inquiry which are afforded by digital and online technologies.
- To identify e-learning strategies and methods which will have broad impact on curricula and programs within a department, school, college, or the University as a whole.

The PhD in Education and Leadership (PhDEL) is aligned with the central themes of TARGET 2013 to “Improve student engagement, Increase access to the University, and Explore new modes of scholarship and inquiry.” With the survey results overwhelmingly supporting a part-time technology driven program—60% of participants favored a blended and 33% favored fully-online delivery modes, while only 10% selected a full-time option—the PhDEL has been designed as a low-residency program to offer local and geographically-distributed working adult students a flexible, multi-access learning experience through one-week intensive annual face-to-face (F2F) retreats on campus, followed by fall and spring online coursework delivered both asynchronously and synchronously.

As a technology-based program, access and engagement will be enhanced through a delivery model that ranges across face-to-face (F2F), hybrid (HYB) and fully online (OL) modalities, and that incorporates best practices in technology integration for teaching and learning. As such, a critical component will be to engage faculty who are committed to this delivery model as well as to offer professional development on how to effectively infuse technology into educational practice. This will be achieved by providing resources and workshops on innovative instructional design that supports theoretically-grounded pedagogy as well as by encouraging joint faculty scholarship in teaching and learning (SoTL).
Through advanced instructional design and the application of various pedagogical methods—such as small-group cohort case development and analysis, team presentations during synchronous online and web-conferenced meetings, active research projects critiqued and evaluated during asynchronous interactions, a week-long interprofessional on-campus retreat annually, and directed program faculty involvement — the intent is to engage the scholar-professional in a dynamic and supportive learning community rich in personal exchanges with faculty, professional experts, and other working professionals in the cohort which sets the Pacific University experience apart from other schools.

Research courses are interwoven into the curriculum in a purposeful and ever expanding manner. Students begin the research component of the curriculum with The Professional as Researcher and Writer. This is the first course in the research series and students are invited to delve into specific research writing styles and includes analysis of writing for peer reviewed journals, creating abstracts and proposals for professional presentations and the art of writing a successful dissertation. Quantitative Research Methods follows the logical progression of a research project, from hypothesis development, experimental design selection, and statistical methodology and Qualitative Research Methods, where students analyze the epistemological, theoretical, and socio-intellectual framing(s) and contexts of qualitative research, including the convergence of the personal, political, methodological, and theoretical in research design. Advanced Quantitative Methods and Design, or Advanced Qualitative Methods and Design, or Advanced Mixed-Methods Design continue the following semester, giving students the opportunity to experience different research applications for analyzing data, and continue their progression through a research project of their choice. A total of 38 research credits round out this portion of the curriculum; specific course information may be found later in this document.

Students participate in week-long, on-campus interprofessional seminar retreats during the program. During Seminar I, students will be immersed in foundational courses taught by Pacific University faculty and administrators. This first retreat will blend program requirements and orientation, meetings with faculty advisors and cohort teams, and leadership and educational seminars with an opportunity to experience Pacific University’s campus life. Subsequent retreats (II-V) will blend interprofessional health, education, and leadership seminars with an increasing focus on research and dissertation requirements. During Retreats II and III, students will meet with their Dissertation Chairs and Advisors and be able to receive targeted guidance on their particular research project progress. During Retreat V, students will defend their dissertations and subsequent cohorts will be able to attend these sessions in order to prepare for their final dissertation defense during the interprofessional Leadership Development Seminar V. Retreats may take place in Forest Grove, Eugene, Hillsboro the Oregon Coast or at other locations.

Throughout the journey to develop this program, particular attention has been given to designing a rigorous educational model (with significant input and guidance from the scholars within the College of Education) which is both engaging, relevant and comprehensive for the online adult learner, while ensuring an interactive cohort learning experience. In order to keep the focus on the cohort model of education, each course will require that students participate in a minimum of two hours weekly interactive synchronous sessions. These live, interactive sessions will be facilitated by the faculty and will enable students to participate in various learning activities such as traditional lectures and engage with guest speakers, topic-directed discussions and debates, and presentations of team projects and case studies. The curriculum is rigorous, with two courses required each semester and each course will be organized following the Five Pillars of Quality Online Education from the Sloan Consortium, (http://sloanconsortium.org/5pillars), and by utilizing the Quality Matters rubric, a national faculty-centered, peer-review process as the evaluative mechanism for all PhDEL curricula (Appendix). Students and faculty will be surveyed at the end of each course to evaluate content, instructional techniques, and overall effectiveness of meeting course goals and objectives. The PhDEL Advisory Board will meet at the conclusion of each semester to discuss evaluations and develop detailed action plans for responses to concerns, suggestions for improvement, and program growth.
Course Delivery Specifics

In addition to the Summer Seminars, the bulk of the PhDEL curricula will be delivered through a virtual infrastructure comprised of technology tools such as: web conferencing (Adobe Connect, Skype or similar technology for the synchronous portion); a learning management system (e.g. Moodle or Google apps); as well as other social media tools and online educational resources as appropriate. Students will meet with their faculty advisors each semester through web conferencing and office hours will be held on a weekly basis so students may discuss issues or receive targeted tutoring on particular topics. Because this is a cohort driven model, student cohorts may organize on other web platforms in order to work on team based projects or presentations. The program consists of 59 semester credit hours to be completed over four years, with an opportunity to continue into year five for dissertation research, development and defense as needed. Students will be required to complete the program within seven years from their start date.

The program will be accredited by the Northwest Commission on Colleges and Universities (NWCCU- www.nwccu.org); as this commission accredits institutional programs offered via distance education and an extensive search of distance learning accrediting programs revealed no specific accrediting bodies for this program.

3. FAST FACTS

A. Summary of Start Dates (month and year)

1. Faculty:

   Faculty/program director (0.625 FTE) – Planning Year 1; transitioning to 1.0 FTE in Academic Year 1
   - Adjunct Faculty – Academic Year 1 (internal adjuncts)
   - PhD Faculty (1.0 FTE) – Academic Year 2

2. Staff:

   Administrative Manager (0.625 FTE) – Planning Year 1 transition to 1.0 FTE in Academic Year 1

3. Marketing/Advertising Begins: Planning Year 1

4. Student Recruitment Begins: Planning Year 1

5. Student Registration: Late Planning Year 1

6. Orientation Begins: Academic Year 1

B. Academic Schedule/Calendar (Registrar)

1. Length of program:
   a. Semesters/terms: 16 continuous semesters
   b. Months: 48-60 months

2. Will the curriculum be delivered in semesters/terms?
   Semesters
a. If other than through semesters/terms, please explain: n/a

3. Will students be allowed to begin only in fall or during any semester/term?  
   Only in fall

4. During which semesters/terms will instruction be offered?  
   Summer/Fall/Spring

5. Anticipated term of first enrollment (term and year):  
   Academic Year 1 (Fall)

6. For each of the following semesters list the class start and end dates broken out by cohort:
   Year One:
   - August-Orientation
   - September-December Fall Courses: EL 702 (2 cr.) and EL 704 (3 cr.) = 5 credits
   - January-April Spring Courses: EL 708 (3) and EL 706 (2) = 5 credits
   - May-August Summer Courses: EL 710 (2) and EL 712 (3) = 5 credits
   
   Year Two:
   - September-December Fall Courses: EL 714 (2 cr.) and EL 718 (3 cr.) = 5 credits
   - January-April Spring Courses: EL 722 (2) and EL 724 (3) = 5 credits
   - May-August Summer Courses: EL 726 (3) and EL 732 (2) = 5 credits
   
   Year Three:
   - September-December Fall Courses: EL 730 (4 cr.) and EL 728 (1 cr.) = 5 credits
   - January-April Spring Courses: EL 740 (5) = 5 credits
   - May-August Summer Courses: EL 741 (5) = 5 credits
   
   Year Four:
   - September-December Fall Courses: EL 742 (4 cr.) and EL 736 (1 cr.) = 5 credits
   - January-April Spring Courses: EL 743 (5) = 5 credits
   - May-August Summer Courses: EL 744 (4) = 4 credits

   Total: 59

7. If all cohorts will not follow identical calendars, please explain:  
   n/a

C. Credits/Tuition/Fees (Registrar, Business Office)

1. How many credits will equal full-time status? 9 with 5 credits representing half time  
   (Typically for undergraduate students 12 credits is full-time and for graduate students 9 credits is full-time)

2. Is tuition charged per credit or per term?  
   Per credit

3. What is the tuition charge?  
   Per credit: $700

4. At what credit level is overload tuition charged?  
   n/a
5. Is this program available at reduced tuition for degree seekers of another Pacific program? 
   No
6. If this is a graduate program, will other than 9 credits be considered full-time? 
   No

D. Program Summary (Registrar)
   1. What type of degree or certificate will students receive upon completion of the program? 
      PhD in Education and Leadership
   2. What majors(s) and/or concentration(s) will students earn? 
      Track in Health Professions Education 
      Track in Higher Education
   3. Is this an undergraduate, graduate, post-bac, or professional program? 
      Graduate
   4. Will non-degree students be allowed to enroll? 
      No
   5. If this is a graduate or professional program, can undergraduate students enroll? 
      No
   6. Will a dual degree be offered? 
      No
   7. Teaching Modality/Instructional Method: 
      a. On-campus only: No 
      b. Online only: No 
      c. Other- please describe: Low residency w/distance delivery (online and web conferencing weekly).

E. Enrollment Numbers and Type
   1. Complete the following 5-Year projection:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Inquiries</th>
<th>Number of Applicants</th>
<th>Number of Deposits</th>
<th>Number of Registered/Enrolled (per semester full-time and part-time)</th>
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<tbody>
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<td>Year One</td>
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<td>30</td>
<td>14</td>
<td>14</td>
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<tr>
<td>Year Two</td>
<td>100</td>
<td>30</td>
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<td>14+14</td>
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<tr>
<td>Year Three</td>
<td>100</td>
<td>30</td>
<td>14</td>
<td>14+14+14</td>
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<tr>
<td>Year Four</td>
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<td>30</td>
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<td>14+14+14+14</td>
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<tr>
<td>Year Five</td>
<td>100</td>
<td>30</td>
<td>14</td>
<td>14+14+14+14+14</td>
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</tbody>
</table>

   2. Who is your recruitment target audience?
Clinicians, administrators, and educators with Master’s degrees or higher who are seeking a PhD in education and leadership.

F. Yearly Projections – Separate Budget Attached

<table>
<thead>
<tr>
<th>Description</th>
<th>Year 1 FY 13/14</th>
<th>Year 2 FY 14/15</th>
<th>Year 3 FY 15/16</th>
<th>Year 4 FY 16/17</th>
<th>Year 5 FY 17/18</th>
<th>5 Yr Totals</th>
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</thead>
<tbody>
<tr>
<td># of Students</td>
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<td># of Faculty (FTE)</td>
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<td>Expenses:</td>
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<td>Payroll</td>
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<td>Other</td>
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<td>Budget Pool</td>
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<td>Capital</td>
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<td>Total Expenses</td>
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<td>Net Income (before Overhead)</td>
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<td>Cumulative NI</td>
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4. BUSINESS PLAN DESCRIPTION

A. Objective and Purpose: How does this program fit with the University’s Mission and Vision?

BACKGROUND OF PROPOSAL

The PhDEL curriculum is designed to build upon the advanced skills and knowledge of the professional already engaged in education, health education, clinical medicine, post-secondary administration or management, enabling them to advance their careers or move into a leadership role—the top two reasons participants cited in the survey—into a leadership role—the top two reasons participants cited in the survey—into a leadership role—the top two reasons participants cited in the survey—into a leadership role—the top two reasons participants cited in the survey. The PhDEL program will allow educators and practitioners in a myriad of professions such as higher education, Preschool-12 education, physical therapy, occupational therapy, nutrition, physician assistants, clinical laboratory sciences, optometrists, nursing and other health related professions such as healthcare administration or health law to advance their knowledge and skills while working in their chosen field. According to the National Center on Education Statistics (NCES), “participating in distance education may allow non-traditional students to overcome some of the difficulties they encounter in coordinating their work and school schedules or in obtaining the classes they want” (NCES, 2002).

As stated previously, the demand for clinical professionals is increasing along with the increasing focus on interprofessional education as the foundation for training clinicians to work cohesively within medical home model teams. This increase in the demand for clinical professionals is fueling the need for health
professions educators and administrators. According to the Bureau of Labor Statistics, by 2020 the job outlook for the following professions, all professional programs available from Pacific University, is projected to increase by:

- Audiologists – 37 percent
- Dental hygienists – 38 percent
- Occupational therapists – 33 percent
- Pharmacists – 25 percent
- Physical therapists – 39 percent
- Physician assistants – 30 percent
- Psychologists – 22 percent
- Speech language pathologists – 23 percent
- Healthcare managers/administrators – 23 percent

According to the United States Bureau of Labor Statistics (BLS – refer to: [http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm](http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm)), the demand for Postsecondary Educators and Administrators “is expected to grow by 17% or 28,000 jobs from 2010 to 2020, about as fast as average for all occupations.” Interestingly, the demand for Health Educators specifically “is expected to grow by 37% or 23,000 jobs from 2010 to 2020, much faster than average for all occupations.” Because the title of Health Professions Educator is not an established BLS category, the true demand for leaders in postsecondary health professions education may lie somewhere between these two statistics. The BLS Occupational Outlook Handbook reports that higher level positions within universities, community colleges and private postsecondary institutions generally require a PhD for provost and dean positions, stating, “Some provosts and deans begin their career as professors and later move into administration…and have a PhD in higher education or related field.”

The Oregon Employment Department Occupational Report for Postsecondary Teachers reports similar analysis on employment and growth for educators, with “Employment in this occupation in 2010 was much larger than the statewide average for all occupations. This occupation is expected to grow at about the statewide average rate for all occupations through 2020. The total number of job openings is projected to be much higher than the statewide average number of job openings for all occupations through 2020” (see WorkSource Oregon: [http://www.qualityinfo.org/olmisi/OIC?areacode=4101000000&rpttype=full&action=report&occ=251199&go=Continue]).

The Oregon Employment Department Occupational Report for Postsecondary School Administrators (Plan, direct, or coordinate research, instructional, student administration and services, and other educational activities at postsecondary institutions, including universities, colleges, and junior and community colleges.) revealed that “Employment in this occupation in 2010 was somewhat larger than the statewide average for all occupations. This occupation is expected to grow at a somewhat slower rate than the statewide average growth rate for all occupations through 2020. The total number of job openings is projected to be somewhat higher than the statewide average number of job openings for all occupations through 2020” (see WorkSource Oregon: [http://www.qualityinfo.org/olmisi/OIC?areacode=4101000000&rpttype=full&action=report&occ=119033&go=Continue]).

OVERVIEW OF THE PROPOSED PHD in Education and Leadership PROGRAM (an interprofessional initiative) between THE COLLEGE OF HEALTH PROFESSIONS & COLLEGE OF EDUCATION, housed in Academic Affairs, Office of Research

The proposed part-time, low residency PhDEL program has been developed as an interprofessional
cohort model consisting of three semesters in each academic year, starting off with a week-long faculty and student seminar. An interprofessional team of Pacific University faculty and staff will facilitate this seminar as well as serve as core program instructors and internal adjunct faculty for the online coursework with synchronous interactive sessions built into each course on a weekly basis. This interprofessional team of educators will share from their unique experiences and areas of expertise, allowing learners the opportunity to learn from many different fields of reference.

Building upon the annual onsite week-long seminar, the students will immerse themselves in one to two courses each semester over the four years of the program. Coursework will include 23 credits of higher education and leadership curricula and 36 research/dissertation focused credits. Students may choose to take additional time to complete their dissertations and have up to seven years to complete the program. The curriculum is designed to enable the working professional to successfully complete coursework with a projected weekly commitment of 22 to 30 hours of study time.

This proposal provides a unique interprofessional opportunity to build deeper collaborative bonds across the various colleges of the university in designing the program curriculum and sharing faculty expertise. The core PhDEL program faculty team from COE/CHP will engage additional faculty from across the university to act as internal adjunct faculty and teach courses consistent with their area of academic expertise and interest. Additionally, as students advance in their studies and enter into the dissertation process, the program’s core and supporting faculty will serve as academic advisors working with students on dissertation topics that reflect the scholarly interests of the individual student’s current professional work.

A budget for the PhDEL has been developed that will adequately support the teaching, advising, mentoring, and administrative aspects of this program. The use of existing faculty expertise is intentional to give faculty the opportunity to work with advanced graduate students. Additional funding for internal adjunct faculty also is included to ensure that course content is adequately covered in the event that existing faculty workload and/or specific content expertise is needed. This is a model we are currently using in various programs across the university and it is proven to be effective, and we are confident that it is adequate and sustainable for the PhDEL. This faculty model will be reviewed and adjusted annually, as needed.

Funding within the program budget has been allocated for internal adjunct faculty (approximately $5,000 per course) who will teach courses and serve as dissertation advisors (approximately $2,000 per dissertation). A number of the program’s supporting faculty have unutilized excess teaching capacity with their current faculty appointments, so these faculty members, predominately in COE, will have part of their in-load teaching responsibilities shared with the PhDEL program.

SCHOOL SUPPORT OF PROGRAM

Creation of the PhD Education and Leadership program has the potential to expand Pacific University’s reputation in addressing healthcare, educational administration and higher education workforce shortages by educating the professors and administrators of tomorrow. This new program will help Pacific University keep pace with the demands of a rapidly changing higher education environment and the demands of seasoned working professionals to increase their scholarship and professional development. In addition, the PhDEL can help advance Pacific by continuing to take advantage of advancements in Information and Communication Technologies (ICTs) to design and test evolving instructional delivery models in order to determine "best practices" in the evolving field of education.

Although this initiative began in 2012 from CHP faculty, it was expanded to include COE in 2013, with input from the University Cabinet; the idea to include COE stemmed from the fact that that College had also been seeking to develop a similar doctoral program. Two faculty members from COE, Anita Zijdemans Boudreau, PhD, and Todd Twyman, PhD, came on board to form a joint proposal development working committee. Dr. Boudreau, Associate Professor, and coordinator for the FG Flex
Revised: March 10, 2015

MAT and Advanced Programs in the School of Learning and Teaching, was recommended due to her background in educational technology and research. Her graduate experience is in applied cognitive science, human development and education, and learning technologies—and she brings extensive experience as a K-20 and community educational consultant and published scholar practitioner in the use and impact of Information & Communication Technologies (ICTs) on teaching, learning, virtual space design, instructional design, and professional development through practitioner inquiry. At Pacific, she has been involved in a number of initiatives such as the COE’s Technology Certificate for Advanced Programs, and the COE-OTD collaboration with OT faculty Nancy Krusen, PhD, involving the co-development and teaching of *Teaching and Learning in Higher Education* a fully online Doctoral-level course for OTD students. In 2014, the Director of the School of Healthcare Administration and Leadership (HAL) joined the interprofessional team to help develop the proposal for this new program.

**INSTITUTIONAL SUPPORT OF PROGRAM**

Pacific University’s College of Education (COE) houses two schools: Learning and Teaching (SLT), and Communications and Sciences Disorders (CSD). SLT offers UG and MAT licensure programs as well as two non-licensure Master’s level programs, a Master in Education (M.Ed) and a Master in Education and Visual Function Learning (MEdVFL) taken by candidates pursuing a PhD in Optometry. In addition, a variety of other endorsement, authorization, and certificate programs are offered through Advanced Programs that are taken by educational practitioners who would also be likely candidates for the proposed PHD in EL. CSD currently offers a Master of Science degree in Speech-Language Pathology, an undergraduate minor, and a post-baccalaureate prerequisite sequence. This school is only in its third year, however, it is quite possible that there will be interest in participating in the PhDEL offering at some time in the future. Both schools in the COE are accredited under the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), and the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association respectively.

Pacific University’s College of Health Professions (CHP) currently houses several allied health professions schools: Audiology, Dental Health Science, Healthcare Administration and Leadership, Occupational Therapy, Physician Assistant Studies, Pharmacy, Physical Therapy, Athletic Training, and Professional Psychology. Three of these schools (Pharmacy, Physical Therapy, and Professional Psychology) currently offer a clinical doctorate degree, and each of them has demonstrated the sustained ability to support a rigorous doctoral program of study. The School of Professional Psychology (SPP) has a successful PhD degree, and the PhD in Education and Leadership has worked with SPP to develop its dissertation structure and strengthen its course of study. Given that this is the third proposed PhD program to be offered by Pacific University, following the newly approved PhD in Vision Science from the College of Optometry, the PhDEL development committee has worked with the SPP faculty to ensure that the new program utilizes a robust and rigorous model that will ensure the academic success of its students.

Staff support during the start-up phase of the program already has been identified with current resources at Pacific. There is currently excess capacity of staff effort in the COE; therefore, re-assignment of this workload to the COE administrative staff reflects a realistic workload estimate for a program in the start-up phase. This has been the university’s experience in developing new programs. There is a need to balance cost-effectiveness in the early stages and this staffing model will be revisited annually to ensure that the workload is appropriate and meets the needs of students, faculty, and staff. As the program grows, it is anticipated that additional staff will be added as needed. A staff person within the COE has administrative expertise in PhD program administration; therefore it makes sense to utilize this expertise.

Support for the PhDEL program also will be provided by Pacific’s Center for Educational Technology and Curricular Innovation (CETCI), which already has proven to be a major supporter of e-learning and
online curricula review and design. Both the Center’s director and instructional designer have extensive experience with distance delivery technology and faculty development. CETCI provides a full range of faculty support services for online learning, including extensive training in e-learning technologies and methods, intensive multi-day workshops on online and blended learning techniques, and instructional design services for Pacific’s faculty.

CETCI has made significant improvements in providing services and support for low-residency program students in the last few years. For example, it is currently supporting a dozen programs (with more than 100 students) that utilize distance technology. This support is compliant with the standards for distance education technology as determined by a national consortium of academic institutions, which has qualified Pacific for participation in a state-authorization reciprocity agreement to allow interstate enrollment in distance-based programs. The Director of University Compliance, Aurae Beidler, continues to work with the university to ensure that it maintains currency with these standards. The PhDEL program director will continue to work with CETCI and University Compliance to ensure that the program is meeting academic quality standards.

Student support services (Admissions, Advising, Business Office, Financial Aid, Library, UIS [computer and educational technology support], etc.) will be funded in two ways through the PhDEL budget. Specific funding is allocated for CETCI, the Library, and UIS, and the budget for this proposal supports student support services annually with the overhead allocation expense.

PROGRAM DESIGN RESEARCH SYNOPSIS

Development of the program has focused on existing research on best practices for graduate education and in particular the unique needs of the adult learner. Consideration has been given to the program culture, student support mechanisms, learning progression and pace of content, innovative instructional techniques, faculty preparation in technology integration, types of formative and summative assessment policies.

Examples of some of the research utilized during program development include:


A consistent criticism of online learning is participant perceptions of feeling alienation and isolation. This may lead to attrition, an occurrence that is already commonplace in traditional face-to-face (F2F) doctoral programs. Through our research and collective experience in designing and delivering online courses and programs, it is evident the synchronous component is an integral part of a successful fully online learning experience. It adds a human face, or high touch, and can serve a variety of purposes including encouraging active learning and using synchronous tools to create taped archives of the live sessions for ongoing review and access.

In the final analysis, a blended multi-access learning model across the full spectrum of F2F and/or online contexts [synchronous and asynchronous] enables students to personalize their learning experience and support deeper engagement. This delivery model provides more flexibility than F2F programs, and yet does not place any demands on students above and beyond what is commonplace for enrolment in educational programs.

In addition to asynchronous online work, students will engage in live synchronous activities such as lectures, guest speakers, office hours, advising sessions, troubleshooting, and working on group projects.

Xu, D., and Jaggars, S.: 2013. *Adaptability to Online Learning: Differences across Types of Students and Academic Subject Areas*. Community College Research Center, Teachers College, Columbia
University (CCRC Working Paper No. 54) indicates that older students with work and family responsibilities are the best candidates for successful use of online/distance education modalities, particularly when this is coupled with various learning strategies such as scaffolding which incorporates the teaching of online learning skills into online courses.

- Students will engage in this activity during the interprofessional seminar during the first semester.

Rossin, D., Ro, Y.K., Klein, B.D., & Guo, Y.M.: 2009. *The effects of flow on learning outcomes in an online information management course.* Journal of Information Systems Education (20(1), 87-98.) Flow is defined as a “psychological state associated with improvements in task performance, on learning outcomes.” The study indicated that learners tend to engage themselves with the process of learning when tasks in an online class are both challenging and interesting. For flow to occur and learning objectives to be met there are three characteristics that must be present: “(1) goal clarity, (2) feedback, and (3) a perceived balance of challenge and skill.” When these three characteristics are met in an online class, past studies have shown the information gained by the learner is memorable enough to be incorporated into the knowledge base of the student.

- Course syllabi will clearly state goals, modes and opportunity for 360º feedback, and present the requirements for successful completion of the course.

Hatziapostolou, T., & Parakakis, I.: 2020. *Enhancing the impact of formative feedback on student learning through an online feedback system.* Electronic Journal of e-Learning, 8 (2), 111-122, available online at [www.ejel.org](http://www.ejel.org). Describes the importance of feedback tool that, once created as a template, can be used to provide personalized feedback to individual learners. Research has demonstrated a need for formative feedback for students that “can be effective in promoting learning if it is timely, personal, manageable, motivational, and in direct relation with assessment criteria.”

- Course instructors will provide personalized student feedback on assignments and will provide feedback midway through each semester and on an “as needed” basis. Students will have access to their advisors via email and also during predetermined office hours.

Miller, R.: 2008. *Communities of practice: The utility of web-based communication tools in assisting new, adult, online learners’ transition to formal distance education.* (Unpublished doctoral dissertation). Texas A&M University, available online. This dissertation investigated adult students in their first semester in a doctoral distance program and concluded that the opportunity to “engage socially with their peers should be built into the design of online classes.”

- The advantage of a blended, or hybrid, program design is that Students will have an opportunity to build community during the first and subsequent Interprofessional seminars in addition to engaging with their cohort, instructors and advisors in interactive synchronous and asynchronous social learning activities throughout their program.

Baran, E. & Correia, A.P.: 2009. *Student-led facilitation strategies in online discussions.* Distance Education, 30(3), 339-361. Authors provided tips from three case studies for using student-led discussion facilitation. Design issues include “setting up the landscape” as well as giving them some facilitation strategies as sample guides.

- Student cohorts will be responsible for presenting cases and other student-led discussions and projects during synchronous web-based conferencing. Training for this activity will occur during the interprofessional seminar during the first semester, and reinforced as needed throughout the program.

Students learn better when they have opportunities for collaboration (Millis, n.d.) thus the cohort model
of distance education will include many types of group assignments and projects. Types of group assignments may include:

http://www.wpi.edu/Academics/ATC/Collaboratory/Teaching/groupwork.html

(Group work in Distance Learning Courses)

- Panel discussions
- Case studies
- Action mazes
- Role playing
- Critical incident techniques
- Formal debate
- Group projects—both written and video
- Simulation
- Students as teachers

Students learn material at greater depths and retain the information for longer periods when different methods of teaching are used (St. Philip’s College, 2005). When students are involved with group learning, group members not only learn from the individual efforts, they also learn from the diverse perspectives of the other group members (Betz, 2005).


- Course faculty and TA’s will participate in an online course on the Community of Inquiry Model and the Quality Matters Rubric Standards 2011-2013, see Appendix H.

The PhDEL program will expand educational opportunities for learners who seek a PhD in order to increase their knowledge base and obtain the skills necessary to become a leader in the emerging field of allied health professions education at the postsecondary level. The ever-changing health care environment demands skilled educators and administrators within the health professions who have a broader view of interprofessional education and are equipped to employ engaging methods of education and practice which will facilitate team-based models of collaboration and discovery.

PROGRAM MISSION – Education, Discovery, Service

The PhD in Education and Leadership supports Pacific University’s Vision 2020 by providing a rigorous doctoral experience with a comprehensive curriculum utilizing innovative and non-traditional learning environments to create dynamic learner engagement. This will be accomplished by embracing the discovery process in a manner which is sustainable both economically and environmentally, and by graduating leaders in higher education who are motivated and prepared to contribute to the global community.

PROGRAM PURPOSE

The purpose of this program is to develop a unique PhD in Education and Leadership opportunity, delivered across the spectrum of learning modalities: via both synchronous and asynchronous online distance technology, utilizing a learning management system [e.g. Moodle], web conferencing and other technology tools on a weekly basis, and through annual face-to-face interprofessional faculty/student retreats. The program will focus on the unique needs of non-traditional learners who seek to balance professional and personal responsibilities while achieving their dream of obtaining a PhD. This degree will allow graduates to advance their careers within their existing area of expertise or
to obtain new positions in the diverse fields of higher education, health care, or administration. Upon graduation, scholar-educators will be academically prepared, technologically literate, globally minded and challenged to become leaders of change whose skills, integrity and sense of purpose distinguish them in the workplace and in the world.

Based on the above mission, vision and purpose statements, the PhDEL program will allow us to:

1. Recruit a new pool of applicants who desire to advance their careers in education or health professions (individuals who currently have Master or doctoral degrees), in accordance with the mission of the College of Health Professions, which is “dedicated to preparing leaders in innovative health care for a diverse global community,” the College of Education, which strives to” prepare aspiring and practicing educators to promote and nurture learners’ intellectual, ethical, social, and emotional growth within a learning community committed to equity and diversity,” and Pacific University’s mission to inspire “students to think, care, create, and pursue justice in our world.”

2. Provide an opportunity for scholar-practitioners who currently face barriers to pursuing advanced educational offerings because of their location, family or professional responsibilities or who have not considered a degree focused on the higher education or health professions fields of study.

3. Showcase the uniqueness of Pacific University, the College of Education, and the College of Health Professions, by delivering a program designed to emphasize the “Pacific Thing” which we do so well here; encouraging small group collaboration, expanding interprofessional education beyond traditional models, focusing on student success first and addressing the unique needs of adult learners.

4. Address health professions and higher education workforce shortages by training educators, leaders and administrators who will be prepared to meet the demands of the changing health care and educational environment as they advance their careers.

5. Establish a non-traditional, interprofessionally focused, effective, high-quality educational model to support a community of professional inquiry during and beyond the program.

6. Build upon proven successes in Pacific’s current distance delivery educational offerings, e.g., Occupational Therapy, Masters of Fine Arts in Writing, Masters of Healthcare Administration and Leadership, Healthcare Compliance Certificate, Bachelor of Health Science, and Gerontology Certificate; thus enhancing the reach, reputation, and research impact of Pacific University.

The PhD in Education and Leadership program’s mission, vision, and purpose are congruent with Pacific University President Leslie Hallick’s Vision 2020—A Framework for the Next Decade—reflecting key Pacific values:

- Discovery is an essential characteristic of teaching, learning, scholarship, practice and creative expression.
- The highest quality programs are delivered in a manner that is sustainable, both economically and environmentally.
- Pacific’s missions of education, discovery and service require a rich diversity of ideas, peoples and cultures.
- Pacific’s culture fosters supportive relationships enabling us to deliver an extraordinary
educational experience.
- Graduates are gifted leaders and are motivated and prepared to contribute to the global community.

**Future Outlook: Demand for Postsecondary Educators and Administrators**

The current and future demand for postsecondary educators and administrators is apparent from the strong growth in health professions campuses, and the faculty and staff support for this initiative, as well as available government data. Because the “The number of people attending postsecondary institutions is expected to grow from 2010 to 2020. These students will seek higher education to gain the additional education and skills they need to meet their career goals. As more people enter colleges and universities, more postsecondary teachers will be needed to serve these additional students.”

According to the United States Bureau of Labor Statistics (BLS – refer to: [http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm](http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm)), the demand for Postsecondary Educators and Administrators “is expected to grow by 17% or 28,000 jobs from 2010 to 2020, about as fast as average for all occupations.” Interestingly, the demand for Health Educators “is expected to grow by 37% or 23,000 jobs from 2010 to 2020, much faster than average for all occupations.” Because the title of Health Professions Educator is not an established BLS category, the true demand for leaders in postsecondary health professions education may lie somewhere between these two statistics. The U.S. Department of Labor predicts a 22% or higher growth in demand for health professions educators by 2022; the median annual salary for health professions educators is $85,030. See: [http://www.onetonline.org/link/summary/25-1071.00](http://www.onetonline.org/link/summary/25-1071.00). The BLS Occupational Outlook Handbook reports that higher level positions within universities, community colleges and private postsecondary institutions generally require a PhD for provost and dean positions, stating, “Some provosts and deans begin their career as professors and later move into administration…and have a PhD in higher education or related field.”

The results are similar in the “Employment Change by Education Category” section of the report with “…and occupations in the doctoral or professional degree category are expected to grow by about 20 percent. In contrast, occupations in the high school category are expected to grow by just 12 percent.” In addition, the Bureau of Labor Statistics provides an overview of the job projections for 2010 through 2020 and states, “The healthcare and social assistance industry is projected to create about 28 percent of all new jobs created in the U.S. economy. This industry—which includes public and private hospitals, nursing and residential care facilities, and individual and family services—is expected to grow by 33 percent, or 5.7 million new jobs. Employment growth will be driven by an aging population and longer life expectancies, as well as new treatments and technologies.” See: [http://www.bls.gov/ooh/About/Projections-Overview.htm](http://www.bls.gov/ooh/About/Projections-Overview.htm).

Research on the evolving issue of faculty shortages across the campuses of allied health professions schools was discussed as far back as June 2002, at the Ninth Congress of Health Professions Educators by Ronald H. Winters, PhD, College of Health Related Professions, University of Arkansas for Medical Sciences (see: [http://www.asahp.org/faculty_vacancy_survey.htm](http://www.asahp.org/faculty_vacancy_survey.htm)).
During his presentation, Dr. Winters outlined specific strategies for solving the faculty shortage in allied health education programs and advocated for increasing the number of, and accessibility to, graduate programs while recruiting the best students in the professional programs and academically prepared community practitioners for higher degrees and faculty careers.

The PhDEL program will expand educational opportunities for learners who seek a PhD in order to enhance their knowledge base and obtain the skills necessary to become a leader in the growing field of higher education and the emerging field of allied health professions education at the postsecondary level. The ever-expanding educational environment demands skilled scholar-educators and administrators within the higher education who have a broader view of interprofessional education and are equipped to employ collaborative methods of education and management to lead change within their professions.

B. Measurements of Success: Describe specific measurements that will be used to determine the success of the Business Plan and a timeline for each of the measurements.

Criteria for Program Success, Expectations and Timeline for PhD in Health Education and Leadership Program

<table>
<thead>
<tr>
<th>Criteria/Expectation</th>
<th>Plan</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>1. Program must be regionally accredited (NWCCU).</td>
<td>Submit letter to NWCCU once program is approved by Pacific’s Board of Trustees in 2015.</td>
<td>2015</td>
</tr>
<tr>
<td>2. Program will be approved by the governing bodies of the university and listed in the course catalog.</td>
<td>After moving through the various required committees, the proposal will be submitted to Pacific University’s Board of Trustees; once approved, the program will be listed in the university catalog.</td>
<td>2015</td>
</tr>
<tr>
<td>3. The program will seek a highly qualified and diverse student body and will not discriminate based upon race, creed, ethnic origin, gender, or disability, and the PhDEL program will have a target goal of 30 applications (with a goal of 14 matriculated students) for enrollment with GRE scores (within the last five years) above 50th percentile on all</td>
<td>Planning Year 1</td>
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Disciplines with the Highest Anticipated Full-Time Vacancy Rates (%) Over 5 Years

<table>
<thead>
<tr>
<th>Over 5 Yrs</th>
<th>Now</th>
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<tbody>
<tr>
<td>Athletic Training</td>
<td>82.6</td>
</tr>
<tr>
<td>Health Administration</td>
<td>34.9</td>
</tr>
<tr>
<td>Health Information Management</td>
<td>30.8</td>
</tr>
<tr>
<td>Cardiovascular Perfusion Technology</td>
<td>28.6</td>
</tr>
<tr>
<td>Dietetics</td>
<td>28.2</td>
</tr>
<tr>
<td>Nursing</td>
<td>27.2</td>
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<tr>
<td>Radiography</td>
<td>26.8</td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td>26.7</td>
</tr>
<tr>
<td>Emergency Medical Sciences</td>
<td>26.6</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>24.4</td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>23.5</td>
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</table>
must be in full compliance with university policies regarding affirmative action and equal opportunity.

sections and a GPA above 3.0 (3.5 preferred) and adhere to the policies and procedures of Pacific University, the College of Health Professions, and the College of Education.

4. The program will have a statement of mission, vision, and values that are reflected in the program’s focus.

The foundation for these statements will be established by the Office of Research within Academic Affairs with input from Colleges of Health Professions and Education and will be finalized once program approval is received.

Planning Year 1

5. The program will have established goals, objectives, and outcomes that are action-based, observable, and measurable.

The foundation for these has been established by the Colleges of Health Professions and Education, and these will be finalized once program approval is received. Examples include: attaining student enrollment goals, measuring time to program completion, GPA, student and instructor evaluations, etc.

Planning Year 1

6. The program will have a designated Director who oversees program organization, administration, continuous program review and improvement, and general effectiveness of the program. The director will be given adequate release time to devote to curriculum development and evaluation, counseling of students, program management and administrative duties within the institution.

In Planning Year 1, a 0.625 FTE will direct program development. In Academic Year 1, this will become a 1.0 FTE; administrative oversight of the program will be accomplished through the Office of Research, within Academic Affairs.

2015

7. The Program Director will demonstrate continuing professional development related to their role and responsibilities, with focus on online educational principles, the adult learner, health professions education and leadership.

Continuing education funding for faculty and staff is included in the proposed program budget.

Ongoing

8. Full-Time PhD faculty will have Full-time PhD Faculty position

Academic Year 3
<p>| | | |</p>
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<tr>
<td><strong>demonstrated scholarly work in the areas of higher education, health professions education and leadership consistent with the mission of the program and scholarship expectations of the University.</strong></td>
<td><strong>description will include these requirements.</strong></td>
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<tr>
<td><strong>9. All doctoral faculty including internal adjunct instructors will be selected from pertinent areas of expertise and if &quot;internal adjunct faculty&quot; who hold full-time teaching positions at Pacific University are selected, the approval of the appropriate Dean or Director of their school or program will be required.</strong></td>
<td><strong>Priority will be given to “internal adjunct faculty” who hold full-time teaching positions at Pacific University. Course instructors will be paid on a per course structure and in accordance with criteria established in the Pacific University Handbook (Chapter 4).</strong></td>
<td><strong>Academic Year 1</strong></td>
</tr>
<tr>
<td><strong>10. All doctoral faculty including internal adjunct instructors will participate in the program’s established procedures for selection, orientation, and evaluation of course instructors.</strong></td>
<td><strong>Modeled after the School of Healthcare Administration and Leadership (HAL), the PhDEL Program will utilize adjunct faculty to supplement teaching of the Program Director, part-time PhD Faculty and eventually full-time faculty. Formative and summative evaluation of faculty instructors and courses will occur at the end of each course and annually. The Advisory Committee will review all instructor and course evaluations.</strong></td>
<td><strong>Ongoing</strong></td>
</tr>
<tr>
<td><strong>11. All doctoral faculty including internal adjunct instructors and members of the Advisory Committee will have primary roles in the governance and organization of the program including academic planning, curriculum development and review, academic advising, and program improvement.</strong></td>
<td><strong>Course instructors will join the Advisory Committee meetings which will be held on a routine basis to ensure faculty input in the design, implementation and evaluation of curriculum, advising, and program improvement.</strong></td>
<td><strong>Academic Year 1</strong></td>
</tr>
<tr>
<td><strong>12. The program will demonstrate that the procedures for admitting students are compatible with the mission, goals, and objectives of the program.</strong></td>
<td><strong>The admissions process used for the PhDEL Program will include panel interviews, letters of recommendation, essays, and GPA minimums.</strong></td>
<td><strong>Planning Year 1</strong></td>
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<td><strong>13.</strong></td>
<td>Students will have access to adequate academic advising and instructional support.</td>
<td>Each student will be assigned an academic advisor and will be required to meet with them via distance technology at least once per semester; instructional support will be provided by program staff, faculty and University Information Services and Center for Educational Technology and Curricular Innovation personnel.</td>
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<tr>
<td><strong>14.</strong></td>
<td>The program will have a high level of PhD completion.</td>
<td>Implementation of strong student led cohorts coupled with quality faculty advising and tracking of student participation in coursework and in synchronous discussions will enable a less than 20% attrition rate per cohort.</td>
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<tr>
<td><strong>15.</strong></td>
<td>The program will provide students with the appropriate process to address concerns or complaints regarding academic or other issues.</td>
<td>Policies for these processes will be included in each syllabus.</td>
</tr>
<tr>
<td><strong>16.</strong></td>
<td>The program will utilize teaching methodologies and modalities appropriate to the curriculum of the program and needs of the student, and must demonstrate that the various teaching modalities utilized achieve student learning objectives, and are appropriate for the educational content being delivered.</td>
<td>Curriculum will be delivered via distance technology and in person during annual program retreats in the summer. Faculty and learners will use online synchronous and asynchronous technologies (using distance delivery tools such as Moodle, Skype, and Adobe Connect), and the Advisory Committee, faculty and students will be engaged in active evaluation processes to measure learning outcomes, curriculum relativity, course satisfaction and constructive suggestions for continuous program improvement.</td>
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<tr>
<td><strong>17.</strong></td>
<td>The program will require a course of study which ensures that learner have these minimum competencies: Communication (both written and oral); Research Skills; Critical Thinking (analytical and problem solving); Societal and Cultural Context (historical, social, cultural, economic, political, philosophical, and scientific foundations).</td>
<td>The curriculum has been designed to include these core competencies and emulates the areas outlined in the Colleges of Health Professions and Education curriculum mapping, policies, and procedures.</td>
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<td></td>
<td>The program will develop a set of competencies to serve as the foundation of its curriculum which relates to the program's mission: including particulars related to course content, assignments, readings, teaching and assessment methods, and learning objectives.</td>
<td>The PhDEL Program will use the Quality Matters rubric available in the appendices [see also <a href="https://www.qualitymatters.org/rubric">https://www.qualitymatters.org/rubric</a>] as a model for structure and review. The program will also use the Sloan Consortium Quality Framework (table included in this document) as it develops metrics for evaluation. 100% of all students will submit abstracts to present at a professional conference prior to graduation. 100% of all students will submit at least one article for publication prior to graduation.</td>
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<tr>
<td>18.</td>
<td>The PhDEL Program will use the Quality Matters rubric available in the appendices [see also <a href="https://www.qualitymatters.org/rubric">https://www.qualitymatters.org/rubric</a>] as a model for structure and review. The program will also use the Sloan Consortium Quality Framework (table included in this document) as it develops metrics for evaluation. 100% of all students will submit abstracts to present at a professional conference prior to graduation. 100% of all students will submit at least one article for publication prior to graduation.</td>
<td>Designed and Ongoing</td>
</tr>
<tr>
<td>19.</td>
<td>The program will outline methods and processes used to assess educational and programmatic outcomes, and conduct these assessments routinely.</td>
<td>Emulated after the Colleges of Health Professions and Education processes, course syllabi will identify detailed methods of both formative and summative evaluation to assess educational and programmatic outcomes; adjunct instructional faculty will receive feedback from students regarding each course and their teaching performance each semester; student end of the year and post-dissertation evaluations will be assessed.</td>
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<td>20.</td>
<td>The program will provide evidence that the outcome assessments are the basis for program revisions and improvement through the development of a detailed and specific action plan.</td>
<td>Data collected after each course will be evaluated each semester and a final report produced annually for review by the Advisory Committee and adjunct faculty members. Curricular issues and programmatic revisions will be tracked via an Ongoing Assessment chart and made through the implementation of an action plan.</td>
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<tr>
<td>21.</td>
<td>The program will provide the results of curricular and programmatic changes or modifications to appropriate supervisory bodies.</td>
<td>Results of curricular or programmatic changes or modifications will be provided in an annual report by the Office of Research and disseminated to the Executive Dean and Vice Provost of the College of Health Professions and the Dean of the College of Education.</td>
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</table>
Evaluation of Program Success
Successful measurement will be determined by the enrollment of a minimum of 14 students in all cohorts. In addition to stable enrollment, successful program markers will include successful course completion in five years or less and an average attrition rate of no more than 20%. Alumni success in professional advancement will also be tracked with annual surveys of graduates.

Success will also be measured through collaboration with adjunct faculty, program faculty members and the Advisory Committee who will be actively involved in ongoing programmatic evaluation, with the intent of assuring that the curriculum remains engaging, attainable and relevant. Data analysis will take place on a continual basis with end of semester reviews and meetings to determine global curricular changes in an effort to ensure ongoing relevance and rigor.

Sloan Consortium Quality Framework for Educational Success

<table>
<thead>
<tr>
<th>LEARNING EFFECTIVENESS</th>
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<tr>
<td><strong>Goal</strong></td>
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<tr>
<td>The provider demonstrates that online learning outcomes meet or exceed institutional, industry, and/or community standards</td>
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<tr>
<th>SCALE (COST EFFECTIVENESS &amp; COMMITMENT)</th>
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<tbody>
<tr>
<td><strong>Providers continuously improve services while reducing costs</strong></td>
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<th>ACCESS</th>
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<tr>
<td><strong>Goal</strong></td>
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<tr>
<td>All learners who wish to learn online can access learning in a wide array of</td>
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<tr>
<td>programs &amp; courses</td>
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### FACULTY SATISFACTION

Faculty are pleased with teaching online, citing appreciation and happiness

Processes ensure faculty participation in matters particular to online education (e.g. governance, intellectual property, and royalty sharing)

Processes ensure adequate support for faculty in course preparation and course delivery

Repeat teaching of online courses by individual faculty indicates approval

Addition of new faculty shows growing endorsement

Post-course surveys show continuous improvement:

- At least 90% of faculty think overall online teaching/learning experience positive
- Willingness to teach additional courses in the program: 80% positive

### STUDENT SATISFACTION

Students are pleased with their experiences in learning online, including interaction with instructors and peers, learning outcomes that match expectations, services, and orientation

Faculty/learner interaction is timely and substantive

Adequate and fair systems assess course learning objectives; results are used for improving learning

Metrics show growing satisfaction via:

- Surveys and/or interviews
- Alumni surveys, referrals, testimonials
- Outcomes measures
- Focus groups
- Faculty/Mentor/Advisor perceptions

Satisfaction measures show continuously increasing improvement

Provider surveys, interviews, other metrics show satisfaction levels equivalent/better than other delivery modes for the provider

### Risk Management

Evaluation of potential risks inherent in this plan was considered, including:

1. Delayed program implementation may occur if there are unforeseen delays in the on-campus decision-making process.
2. Delayed program implementation may occur if NWCCU delays granting approval for a new degree.
3. The program is not successful in recruiting the initial cohort of 14 students.
4. The program may not be allowed to reach into all states, depending on the restrictions, laws (USDOE and individual states) and costs associated with licensing within individual states for distance education. Throughout this evolving process, student tracking will become centralized within the university and a Distance Education Profile for Pacific University will continue to evolve.
5. If it becomes evident that costs for establishing the PhDEL program are significantly higher than forecasted.
Steps which may mitigate or minimize these risks, while implementing a successful plan include:

1. Utilize existing equipment and computers, furniture, and space within the Office of Research and the Colleges of Health Professions and Education.
2. Begin implementation of the marketing plan in Planning Year 1.
3. Working with existing distance education programs within the university, design and implement a robust Distance Education Profile (Quality Matters/CETCI) for Pacific University.

EXIT STRATEGY
With the efficient design of the PhDEL via use of already existing core and supporting COE and CHP faculty, the program is entirely scalable; if it becomes necessary to scale back or eliminate the PhDEL program. If prospected enrollment of 14 students is not met by a predefined date, the cohort can be canceled. To mitigate risk, administrative support is being provided by current COE staff with excess work capacity, and no new hire of faculty will take place until Academic Year 3.

During the approval process, should the PhDEL program not receive adequate on-campus support, the plan will be modified until appropriate approval is received. If approved by the faculty, the President’s Cabinet, the President, the Board of Trustees, and other governance bodies (NWCCU), the plan still could be abandoned, in the event that the initial cohort size of 14 is not met.

5. EDUCATIONAL OFFERINGS

A. Academic Rigor and Learning Outcomes

1. How many credits are required? 59

**Academic Credit: Credit Hours Required**
Students must complete a total of 59 credit hours to graduate from the PhD program. Students who require additional time to complete their dissertation will have an individualized action plan created in conjunction with their advisor and dissertation chair.

2. What is the standard for determining a credit?

**Academic Rigor: Standard for Determining a Credit Hour**
This program will follow a format which has proven to be successful in other online offerings within the University: the standard for determining a credit hour will be 45 hours of coursework for each credit hour earned. These 45 hours consist of face-to-face instruction time (via web conferencing) as well as out-of-class asynchronous and cohort work, centered on assignments and projects completed online using a learning management system such as Moodle®. Student participation will be monitored within the learning management system, as it is possible to determine student participation online as they are completing the course. This timed participation will be considered the equivalent of “seat time” for learners in a traditional classroom.

**Three-Credit Course**
Total course work hours = 45 hours X 3 credits = 135 total hours required.
Synchronous (in-class with instructor/group work) = 2 hours/week for 13 weeks (of the 15 week course) = 26 hours. 135 hours minus 26 hours = 109 hours remaining for additional course work divided by 15 weeks = 7.5 hours per week divided by 6 days = 1 to 1.5 hours per day minimum. Adult learners spend many hours per day or combine their studying to several days out of the week and spend between 20-30 hours on coursework weekly (Clark, 2010), see:
http://www.usnews.com/education/online-education/articles/2010/03/25/8-big-
3. What are the student learning outcomes associated with this program? (See also section 7.E., consultation with OIRA)

**Academic Rigor: Learning Outcomes**

The proposed PhD in Education and Leadership Program provides a 59-credit technology-based, low residency multi-access learning program. A typical program experience will consist of small intact cohorts pursuing a sequence of study that involves using distance learning technology tools as well as engaging with other students and faculty during annual on-campus seminars and weekly learning sessions. The curriculum will be formatted as per the outline above and will be divided into three sections: principles of health education/educational practice, leadership in higher education and a dissertation based on a question generated from those two topics. Evaluation tools (formative & summative) will be woven throughout the program and reviewed at the close of each semester and annually by the Advisory Committee, faculty, students, alumni, and program administrators. The blueprint upon which this program is founded is contained within *Quality Matters*, a national faculty-centered, peer review process in order to ensure the appropriate academic rigor and compliance with best practices.

**Academic Advisor**

Upon entering the program, students will be assigned an academic advisor to advise and actively support the student’s PhD study.

**DEGREE REQUIREMENTS AND PROCEDURE FOR PhD IN EDUCATION AND LEADERSHIP**

To receive the doctoral degree in Education and Leadership, the student must complete the following requirements:
1. A minimum of 59 credit hours of coursework
2. Proficiency in research tools/skills
3. Qualification examination of general knowledge in the field. After passing this examination the student will be advanced to candidacy for the PhD degree
4. An oral examination of dissertation research proposal
5. Dissertation and final oral defense

**Overview**

a. **Orientation**
   i. Orientation-Curriculum Overview
   ii. UIS review of equipment-testing
   iii. Advisors and Cohort introduction
   iv. Writing Seminar
b. **Retreat I**
   i. Interprofessional Leadership Seminars
   ii. Research and Dissertation Preparation Seminars
   iii. Advisor and Cohort projects/reporting on progress
c. **Retreat II**
   i. Interprofessional Leadership Seminars
   ii. Research and Dissertation Preparation Seminars
   iii. Advisor and Cohort projects/reporting on progress
d. **Retreat III**
   i. Qualification Exam
Revised: March 10, 2015

e. Retreat IV
   i. Comprehensive Exam
   ii. Interprofessional Leadership Seminars
   iii. Dissertation Proposal Defense
   iv. Advisor and Cohort projects/reporting on progress

f. Retreat V
   i. Dissertation Defense
      1. Evening presentations
      2. Attended by later cohorts during Orientation Week
      3. Defenses are recorded and incorporated into EL 714 and EL 736

Example of Academic Calendar

Year One:
    August-Orientation
    September-December Fall Courses: EL 702 (2 cr.) and EL 704 (3 cr.) =5 credits
    January-April Spring Courses: EL 708 (3) and EL 706 (2) =5 credits
    May-August Summer Courses: EL 710 (2) and EL 712 (3) =5 credits

Year Two:
    September-December Fall Courses: EL 714 (2 cr.) and EL 718 (3 cr.) =5 credits
    January-April Spring Courses: EL 722 (2) and EL 724 (3) =5 credits
    May-August Summer Courses: EL 726 (3) and EL 732 (2) =5 credits

Year Three:
    September-December Fall Courses: EL 730 (4 cr.) and EL 728 (1 cr.) =5 credits
    January-April Spring Courses: EL 740 (5) =5 credits
    May-August Summer Courses: EL 741 (5) =5 credits

Year Four:
    September-December Fall Courses: EL 742 (4 cr.) and EL 736 (1 cr.) =5 credits
    January-April Spring Courses: EL 743 (5) =5 credits
    May-August Summer Courses: EL 744 (4) =4 credits

Total: 59

The course requirements for the program are outlined in detail below. This is the “planned” PhD program; however, the faculty recognizes that there may be instances where candidates take less than the required planned credits, while enrolling in the minimum number of dissertation credits to maintain status and complete the degree in the maximum time allowed, which is seven years. Specifically, students who need more time to complete the program may do so. The program will be completed typically in 4-5 years.

Below are specific key assessment points to evaluate candidate competence. Qualifying and Comprehensive exams will take place on campus when students are onsite in the summer:

[1] Qualifying Exam: Demonstration of Scholarly Competence
At the conclusion of the second year (during Fall III Seminar), students must complete the
qualification exam. This exam is not part of the course requirements, but previous coursework provides the instruction and assistance to enable students to complete this exam. Exam must be completed within one month of semester conclusion. Doctoral students will demonstrate their ability to produce scholarly writing and critically analyze by selecting one option from the following:

- Doctoral faculty will select three educational research articles. The student will then choose one of these articles to critically analyze; or
- The student chooses a project from any previous coursework to further develop/revise. The exam demonstrates substantial revision and is submitted as a scholarly paper.

Purpose of the exam:
A) To verify that the student is able to think and write in a scholarly way.
B) To provide feedback on scholarly competence.

Assessment procedure: Exam will be read by a faculty committee of three (compensated). One reader will write and return feedback to the student on behalf of the committee. Passing of this exam is required to continue in the program. Student assessment outcomes:

- Pass: Student continues with the program.
- Pass contingent on revisions: Student revises exam for Pass or No Pass. Student may revise up to two times. Revisions must be completed within one semester. They may continue to take courses, with the understanding that they must successfully complete the exam in order to continue in the program.
- No pass: Student withdraws from program.

[2] Comprehensive Exam
Students take this exam prior to defending their dissertation proposal. Students are eligible to take the exam when they have completed Year Three of the program and will defend their proposal during Fall IV Seminar.

Students, in conjunction with their advisor, will choose one of the following options:

- Two timed extemporaneous responses to test questions & one take-home paper on a topic determined with the advisor representing publishable scholarly work
- Portfolio that includes three selections of publishable scholarly work (work represents coursework and research goals).

In addition to one of the above, students will participate in both forms of assessment below:

- Course design (syllabus, resources, etc.)
- Scholarly Presentation

Assessment: Exam will be read by a faculty committee of three, including the student’s advisor (compensated). One reader will write and return feedback to the student on behalf of the committee. Passing of this exam is required to continue in the program. Student assessment outcomes:

- Pass: Student continues with the program.
- Pass contingent on revisions: Student revises exam for Pass or No Pass. Student may revise up to two times. Revisions must be completed within one semester. They may continue to take courses, with the understanding that they must successfully complete the exam in order to continue in the program.
- No pass: Student withdraws from program.

Doctoral Dissertation Committee: After a student has advanced to PhD Candidacy, the faculty will, in consultation with the student, appoint a Doctoral Dissertation Committee to guide and assist the student in their doctoral dissertation. The Dissertation Committee requires at least
four members including:
- Advisor - committee chair
- Two faculty from program
- One faculty from another Pacific University department shall be included for the final defense for the purpose of evaluating the dissertation defense.

The Doctoral Dissertation Committee should be constructed so that experts in various aspects of the student’s dissertation study will serve as members.

Dissertation Proposal:
Students will write a dissertation proposal under the guidance of the advisor. They will defend this proposal to their dissertation committee and fellow classmates. The committee must approve the proposal prior to student conducting their dissertation research and analysis.

Oral Examination of the Dissertation Research Proposal
- Students are required to prepare a dissertation research proposal for approval by their Doctoral Dissertation Committee.
- The examination of the dissertation proposal must be completed within one year after the student completes the qualification exam.
- The dissertation research must be with significant contribution to the student’s particular field of study and interest and also demonstrate that the student is able to conduct independent research.
- The Dissertation Proposal should be formatted as a proposal for grant application (e.g., NIH grant proposal) including the following (or equivalent) elements:
  - **Specific Aims:** Describe the main research questions, the major hypotheses and outline the experiments to test them.
  - **Background and Significance:** Include a focused literature review on the topics and rationale for the importance of the research.
  - **Preliminary Studies or Progress Reports:** Describe the relevant preparation or research that has been done by the student toward completing their dissertation.
  - **Research Design or Methods:** Describe the planned research.
  - **References**
- At least two weeks prior to the dissertation proposal exam, the student must distribute the proposal in electronic form to the Doctoral Dissertation Committee.
- The dissertation proposal exam will be conducted orally.
- Once passing the proposal exam, the student may begin their research.

Final Defense of Dissertation Research
Upon completion of the written dissertation, candidates will orally defend their dissertation to the committee.
- The final examination in the degree is essentially a defense of the candidate’s dissertation research and paper in front of the Doctoral Dissertation Committee. The candidate must present the results of original research and provide evidence of excellent scholarship.
- At least two weeks prior to the exam, the student must submit a complete draft of their PhD dissertation in electronic form, to the Doctoral Dissertation Committee.
- The defense examination will be open to all interested faculty and college students to attend.
- A certificate of the result (Pass/Pass Contingent on Revisions/No Pass) of the final dissertation examination must be completed by the Doctoral Dissertation Committee and returned promptly to the Director of the PhD Program.

Application for Graduation
The candidate must submit an application for graduation to the Registrar office no later than
March 15th for them to be eligible to receive the degree at the August commencement. All degree requirements must be completed prior to the intended graduation, with copies of the dissertation prepared in accordance with formal requirements. The Candidate should notify their advisor and Director of the PhD Program while submitting approved dissertation to the University Library. Failure to do so may result in delay of graduation.

### B. Course of Study

<table>
<thead>
<tr>
<th>Education &amp; Leadership Curriculum</th>
<th>Research Curriculum</th>
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</thead>
<tbody>
<tr>
<td>EL 702: Interprofessional Leadership Development I (701)</td>
<td>EL 708: The Professional as Researcher &amp; Writer Spring I 3 credits</td>
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<tr>
<td>Fall I 2 credits</td>
<td></td>
</tr>
<tr>
<td>EL 704: Scholarly Practice in Education &amp; Leadership (698/703)</td>
<td>EL 712: Research Methods (729) Summer I 3 credits</td>
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<tr>
<td>Fall I 3 credits</td>
<td></td>
</tr>
<tr>
<td>EL 706: Systems Thinking, Diversity &amp; Ethical Issues for Educational Leaders (704)</td>
<td>EL 724: Advanced Quantitative Methods and Design (702) or EL 724: Advanced Qualitative Methods and Design or EL 724: Advanced Mixed Methods and Design</td>
</tr>
<tr>
<td>Spring I 2 credits</td>
<td>Spring II 3 credits</td>
</tr>
<tr>
<td>EL 710: Cognition &amp; Learning: Practitioner as Educator (690/704)</td>
<td>EL 730: Dissertation Pro-Seminar Fall III 4 credits</td>
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<tr>
<td>Summer I 2 credits</td>
<td></td>
</tr>
<tr>
<td>EL 714: Interprofessional Leadership Development II (702)</td>
<td>EL 740: Dissertation Spring III 5 credits</td>
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<tr>
<td>Fall II 2 credits</td>
<td></td>
</tr>
<tr>
<td>EL 718: Art of Communication, Negotiation &amp; Conflict Resolution</td>
<td>EL 741: Dissertation Summer III 5 credits</td>
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<tr>
<td>Fall II 3 credits</td>
<td></td>
</tr>
<tr>
<td>EL 722: Specialty Topics in Education &amp; Leadership I*</td>
<td>EL 742: Dissertation Fall IV 4 credits</td>
</tr>
<tr>
<td>Spring II 2 credits required but may take more</td>
<td></td>
</tr>
<tr>
<td>EL 726: Leading Institutional Change &amp; Development Summer II 3 credits</td>
<td>EL 743: Dissertation Spring IV 5 credits</td>
</tr>
<tr>
<td>EL 732: Specialty Topics in Education &amp; Leadership II*</td>
<td>EL 744: Dissertation Defense</td>
</tr>
</tbody>
</table>
Summer II
  2 credits required but may take more

EL 728: Interprofessional Leadership Development III
  Fall III
  1 credit

Summer IV
  4 credits

EL 745: Dissertation (ongoing as needed)
  Fall V
  1 credit

EL 736: Interprofessional Leadership Development IV
  Fall IV
  1 credit

Total Research Credits: 36

Total Education & Leadership Credits: 23
  *Students may take additional electives after consultation with Academic Advisor

Total Credits: 59*

*This is the planned PhD Program. We recognize that there may be instances where candidates take less than the required planned credits, while enrolling in the minimum number of dissertation credits to maintain status and complete the program in the maximum time allowed.

C. Curricular Requirements (Course Sequence and Descriptions)

PhD in Education and Leadership Curriculum Flow

Focused attention has been given to the flow of program curricula and overall program design to ensure an invigorating, engaging and comprehensive learning experience for PhDEL students, with the interactive learning experience being paramount. To facilitate this goal, each course will require students to participate in up to two hours of synchronous learning each week using web conferencing technology. These collaborative class sessions will allow the learner to apply readings, lectures, discussions, guest speakers, research methods, and professional experience to demonstrate competency through assignments, group projects, and other activities and assessments. Cohorts will meet as needed to complete group assignments or tasks and to prepare for the presentation of results to the entire class during the synchronous class sessions. Courses will include diverse teaching modalities (e.g. lectures, class discussion, case study analysis, role playing, web posts, threaded blogs, group work, etc.) to enhance the learning experience.

Learners will be expected to complete all required readings prior to class, as synchronous class lectures and activities will explore and expand on required readings. Learners will exhibit growth throughout the learning process through research papers, individual and group presentations, targeted assessments, performance of acquired skills, and their final dissertation. Courses will build upon one another throughout the curricula and both formative and summative assessment will be ongoing in order to evaluate whether or not course objectives and learning outcome measures have been successfully achieved. It is our hope that courses will be taught by Pacific University faculty acting as adjunct course instructors, who are content experts in the field. If Pacific University faculty members are unable or uninterested in teaching particular courses, outside doctoral level educators will be utilized.

The course materials and texts outlined in this proposal serve as examples, and the faculty teaching the individual courses will have the academic freedom to determine course design and content.
## PhD in Education and Leadership Course Descriptions & Sequencing

<table>
<thead>
<tr>
<th>Course Number &amp; Credits</th>
<th>Semester</th>
<th>Course Title</th>
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</table>
| EL 702 2 credits        | Fall I September-December Retreat/Seminar Week in August (Orientation) | Interprofessional Leadership Development I  
  - CETCI - I-V mini electives/training  
  - Themes: graduate education, educational research overview, technology infrastructure |
| EL 704 (EDUC 698/703) 3 credits | Fall I September-December 15 weeks | Scholarly Practice in Education & Leadership  
This course is designed to focus on the application of theory for use in higher education and leadership including the history of higher education, transition to academician, paradigms, epistemologies and issues framing educational research, scholarly practice, and thought.  
Objectives:  
A. Become familiar with Pacific University community for readiness to participate in an online course.  
B. Examine histories and philosophies of educational and health professional systems as they related to higher education (reflection)  
C. Integrate course content to construct personal meaning of academic worth (reflection)  
D. Initiate collaborative scholarly practice (action)  
E. Demonstrate evidence-based knowledge application and integration (action)  
F. Support self-reflection for continued development of proficiency  
G. Expand engagement within communities of practice (communication)  
Example Text/Readings:  
| EL 706 EDUC (704) 2 credits | Spring I January-April 15 weeks | Systems Thinking, Diversity & Ethical Issues for Educational Leaders  
This course is designed to focus on school, social, political, and economic structures - historical and current – as they impact issues of race, class, gender, access, equity, and ethnicity in
This course considers systems thinking in the context of culture and education. Students also will explore their own positionality and roles within these systems. Schools, social political, economic structures.

Objectives:
A. Develop a deeper understanding of race, class, gender, access, equity, and ethnicity as it relates to students, faculty, staff, and administration within institutions of higher learning.
B. Explore how systems work to marginalize traditionally minoritized groups.
C. Consider the experiences and implications of underrepresented and marginalized populations in higher education.
D. Critically analyze diverse issues surrounding access and equity in global education.
E. Reflect on one’s own positionality and role in order to understand self and others within these systems.
F. Have exposure to and engage in dialogue and theories that are traditionally excluded by dominant culture.

Example Texts:

| EL 708 3 credits | Spring I January-April 15 weeks |
The Professional as Researcher & Writer
This course explores specific research writing styles and will include analysis of peer-reviewed academic journals, creating abstracts and proposals for professional presentations and the art and science of writing a dissertation, while being exposed to research traditions. Students will develop their research and writing styles while learning the intricacies of APA formatting. This course also will guide students through the step-by-step process of conducting a systematic literature review centered on a topic of their choosing.

Objectives:
A. Critically analyze the components of various types of scholarly writing, including deconstructing the role of viewpoint, voice, and writing structure as they relate to research.
B. Develop a professional proposal for a White Paper, Presentation or Poster for submission to a professional conference of the student’s choice.
C. Engage in organizing, editing and revising a writing project collaboratively.
### EL 710 EDUC (690/704) 2 credits
**Summer I May-August 15 weeks**

#### Cognition & Learning: Practitioner as Educator
This course will explore a range of theories, processes, and philosophies. Students will learn about human cognition and developments in neuro-educational research, and socio-cultural learning theory as they apply to effective teaching strategies to develop optimal learning experiences with application in academic, practice, and community settings. Emphasis will be placed on the unique needs of learners from diverse backgrounds, cultures and educational systems (Adult learners, professional development and informal environments and community).

**Objectives:**
- A. Incorporate a foundation of education theories and research into practice, i.e., Critical Theory, etc.
- B. Apply professional communication skills (written and oral) into materials designed for professional and lay audiences
- C. Integrate technology into materials to address the needs of professional and lay audiences
- D. Articulate taxonomic learning objectives, clarifying knowledge and skills for learners in a variety of presentations, publications, and audiences
- E. Demonstrate effective evaluation criteria to determine the degree to which learners are meeting stated learning objectives
- F. Design relevant learning strategies to meet learning objectives

**Example Text:**

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### EL 712 3 credits
**Summer I May-August 15 weeks**

#### Research Methods
This course introduces qualitative, quantitative, and mixed methods research with a focus on the design of such studies and the issues encountered by researchers using these
methods. The course analyzes the epistemological, theoretical, and socio-intellectual framing(s) and contexts of these research methods, including the convergence of the personal, political, methodological, and theoretical in research design. Central objectives include formulating and deconstructing criteria by which to evaluate research methods in education and the health sciences. Readings will be complex and dense, allowing students to explore and discover alternative ways of inquiry through these various research methodologies.

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Session</th>
<th>Description</th>
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<tbody>
<tr>
<td>EL 714</td>
<td>2</td>
<td>Fall II</td>
<td>Interprofessional Leadership Development II</td>
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<td>- Formation of Dissertation Committee</td>
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<td>- Chair-Faculty Advisor</td>
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<td>- One faculty from Pacific University</td>
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<td>- One member from candidates area of expertise</td>
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<td>- CETCI-I-V mini electives/training</td>
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<td></td>
<td>- Themes: Applying critical lenses to types, advantages &amp; disadvantages of Educational research methods and analyses</td>
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<tr>
<td>EL 718</td>
<td>3</td>
<td>Fall II</td>
<td>Intercultural Communication and Facilitation</td>
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<td>This course evaluates the art and the science behind communication issues and will discuss diverse methods of negotiation and conflict resolution. Students will learn how to recognize situations that call for effective bargaining, and will discuss ways to implement successful negotiations. The integration of analytical skills, negotiation techniques, and conflict resolution methods will be outlined and practiced amongst interprofessional cohort members with mock scenarios drawn from course learners. Successful methods for defusing tense situations and turning them into learning opportunities will be highlighted. Learners will consider the multicultural causes of conflict, methods used for analyzing disputes, and a variety of concepts, which may be applied to effectively resolve current or prevent future conflict.</td>
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Specialty Topics in Education & Leadership I
This course provides students with an opportunity to identify and study a focal topic [e.g. educational technology, global education, curriculum development, and educational psychology, teaching & learning in higher education, critical issues] applied to a field experience or collaborative project.

Advanced Quantitative Methods and Design
This course follows the logical progression of a research project, from hypothesis development, experimental design selection, statistical methodology, and consideration of univariate and multivariate statistics. Students will experience different computer applications for analyzing data, as well as writing in APA style. Collaborative discussions will focus on ethical issues which arise during the research process, incorporating diverse perspectives into research methodology.


OR
Advanced Mixed Methods and Design
This course integrates qualitative and quantitative approaches, methods, and data in a single study. The course covers the paradigms and "mental models" that inform both approaches, and the ways in which qualitative and quantitative goals, questions, methods, and interpretive strategies can be productively combined.

Objectives:
A. Understand the most important ways in which mixed methods research differs from single-method research strategies, and the main issues that should be addressed in combining approaches.
2. Understand the most important strengths and limitations of both qualitative and quantitative research, and how to integrate these approaches in a mixed method study.
3. Be able to use these understandings to evaluate published mixed methods research.
4. Be able to plan and communicate the design and process of a mixed methods study.

Example Text:

OR
Advanced Qualitative Methods and Design
As an advanced course in qualitative methods and research design, this course delves into the specifics of data collection, analysis, interpretation, and representation. Central objectives

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<tr>
<th>Course</th>
<th>Session</th>
<th>Credits</th>
<th>Description</th>
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| **EL 726**
3 credits
Summer II
May-August
15 weeks | Leading Institutional Change & Development
The course examines the history, theory, characteristics, and models of Learning Organizations applied to organizational culture and change. The processes and dynamics of leading successful large-scale institutional change from a senior administrative position will be discussed. Learners will engage in interprofessional simulations and scenarios to practice the application of theory. Objectives:
A. Review best practices in design, implementation, and assessment of multicultural change initiatives on college and university campuses.
B. Discuss theoretical models of institutional change related to incentives, stability, and sustainability.
C. Investigate the economic performance of an organization before and after change analysis.
D. Learn about function and structure of different learning organizational types.
E. Learn how to work within structures and people to affect systemic change.
| **EL 732**
2 credits required; may take more
Summer II
May-August
15 weeks | Specialty Topics in Education & Leadership II
This course provides students with an opportunity to identify and study a focal topic [e.g. educational technology, global education, curriculum development, and educational psychology, teaching & learning in higher education, critical issues] applied to a field experience or collaborative project. |

**Total Second-Year Credits: 15**
### EL 728 1 credit
**Fall III** September-December
**Retreat/Seminar Week in August**
Interprofessional Leadership Development III
- Qualifying Exam: Demonstration of Scholarly Competence
- Dissertation Committee Draft Proposal
- CETCI-I-V mini electives/training
- Mini Electives and Teaching Practicums will start III/IV.

### EL 730 4 credits
**Fall III** September-December 15 weeks
Dissertation Pro-Seminar
- Dissertation prospectus development
- Comprehensive exam

### EL 740 5 credits
**Spring III**
Dissertation

### EL 741 5 credits
**Summer III**
Dissertation

**Total Third-Year Credits: 15**

### EL 736 1 credit
**Fall IV** September-December 15 weeks
Retreat/Seminar Week in August
Interprofessional Leadership Development IV
- CETCI-I-V mini electives/training
- Mini Electives and Teaching Practicums will start III/IV.

### EL 742 4 credits
**Fall IV** September-December
Dissertation

### EL 743 5 credits
**Spring IV**
Dissertation

### EL 744 4 credits
**Summer IV**
Dissertation Defense

**Total Fourth-Year Credits: 14**

### EL 745 1 credit
**Fall V – 1 credit ongoing as needed to complete the dissertation**
Dissertation

**Total credits required for the degree: 59**

### Research and Dissertation
Students will be required to complete a research-based thesis and dissertation as part of this program. Students may select topics relevant to their professional viewpoint and the selection of clinical research...
projects, such as randomized controlled trials, will be encouraged. Students will be required to engage in ongoing mentoring activities surrounding their research programs. This will include attendance at virtual and in-person meetings during program seminars conducted by their dissertation chair, as well as scheduled meetings with their faculty advisor. Students will be required to present their dissertation during the August Seminar closest to their completion date or Fall V, whichever is most expedient for the student. Students who need additional time to complete their dissertation may be allowed to defend their work via web conferencing. See Appendix for the Draft PhD PhDEL Program Dissertation Handbook for details. This document is anticipated to be revised by the PhD faculty, once the program is approved and that faculty is hired.

D. Admission Prerequisites

1. List Admission Prerequisites:

As with other programs at Pacific University, such as the Master of Fine Arts in Writing, the Master of Healthcare Administration, and other College of Health Professions & College of Education degree and certificate programs, this project will seek to enroll scholar-professionals with full-time jobs and significant experience in their field. Students who apply to the program will be required to have at a minimum, a Master of Arts or Science or a doctoral degree from an accredited college or university prior to matriculation into the program. In the initial program year, class size will be limited to 12 to 15 students annually with measured growth based on need. The program will set forth rigorous admission standards which will include: minimum cumulative GPA of 3.0, with the expectation that most applicants will be above 3.5. Examples of previous graduate-level research experience, quality letters of recommendation, and an analysis of program “fit,” via written essays and in person or virtual interviews (see below for specifics). Applications are accepted throughout the year for the next class start date in late August each year.

ADMISSION PROCEDURES

General Admission Criteria
● Strength of academic and professional education record
● Potential for scholarship and innovative leadership
● Fluency in oral and written expression
● Completion of (at a minimum) a master’s degree which includes graduate-level research and a graduate-level course in statistics
● Candidate interview with Admissions Committee
● Compatibility of applicant and program goals

Admissions Components
Each potential candidate to the PhD program must submit the following application materials as an admissions portfolio. The portfolio will be evaluated according to the criteria listed above.
● A completed application form along with a $65 nonrefundable application fee, which will be waived for early application submission.
● Master of Art or Science or Education or a clinical doctorate or a professional master’s degree such as an MHA (or equivalent degree) in an appropriate field from a regionally accredited college or university prior to matriculation into the program.
● Successful professional work in education or healthcare or a related field.
● A Curriculum Vita
  ○ Copies of national, regional, professional certifications or licenses by recognized
certifying body, if applicable.

- Sample of academic/technical writing (E-portfolio links are accepted)
- Two letters of recommendation and evaluation
  - One from a recent supervisor which describes the applicant's position, responsibilities within the organization, character and ability to complete a rigorous online academic endeavor.
  - One from a colleague which describes the applicant's character and ability to complete a rigorous online academic endeavor.
- Official transcripts sent directly from previously attended graduate institution to Pacific University, Office of Graduate Admissions.
- Minimum GPA in graduate school: 3.0 with 3.5 preferred.
- TOEFL will be required of applicants for whom English is not their primary language; a minimum Internet test score of 100 is required.
- Students admitted into the PhDEL program must satisfactorily complete a criminal background check prior to (and within three months of) the start of classes.
- The GRE is not required.

Details for Admission Requirements Listed Above:

- Successful professional work in an education or related field. Prior experience within the fields of education or health care is required and is strongly considered in the admissions process. This post-professional degree is designed for educators, health practitioners, public health professionals, health educators and healthcare administrators from diverse disciplines who have at least five years of progressively increasing responsibilities in their field.
  - Persons who hold degrees in a wide range of disciplines may apply for admission to the program. Applicants with limited backgrounds in education, however, may be required to complete collateral work in this field.
  - Review of applicants focuses on their study and experience in education, on the compatibility between their professional goals and the doctoral program, and on their potential for successful advanced degree work.
- Curriculum Vitae
  - An updated vitae is also critically reviewed by the admissions committee and faculty. In the vitae, please include the following information, beginning with most recent:
    1. Education, including degree and institution (with dates of graduation)
    2. Work experiences in education
    3. Presentations at conferences or workshops
    4. Publications
    5. Organizational affiliations
    6. Any other relevant professional information
- Sample of Academic Writing
  - A writing sample allows the admissions committee to analyze applicants' skill in
writing technical arguments which articulate a perspective and provide supportive logic.
○ Applicants should select and respond to a scholarly or scholar practitioner article of their choice from a peer-reviewed educational journal related to their area of interest. Endorse or refute the article in a manner that displays logic, clarity of thought and writing, and an understanding of the issue(s) anchored to the students' perspective.
○ The writing sample should demonstrate the ability to analyze, synthesize, and critically reflect upon information. It should display strong independent thinking as well as excellent writing skills. The writing sample should be between 5-8 pages in length, in 12 point font and double spaced.
○ In addition to the writing sample above, applicants may wish to include one or more samples of scholarly writing (e.g., course papers, articles, essays).

● Two to Three Recommendation Letters
○ Applicants are required to acquire two letters of recommendation. In the online application, you will be asked to identify your recommenders and their email addresses. Please notify your recommenders that they will receive an email prompt to submit their recommendation online. **Pacific University only accepts online recommendations through the application system**; Pacific University cannot accept mailed, emailed or faxed recommendations.
○ One recommendation is required from a recent supervisor which describes the applicant's position, responsibilities within the organization, character and ability to complete a rigorous online academic endeavor.
○ One to two recommendations are required from a colleague which describes the applicant's character and ability to complete a rigorous online academic endeavor.

● Official Transcripts
● Minimum GPA in graduate school: 3.0 - preferred 3.5

**Valid Proof of English Language Proficiency**
There are two options for demonstrating the required English language proficiency:
1. **Achieve satisfactory official test score** on the International Test of English as a Foreign Language (TOEFL), the Pacific Institutional TOEFL, or the International English Language Testing System (IELTS) exam.
   ● Test scores are valid for two years after test date. Test score more than two years old will be considered valid if the score exceeded the minimum requirement and the applicant has maintained continuous residency in the United States since the exam date. **A minimum Internet test score of 100 is required.**

2. **Hold a master's degree or higher completed in an English-based institute:**
   ● Completion of a master's or doctorate degree at an accredited college or university where English is the only language of instruction.

Application Deadlines
● Applicants should contact the Office of Graduate & Professional Programs Admissions for more information on application procedures, deadlines and for additional information.
● Applicants will access the application on the program’s webpage.
● Applications to the PhD in Education and Leadership are accepted through a rolling admissions process through July 1 of each year. Panel Interviews will be conducted within 30 days of receipt of a completed application. Once the cohort is full, the application process will close.

Scholarship Funding
Scholarship funding will be available on a limited basis (in PhDEL budget).

E. Approaches to Developing Intellectual Skills, Creative Capabilities, Methods of Inquiry, and Career Preparation for Students

The PhD in Education and Leadership has incorporated the central goals of TARGET 2013 to “Improve student engagement and learning, Increase access to the University, and Explore new modes of scholarship and inquiry;” by providing a rigorous, comprehensive curriculum utilizing traditional and non-traditional learning environments to create dynamic learner engagement. These students are truly scholar-professionals. They have exhibited a passion for their profession and now seek to lead with integrity at a whole new level. The curricula will develop their intellectual skills, creative capabilities, methods of inquiry, and professional acumen by challenging them to consider and reflect upon real-world challenges from a leadership position. Cohorts will delve into problem-based case studies, researching best practices as they determine solutions applicable to diverse experiences and perspectives. Individual interests will be stimulated through immersion in the theory and practice of leading change in the educational and leadership realm. Learners will develop their research skills as they engage in rigorous inquiry in areas of their own, unique professional passion; applying theory and research as they progress through collaborative projects and presentations.

Research courses are interwoven into the curriculum in a purposeful and ever expanding manner. Students begin the research component of the curriculum with The Professional as Researcher and Writer. This is the first course in the research series and students are invited to delve into specific research writing styles and includes analysis of writing for peer reviewed academic journals, creating abstracts and proposals for professional presentations and the art of writing a successful dissertation. The Research Methods course will provide students with the necessary foundation in research design. Following this, students will have the option of pursuing advanced research courses based on their focal area to help them follow the logical progression of a research project, from hypothesis development, experimental design selection, and statistical methodology, and gives students the opportunity to experience different computer applications for analyzing data, continuing their progression through a research project of their choice. A total of 36 research credits rounds out this portion of the curriculum; specific course information is above.

Students also will participate in four interprofessional seminars during the program. During Seminar I, students will be immersed in foundational courses taught by Pacific University faculty and administrators. Subsequent seminars (II-IV) will blend health professions education and leadership seminars with an increasing focus on research and dissertation requirements. During Seminars II and III, students will work with their Dissertation Chairs and Advisors and be able to receive guidance on their individual research projects. In Summer IV, students will defend their dissertations on campus and subsequent cohorts will be able to attend these sessions in order to prepare for their final dissertation defense. In addition, the week-long seminars will provide students with the opportunity to attend seminars and hear from diverse professional organizations and employment recruiters.
Throughout the journey to develop this program, particular attention has been given to designing a model which is both engaging and comprehensive for the adult learner, while ensuring an interactive cohort learning experience. These sessions will be facilitated by the Pacific University faculty lead for each course, and students will engage in a variety of learning activities such as lectures, topic discussions and debate, case study analysis, role playing, threaded blogs, and group work which will lead to team presentations of projects and cases. Learners will be required to apply readings, lectures, discussions, research methods and professional experience to demonstrate competency in the subject matter.

The curriculum is rigorous with two courses required each semester and each course will be organized utilizing Quality Matters, a national faculty-centered, peer-review process as the evaluative mechanism for all PhDEL curricula. Students and faculty will be surveyed at the end of each course to evaluate content, instruction techniques, and overall effectiveness of meeting course goals and objectives. The PhDEL Advisory Board will meet at the conclusion of each semester to discuss the evaluations and develop detailed action plans for responses to concerns, suggestions for improvement, and program growth.

F. Pedagogical Methods

The curriculum will be enhanced through the application of various pedagogical methods such as:

- Case-based Learning-motivating learners through discussions of cases which involved real people with real problems to solve. Students will study multiple case studies focused on similar content, thus allowing cohorts to formulate and test hypotheses.
- Collaborative Learning-focusing on small group learning surrounding specific tasks will enable teams discuss the equitable division of work and undertake more complex projects while learning interdependence.
- Student response systems-audience polling technology will be used to increase student engagement during synchronous class discussions and provide formative feedback for the instructor and classmates.
- Discussion groups-both synchronous and asynchronous discussions will be promoted through discussion board postings and assignments on the learning management system.
- Immersive Environments-learners will be placed in a retreat type setting during the one week seminar weeks so they may exclude outside influences as they are immersed in role playing and problem-based learning.
- Active Lecturing-during synchronous class times, brief, 10 to 15 minute presentations will be accompanied with video clips, guest lectures, or voice over demonstrations of skills and techniques, to engage learners in small group discussions with provocative questions.
- Cohort case development and analysis, team project presentations during synchronous online meetings, active research projects critiqued and evaluated during asynchronous and synchronous distance interactions, and directed adjunct faculty involvement from across all colleges within Pacific University, the intent is to provide graduate level education within a dynamic learning environment whilst maintaining the personal connection which sets Pacific University apart from other schools.

G. Synthesizing Learning

Learners will merge new information from theoretical and practical experiences with prior knowledge, thus forming new ideas and perspectives which will provide new insights into the fields of health education, leadership and administration. Working within their cohort groups, scholar-professionals will be introduced to a project or assignment which will require them to delve into areas research and theory, provide observations and reflections on the topic, answer key questions, organize their notes and then present the lessons learned to the entire class.
Instructional Scaffolding will be employed within courses when appropriate and will promote learning through modeling tasks, providing coaching and feedback as learners delve into compelling tasks. This method of will contribute to the learning environment by gradually adding, then modifying and finally removing the scaffolding, revealing to the student that the guides used allowed them to tackle the task or lesson on their own.

H. Culminating Learning Experience (capstone, thesis, dissertation, etc.)

The PhDEL doctoral students will complete a dissertation in order to demonstrate their ability to conduct systematic investigations and examine significant issues or problems in their field of research. The dissertation is the culminating task in their degree program and allows the student to demonstrate pertinent knowledge, skills, research expertise, and practical application within their particular discipline. As a requirement for graduation from Pacific University with a degree of Doctor of Philosophy (PhD), each student must complete and successfully defend a dissertation.

J. Students

1. Complete the following table with the anticipated number of students (FTE) for the first five years of the program (note: totals should match totals in the Fast Facts Yearly Projections:

<table>
<thead>
<tr>
<th>Fiscal Year (FY)</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>FY Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One (14/15)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Year Two (15/16)</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Year Three (16/17)</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Year Four (17/18)</td>
<td>14+14+14</td>
<td>0</td>
<td>14+14+14</td>
<td>14+14+14</td>
<td>42</td>
</tr>
<tr>
<td>Year Five (18/19)</td>
<td>14+14+14+14</td>
<td>0</td>
<td>14+14+14+14</td>
<td>14+14+14+14</td>
<td>56</td>
</tr>
</tbody>
</table>

K. Assessment of Learning and Teaching: While much of the assessment cannot be formulated until faculty members are hired, please indicate any tentative plans that you have at this point regarding the following issues. (See also section 7.E., consultation with OIRA)

1. Assessing student learning:

Assessment of Student Learning

Internal adjunct faculty members will use multiple assessment strategies to evaluate student growth throughout the program. These assessments will include formative and summative evaluation of individual student and group written and/or oral skills, written assessments of course content knowledge, evolving research skills, and competencies required for successful program completion and advancement within their profession after graduation. Individual student performance will be measured and grading requirements outlined in each course syllabus. Data on student knowledge, skills and competencies through the curriculum, as well as post-graduation advancement, will be captured into a “Student/Graduate Dashboard” and kept in Vault.

Formative and Summative Evaluation tools will be woven throughout the program to measure student learning and reviewed at the close of each semester and annually by the Advisory Committee, adjunct
faculty, teaching assistants, students, alumni, and program administrators. Assessment of student learning will be achieved through various measures, including post-course evaluations completed by students, and annual program faculty evaluations of course curriculum and program administration. The Advisory Committee will evaluate curriculum relevance, course and instructor evaluations and graduate professional advancement over time. The Advisory Committee will also be responsible for evaluation of the success of implemented program changes through ongoing assessment and the use of appropriate action plans.

As stated previously, the curriculum will also be peer reviewed through Quality Matters - a faculty-centered, peer review process that is designed to certify the quality of online and blended courses (Appendix). Quality Matters is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. The curriculum has also been designed to reflect “The 5 Pillars for Quality Online Education Framework” outlined within the Sloan Consortium (www.sloanconsortium.org/5pillars) which describe key elements of strategic assessment of an educational program.

2. Documenting student and program success, including the student learning outcomes listed in 5.A.3 above:

**Documentation of Progress**
Aggregate data on student learning, including reaching learning outcome milestones and task mastery throughout the curriculum will be captured into a “Student Dashboard” and kept in Vault. Data will be collected from the evaluation process (self, peer, faculty, advisor), Moodle® activity, testing, assignments and presentations. Input on individual student progress will be evaluated by faculty, advisors and teaching/research assistants and discussed with students at the end of each semester.

Adjunct faculty, Pacific program faculty members and the Advisory Committee will be actively involved in ongoing programmatic evaluation, with the intent of ensuring that curriculum remains innovative, attainable and relevant. Data analysis will take place on a continual basis with end of semester reviews and annual meetings to determine global curricular changes in an effort to ensure ongoing relevance and rigor of the curriculum.

Successful measurement will be determined by the enrollment of a minimum of 14 students per cohort. In addition to stable enrollment, successful program markers will include successful course completion in five years or less and an average attrition rate of no more than 20% per cohort. Alumni success in professional advancement will also be tracked.

Success also will be measured through the collaboration of core program faculty from across Pacific University, and the Advisory Committee will be actively involved in ongoing programmatic evaluation, with the intent of ensuring that curriculum remains engaging, attainable and relevant. Data analysis will take place on a continual basis with end of semester reviews and annual meetings to determine global curricular changes in an effort to ensure ongoing relevance and rigor of the curriculum.

3. Assessing faculty instruction:

**Assessment of Faculty Instruction**
Faculty instruction will be assessed for quality, ability to meet stated learning outcomes, clarity in conveying educational content, and innovative use of technologies through the 360º faculty review system which includes self, peer, student, and administrator evaluations.
4. Ongoing development, evaluation, and revision of curriculum:

**Assessment of Ongoing Program Development**

Program faculty members and the Advisory Committee will be actively involved in ongoing programmatic evaluation, with the intent of ensuring that curriculum remains innovative, attainable and relevant. Data analysis will take place on a continual basis with end of semester reviews and annual meetings to discuss aggregate data and to determine global curricular changes in an effort to ensure ongoing relevance and rigor of the curriculum. The Director of the Center for Educational Technology and Curricular Innovation at Pacific University is on the Advisory Committee and will continue to support evaluation of curriculum review and updates.

**L. Personnel (personnel salary information in Section 7.O. Human Resources)**

1. List and describe each position (not employee or faculty name) who will be involved in the successful operation of the plan. For each position include hiring requirements (i.e. scholarship), and information about support and recruiting. Indicate if any position will be held by a current employee.

   a. Administrator (0.625 FTE) – in Planning Year 1 and increasing to (1.0 FTE) in academic Year 1.
   
   This position will be held by an experienced leader and educator tasked with overall programmatic function, teaching one course each year, initial student advising, and budgetary oversight, supervision of administrative staff and faculty, and day-to-day program operations.

   b. Faculty (1.0 FTE)

   A full time PhD faculty member will be hired in academic Year 2 to oversee the dissertation process and teach three to four courses within the curriculum per year. This member will coordinate the dissertation process with the Graduate Council, be advising students, and serve as Chair of dissertation committees, as appropriate.

   Internal adjunct faculty will be utilized to teach courses throughout the program. These faculty may be from any school or program within Pacific University and will be paid per course taught or receive an adjusted course load. Individual faculty members must receive approval from the appropriate Dean or Director for this activity. Other adjunct faculty may come from outside Pacific University (external adjuncts), as needed, to provide specific curricular expertise.

   c. Administrative Support Staff – in Planning Year 1 (0.625 FTE); this position will become a 1.0 FTE in academic Year 1 - One administrative support staff member will assist the program administrator with program set up, admissions, marketing, and student recruitment.

   The budget also includes support for needed services and support: Note – 94% of university revenue is derived from tuition – this program’s budget is built upon that model with overhead automatically calculated into the budget, which includes support for administrative and other essential services across the university.

   d. Student Workers – includes regular student workers, interns, fellowships, etc.

   i. Teaching Assistants for the PhDEL program will be recruited to assist faculty with course organization, teaching, and maintenance of CHP’s interprofessional education courses and the interprofessional case conferences scheduled
throughout the academic year. For those students interested in the health education track, there also may be additional opportunities to mentor students through the interprofessional diabetes clinic at CHP.

ii. Research Assistants also may be recruited to help faculty support dissertation research.

iii. Funding for TAs and RAs has been included in the budget.

6. OUTSIDE FUNDS DEVELOPMENT

A. Describe how outside university funds will be obtained and used to help supplement or pay for the plan’s implementation or ongoing financial needs

1. Fundraising
   No outside fundraising is planned

2. Grants
   Program faculty and administration may be actively engaged in grant writing in order to obtain external funding. Anticipated funding searches will include: interprofessional education, health professions, graduate programs, distance and online learning.

3. Other sources
   None

7. SUPPORT SERVICES

A. Support Areas

<table>
<thead>
<tr>
<th>Recruiting Services</th>
<th>Contact Person</th>
<th>Phone Ext.</th>
<th>Date of Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions - Graduate</td>
<td>Jon-Erik Larsen</td>
<td>x2841</td>
<td>3/27/2013</td>
</tr>
<tr>
<td>Marketing and Communications</td>
<td>Tammy Spencer</td>
<td>x2784</td>
<td>4/16/2013</td>
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<table>
<thead>
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<th>Enrollment Services</th>
<th>Contact Person</th>
<th>Phone Ext.</th>
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<tbody>
<tr>
<td>Advising</td>
<td>Gretchen Potter</td>
<td>x2246</td>
<td>9/16/13</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Juliette Stoering</td>
<td>x1480</td>
<td>9/30/13</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Dianna Hall</td>
<td>x2871</td>
<td>5/1/2013</td>
</tr>
<tr>
<td>Registrar</td>
<td>Anne Herman</td>
<td>x2777</td>
<td>4/25/2013</td>
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<table>
<thead>
<tr>
<th>Student Services</th>
<th>Contact Person</th>
<th>Phone Ext.</th>
<th>Date of Meeting</th>
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</thead>
<tbody>
<tr>
<td>Student Life</td>
<td>Will Perkins</td>
<td>x2120</td>
<td>9/17/13 &amp; 8/26/2013</td>
</tr>
<tr>
<td></td>
<td>Melodye MacAlpine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised: March 10, 2015
RECRUITING SERVICES

B. Admissions (including International)

1. Describe the relevant curriculum of competitors (you might include examples of curriculum and course sequences), tuition, and other fees. Include at least all competitors in Oregon and Washington. If possible, include the number of applicants and acceptance rates (a consultant might procure this information or it might be obtained by contacting other programs directly).

A. Competitor Programs with Similar Foci - April 2014
   - Data review via online resources and from the article: “Doctoral Programs in Health Professions Education by Ara Tekian in Medical Teacher, January 2014, 36:73-81.

<table>
<thead>
<tr>
<th>School Location</th>
<th>Degree(s)</th>
<th>Class Size Applicant Pool</th>
<th>Course Specifics</th>
<th>Costs/Fees Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard University</td>
<td>Ed.L.D.-Doctor of</td>
<td>25 students per</td>
<td>2 years onsite +1</td>
<td>$100,000</td>
</tr>
<tr>
<td>Institution</td>
<td>Program Description</td>
<td>Cohort</td>
<td>Year Residency</td>
<td>Cost per Credit</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>College of Saint Mary Omaha, NE</td>
<td>EdD with emphasis in Health Professions Education or Educational Leadership</td>
<td>20 students per cohort</td>
<td>87 Credits Online with one week per summer residency required</td>
<td>$750/credit</td>
</tr>
<tr>
<td>North Carolina State University Raleigh, NC</td>
<td>PhD Specialization in Adult &amp; Community College Education: HP Concentration</td>
<td></td>
<td>72 Credits Full time 3-4 years Mixed delivery</td>
<td>$86,760</td>
</tr>
<tr>
<td>Seton Hall University South Orange NJ</td>
<td>PhD in Health Sciences</td>
<td></td>
<td>66 credits 5-7 years with predominantly F2F and few online courses</td>
<td>$73,900</td>
</tr>
<tr>
<td>Simmons Boston MA</td>
<td>PhD in Health Professions Education</td>
<td></td>
<td>48 credits 3 years hybrid with online and on-site components</td>
<td>$975/credit</td>
</tr>
<tr>
<td>University of Illinois Chicago IL</td>
<td>PhD in Curriculum Studies with a focus on HP Education</td>
<td></td>
<td>64 credits Full time 3 years Part time 5-6 Mixed delivery</td>
<td>$64,864</td>
</tr>
<tr>
<td>Rosalind Franklin University of Medicine and Science Chicago, IL</td>
<td>DSc/PhD interprofessional HealthCare Studies</td>
<td>5-6 annually</td>
<td>66-75 credit hours</td>
<td>$706/credit</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>PhD in Education &amp; Human Resource Studies-Higher Education Leadership Specialization</td>
<td>10-12 annually</td>
<td>60 credit hours Online with 1 week each Summer on campus</td>
<td>$823/credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$20/credit Tech Fee $48,100</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td>PhD/EdD: Educational Studies, Specialization in Educational Leadership &amp; Higher Education</td>
<td>45 credits with 6 credits on-site required</td>
<td></td>
<td>$800/credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$42,000</td>
</tr>
<tr>
<td>University/Program</td>
<td>Type/Concentration</td>
<td>Cohort/Admissions</td>
<td>Credits/Hours</td>
<td>Duration/Fees</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------</td>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Oregon State University E-Campus</td>
<td>PhD/EdD: Community College Leadership</td>
<td>Cohort 12-15 every fall with 30-40 applicants</td>
<td>108-120 credits</td>
<td>Five years $541/credit $58,000</td>
</tr>
<tr>
<td>Nova Southeastern University Florida</td>
<td>PhD in Health Science &amp; EdD concentration in HC Education</td>
<td>10 students 3-6 years</td>
<td>PhD: 75 credits EdD: 69 credits Online with two residencies</td>
<td>$55,000 to $72,500</td>
</tr>
<tr>
<td>George Fox University</td>
<td>Doctor in Education</td>
<td>F2F first three years</td>
<td>63 credits</td>
<td>$38,000 $600/credit</td>
</tr>
<tr>
<td>Antioch University Seattle, WA</td>
<td>PhD in Leadership and Change</td>
<td>25 annually</td>
<td>72 credit hours Summer Week and three weekends a year</td>
<td>$22,660/year ½ Dissertation Fee $77,000</td>
</tr>
<tr>
<td>Capella University</td>
<td>PhD in Leadership for Higher Education</td>
<td>Rolling cohorts 1 to 3 courses/sem.</td>
<td>120 Credits Up to 48 transfer</td>
<td>$4665/quarter $70,540 average</td>
</tr>
<tr>
<td>Keiser University Ft. Lauderdale, FL</td>
<td>PhD in Educational Leadership</td>
<td>Less than 10 Start 6 times a year</td>
<td>60 hours Online &amp; Two-five day conferences &amp; 2 days the following yr</td>
<td>$925/credit $65,000</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>PhD in Educational Psychology &amp; Educational Technology</td>
<td>16 in 2010 cohort Fluctuates</td>
<td>66 credits Mixed online and on-site 2 weeks twice each summer</td>
<td>$900/credit $60,000</td>
</tr>
<tr>
<td>Simmons CAS Boston, MA</td>
<td>PhD in Health Professions Education</td>
<td>10 rolling admissions every four months</td>
<td>60 credit hours Online</td>
<td>$965/credit $58,000</td>
</tr>
<tr>
<td>Trident University Cypress, CA</td>
<td>PhD in Health Sciences</td>
<td>10 rolling admissions</td>
<td>72 months Online</td>
<td>$700/credit $53,000</td>
</tr>
<tr>
<td>University of the Rockies Colorado</td>
<td>PhD in Organizational Development &amp; Leadership</td>
<td>Max of 25, some as small as 6</td>
<td>68 hours coursework and 180 hours Practicum three on-site weekends</td>
<td>$985/credit $68,000</td>
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<tr>
<td>Walden University Minneapolis, MN</td>
<td>PhD in Health Services-Numerous tracts. Leadership options</td>
<td>15 to 20 rolling admissions every 3 months</td>
<td>100 credit hours Online with 4 four day residencies</td>
<td>$525/credit $65,000</td>
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<tr>
<td>Western Michigan University</td>
<td>PhD in Interdisciplinary Health Sciences</td>
<td>12 students biennially</td>
<td>63 Credit hours online with three 1 or 2 week summer sessions</td>
<td>$555/credit $48,000</td>
</tr>
</tbody>
</table>
PhD interprofessional Healthcare Studies Curriculum Comparison from Rosalind Franklin University of Medicine and Science Chicago, IL. Retrieved on September 13, 2013. 
(https://www.rosalindfranklin.edu/DegreePrograms/InterprofessionalStudies/Curriculum.aspx)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>Introduction to Doctoral Studies Critical Inquiry 1</td>
<td>Introduction to interprofessional Studies Critical Inquiry 2</td>
<td>Leadership in the Health Care Environment interprofessional Seminars</td>
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<tr>
<td>Evidence-Based Practice Principles of Education</td>
<td>Measurement Internship in interprofessional Education</td>
<td>Proposal Development Ethics in Research</td>
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<tr>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5 &amp; Year 6</td>
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<tr>
<td>interprofessional Seminar interprofessional Service Learning Internship</td>
<td>interprofessional Seminar Elective</td>
<td>interprofessional Seminar Elective</td>
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<tr>
<td>Clinical Research</td>
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<td>Clinical Research</td>
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<tr>
<td>Year 5 &amp; Year 6</td>
<td>Year 5 &amp; Year 6</td>
<td>Year 5 &amp; Year 6</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Dissertation</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

(See: http://www.online.colostate.edu/degrees/education-leadership-phd/curriculum.dot)

| Year One: Onsite Orientation | Year Two: Higher Education Law (3 cr.) | Year Three: Theory and Practice of Change (3 cr.) | 30 Credits of Higher Education Administration Curriculum & 30 Credits of Research Curriculum |
1. Who is responsible for the recruitment of students (undergraduate admissions, graduate, international, and professional admissions or other, if other please explain)? How many are you expecting to have recruited for the first class?
   - The Office of Graduate & Professional Admissions will assist the program faculty and staff in the team process of student recruiting. The first cohort is expected to include 14 students.

   Where do you see these students coming from?
   - Individuals with Master’s or Doctoral degrees in the fields of education, health sciences, allied health professions, or health professions education who are seeking a PhD for career advancement, research advancement or to fulfill other personal goals.
   - Learners who have exhibited requisite knowledge and skills within their area of expertise.
   - Students who are interested in contributing to scientific knowledge and who can develop, research, and implement research into daily practice.
   - Scholars who approach their profession with sensitivity to ethical issues and to developmental, cultural, and individual differences within the workplace.

2. How/to whom do students apply?
   - Students will apply via the Pacific University Webpage for the program. Applications will be received by the Office of Graduate & Professional Admissions and transferred to the program.

3. Will international applicants be eligible to enroll in this program? Yes, but it will take approximately 10-18 months to complete the paperwork, once NWCCU has accredited the program.
   - If yes, will international students be offered conditional admission? No, they will be offered full admission, once approval is received from the U.S. State Department to offer the program to international students.
   - After discussion with International Programs, international students will be eligible to enroll in the program, once the State Department has approved it.
4. When and how will the marketing messages and recruitment materials be available to prospective students and those who might be working to support their recruitment? Web-based information, other marketing support?

Marketing materials will include brochures for dissemination at regional and national professional conferences, college fairs and healthcare systems educational meetings. Web and radio marketing will be coordinated through MarCom.

5. If health related, does the Advantage Program apply?
No

6. Do we currently, or will we at some point, have a pathway program at the undergraduate level for the program being proposed (i.e. Communication Sciences & Disorders minor to Speech and Language Pathology or Audiology, etc.)
No

Does the Admissions Office anticipate this program will require additional Admissions staff: No

7.
   a. List the FTE required: n/a

8. Admissions Office Comments: It is anticipated that a portion of an admission team staff member may be allocated to this small program and the addition of a small number of applications should not adversely impact the current staff.

9. Does this program offer dual-enrollment with other Pacific programs? Not at this time. This would entail a separate approval process and it is premature to bring this forward with this proposal; however, we are not discounting this as a potential option in the future.

C. Marketing and Communications

1. Discuss the current market and what marketing strategies will be employed to deal with competition or develop a specific “niche."

The current market and future demand for postsecondary educators and administrators is apparent from the strong growth in health professions campuses, and the faculty and staff support for this initiative, as well as available government data. Because the “The number of people attending postsecondary institutions is expected to grow from 2010 to 2020. These students will seek higher education to gain the additional education and skills they need to meet their career goals. As more people enter colleges and universities, more postsecondary teachers will be needed to serve these additional students.” According to the United States Bureau of Labor Statistics (BLS – refer to: http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm), the demand for Postsecondary Educators and Administrators “is expected to grow by 17% or 28,000 jobs from 2010 to 2020, about as fast as average for all occupations.” Interestingly, the demand for Health Educators “is expected to grow by 37% or 23,000 jobs from 2010 to 2020, much faster than average for all occupations.” Because the title of Health Professions Educator is not an established BLS category, the true demand for leaders in postsecondary health professions education may lie somewhere between these two statistics. The BLS Occupational Outlook Handbook reports that higher level positions within universities, community colleges and private postsecondary institutions generally require a PhD for provost and dean positions, stating, “Some provosts and deans begin their career as
professors and later move into administration…and have a PhD in higher education or related field.”

The PhDEL program will expand educational opportunities for learners who seek a PhD in order to increase their knowledge base and obtain the skills necessary to become leaders in diverse areas of traditional higher education and health professions education. The ever-changing healthcare environment demands skilled educators and administrators within the health professions who have a broader view of interprofessional education and are equipped to employ unique and engaging methods of education and practice which will facilitate team-based models of interprofessionalism.

The niche we anticipate capitalizing on is that the faculty within our program will come from a broad spectrum of university professors. This produces an interprofessional educational team who will be interacting with an interprofessional student body. Class size will remain small with individual cohorts who will work together throughout the rigorous educational process. Annual retreats will allow us to promote the “Pacific Thing” of personalized education with a low faculty to student ratio.

2. How many students will you need in the recruitment funnel to achieve your new student deposit goals? Inquiries of 100+ with an applicant pool of 30 to achieve 14 students in each cohort.

3. Describe your ideal prospective student, including where they will come from (demographics, geographical, degree, age range, etc., include international if applicable)

Individuals over 30 years of age (average age of most applicants to these programs is 40) with Master’s or Doctoral degree in the fields of education, business, health sciences, allied health professions, or health professions education who are seeking a PhD for career advancement. Students would need to come from U.S. states which allow delivery of distance education.

4. What marketing and communications channels have been successful for you in similar programs or in your experiences?

Marketing at regional and national professional conferences, college fairs and healthcare systems educational meetings have all been successful, however word of mouth has been very successful in similar programs once a class has matriculated.

5. What new web content will you need for your new program? (list all)

An additional web page added to the Office of Research, College of Health Professions, and College of Education with links to appropriate areas.

6. What type of imagery would best describe your new program?

Cohort based interprofessional education for the educator/clinician scholar/leader seeking to advance within the changing educational, community, and healthcare marketplace.

7. What marketing materials will you need and when will you need them? (Admissions and Academics)

Brochures, radio and magazine ads, and pop-up displays for conferences will be needed in Planning Year 1.
8. Who will write content for materials you need (web, brochure, fact sheet, flier, etc.)?

Program faculty, staff, Admissions personnel and MarCom personnel.

9. Does Marketing and Communication anticipate this program will require additional Marketing and Communication staff: No
   a. List the FTE required:

10. Marketing and Communications Comments:

Depending on chosen marketing strategies, funding will need to be set aside early in the project and enough lead time will need to be allowed to coordinate media implementation.

ENROLLMENT SERVICES

D. Advising Office

1. What is the process for academic advisement (understanding the requirements related to their programs of study and receiving timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies) for future, incoming, and current students?

   Staff and Faculty training will occur during program retreats prior to student enrollment and in conjunction with staff from Admissions and Graduate and Professional Student Services.

2. Who will be responsible for academic advising for each of the following groups of students: future, incoming, and current?

   Program and Adjunct Faculty along with Graduate/Professional Admissions Staff will provide these services.

3. Will a specific advisor be assigned to each student? Yes

4. Who will be responsible for publishing the proposed program’s advising information including but not limited to advising requirements, responsibilities, graduation requirements, and transfer policies?

   Program administrative staff with direction from program director and in accordance with standard Pacific University policies and procedures.

5. Does the Advising Office anticipate this program will require additional Advising staff: No
   a. List the FTE required:

6. Advising Office Comments: 9/16/13 - No concerns or requirements at this time, as advising will be handled within program. (Conversation with Gretchen Potter).

E. Institutional Research

1. Will program representatives need access to various reporting channels, such as viz.ir? List any costs; setting up access to these channels requires permissions and in some cases incur costs to the program (e.g., purchasing additional seats for Tableau server).
No additional costs have been noted by staff in these areas.

2. What is the program’s assessment plans, including plans for documenting student learning outcomes as listed in 5.A.3 above? (OIRA can facilitate the new program's assessment plan and its connection to broader institutional processes such as program review, strategic planning, mission themes and objectives, and institutional accreditation. The earlier OIRA is included in this planning the better it can support the program’s efforts.)

Based on The Quality Matters Rubric Standards:

**Learning Objectives**

2.1 course learning objectives describe outcomes that are measurable.
2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
2.3 All learning objectives are stated clearly and written from the students’ perspective.
2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.
2.5 The learning objectives are appropriately designed for the level of the course.

**Assessment and Measurement**

3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy.
3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.
3.5 Students have multiple opportunities to measure their own learning progress.

3. What are the program’s general data analytic needs? (OIRA compiles information from a variety of data sources and has knowledge of additional ones. Discussing the new program’s data needs allows OIRA to identify useful sources of information and incorporate the program’s needs into upcoming data collection efforts.)

Data will be collected from Moodle® (course participation, evaluations, projects and assignments) and Excel® spreadsheets will be utilized to compile information into a “Dashboard” of learner information. In general, data will be evaluated via available software.

4. Does the Institutional Research Office anticipate this program will require additional IR staff: No
   a. List the FTE required:

5. Institutional Research Office Comments: No concerns at this time for additional IR staff.

**F. Financial Aid**

1. Do you want your students to be able to apply for federal, state, and need-based institutional financial aid? Yes

2. If instruction will be online, describe how it will be both synchronous and asynchronous. Students will participate in weekly two-hour synchronous web/video based conferences
with faculty. These time periods may include lecture, case based discussions, review of assignments, or cohort project presentations. Students also will participate in asynchronous educational activities throughout the week. Students will be required to attend campus seminars annually over a one-week period.

3. Provide the details of any funded and unfunded institutional scholarships and grants to be awarded to students. Include projected tuition discount rate (total institutional aid awarded divided by gross tuition revenue). Include international students as they are not eligible for federal, state, and need-based financial aid opportunities.

TA/RA funding will be offered to a limited number of students.

There are multiple current models of PhD education – 1) those in which faculty or institutional grants support students (very common in the natural sciences fields); 2) those in which students work to teach undergraduate students in exchange for tuition remission (graduate student salaries are often quite low with this model); and 3) those in which students pay tuition (this proposal is based on this model). Within this proposal, we present a number of competitors for review (see competitor comparison table). A number of our colleagues in COE and CHP have experience with the tuition-based model and have found that for the student population that the PhDEL program will serve, attending graduate school full time is not feasible or desirable. These students are actively employed in satisfying professional positions that enhance their graduate studies, earning salaries that are far higher than a graduate-student stipend, and are even financially supported by their employers to attend graduate school.

4. If instruction will occur at a new campus or site, state address: n/a

5. Does the Financial Aid Office anticipate this program will require additional Financial Aid staff: No

   a. List the FTE required:

6. Financial Aid Office Comments: No concerns at this point. (Dianna Hall conversation).

G. Registrar

1. Is online registration desired? Not at this time.

2. What grades/grading scheme will be used? Pass / No Pass-based on achieving 80% of competencies

3. In which commencement will students participate (May or August) in which year do you anticipate the first class will graduate? August 2020

4. Can student earn honors? No
   a. Which?
   b. At what threshold?

5. Requested course prefix(es): EL

6. Requested numbering scheme(s): 700
7. Suggested Classification of Instructional Program (CIP Code).

Several potential CIP Codes were considered during the development of this program:

- 52.0213: Organizational Leadership
  - A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.

- 13.0406: Higher Education/Higher Education Administration
  - A program that focuses on the principles and practice of administration in four-year colleges, universities and higher education systems, the study of higher education as an object of applied research, and which may prepare individuals to function as administrators in such settings. Includes instruction in higher education economics and finance; policy and planning studies; curriculum; faculty and labor relations; higher education law; college student services; research on higher education; institutional research; marketing and promotion; and issues of evaluation, accountability and philosophy.

- 13.0401: Educational Leadership and Administration, General
  - A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and that may prepare individuals as general administrators and supervisors.

After review by the Advisory Committee, it was deemed that 13.0406: Higher Education/Higher Education Administration was the most appropriate CIP code.

8. Does the Registrar’s Office anticipate this program will require additional Registrar’s Office staff: No
   a. List the FTE required:

9. Registrar’s Office Comments: Based on the small class size, no concerns at this time.

STUDENT SERVICES

H. Student Life

1. Do you anticipate your targeted students to utilize the following services? If your students will not be on the Forest Grove campus, please indicate how often you expect these services at the Forest Grove campus to be utilized.
   a. Counseling Center: No
   b. Health Center: No
   c. Learning Support Services: Yes
   d. Student Activities: No
   e. Outback/Voyages: No
   f. Graduate Student Services: Yes

2. What housing needs will your students have that will require assistance from Housing and Residence Life? A small number may request open dormitory rooms for summer seminar sessions. Coordination with Housing and Residence Life will occur to minimize impact on student services.
3. Will your students be commuting? If so, what is the plan for addressing parking or the impact on parking on the campus where they will be attending? Students will be on campus for one week a year during the summer (specific dates to be determined). It is anticipated that 14 to 28 students will not have a significant impact on services.

4. Does Student Life anticipate this program will require additional Student Life staff? No
   a. List the FTE required:

5. Student Life Comments: No additional needs or concerns, email with Will Perkins 9/17/13.

EDUCATIONAL FACILITIES AND SERVICES

I. Facilities

1. List existing spaces that will be used (include classroom, lab, clinic, office, studio, storage, etc.):
   Two offices initially will be needed and a third office for full-time faculty in academic Year 3.

2. List furniture and equipment needs (include costs for maintenance, licensing, etc.) and indicate if costs are one-time or ongoing:
   Two offices will need computers and furniture (copier use will be shared with existing Office of Research personnel). Costs are anticipated at initial outlay of less than $10,000 and annual costs of upkeep and upgrading of $4,000 per year.

3. Are there construction plans for the new program? No

4. What are the critical program construction and start dates? None

5. Does Facilities anticipate this program will require additional Facilities staff? No
   a. List the FTE required:

6. Facilities Comments: No concerns at this time. Space is available for summer seminar.

J. Libraries

1. Have you worked with University Librarian or designee to develop a Library Budget Plan for your program (This involves assessment of current resources and evaluation of needed information resources including journals, books both print and electronic)
   Yes-ongoing with Nancy Henderson.

2. Is the plan developed in conjunction with the Libraries reflected in the Budget Plan Template?
   Yes

3. If your program is located at one of our “satellite” campuses (such as Eugene or Woodburn), have you consulted with the University Librarian or designee about how research and instruction services will be provided? N/A

4. Have you consulted with the Director of Educational Technology and Curricular Innovation to determine:
   a. How are courses going to be delivered?
      Yes
b. What educational technology/instructional design support will you need?
   It is anticipated that Moodle support and instructional design support is adequate.

c. Are costs of any plan developed in conjunction with the Director is included in the Budget Plan Template?
   Yes

Does the Library anticipate this program will require additional staff for library or educational technology services: No

5. a. List the FTE required:

6. Library Comments: Still working with them to develop detailed budget for resource needs.

K. University Information Services (UIS)

1. What are the wired and wireless infrastructure needs for the program?
   Students will need connection when on campus for one week each year.

2. What are the computer needs for the program?
   Two computers initially, with a third needed in AY 17/18 and another in 19/20.

3. What are the telephone needs for the program?
   Two phones initially, with a third needed in AY 17/18 and another in 19/20.

4. What are the copying, faxing and printing needs for the program?
   Shared with the Office of Research

5. Will there be new software needed for faculty and staff in the new program?
   No

6. Will there be new clinical software needs or Software as a Service applications needed for the program?
   No

7. Will new classrooms be needed for the program? (Smart classrooms?)
   No

8. What are the audio/visual needs for the program?
   Ability to use web cams, Adobe Connect, Webex and Skype. Conference telephone may be needed from Library occasionally.

9. Will you need after hours support from UIS for your students or faculty? Yes

10. Does UIS anticipate this program will require additional UIS staff:
    Potentially added to existing 8:00 am to 12:00 am support

11. List the FTE required: Part time for after-hours coverage

University Information Services Comments: Coverage for after-hours may be needed and discussions
are ongoing with UIS administration.

FINANCIAL SERVICES

L. Budget Office

1. Will there be start-up funds for faculty to do research? If so, include in the budget and describe here. No

2. Please identify the expenses in the financial plan that are one-time vs. ongoing. Computers, phones, furniture (up to $5,000 each for two program members).

3. Does the Budget Office anticipate this program will require additional Budget Office staff: No
   a. List the FTE required:

4. Budget Office Comments: Assessment of contra-fees is ongoing and will be resolved when budget is approved.

M. Business Office

1. Describe the billing cycle (determined in conjunction with the Business Office): Same as the one for the used for the Office of Research in Academic Affairs.

2. If the program has a clinic, explain the billing system (developed in conjunction with UIS). Include all accepted methods of payment: N/A

3. Does the Business Office anticipate this program will require additional Business Office staff: No

4. Business Office Comments: A portion of student fees will need to be allocated for the Business Office expenses, approximately $80 to $100 per year/per student.

PERSONNEL SERVICES

N. Human Resources:

1. Salary ranges are determined by HR. State the date you met with Human Resources to complete the position detail in the budget spreadsheet for each position being hired. 3/26/13

2. Complete the following table with the requested information for each position being hired (to be completed in conjunction with HR, add additional rows as needed):

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<th>Position</th>
<th>Anticipated Hire Date</th>
<th>Faculty, Staff, or Administrator</th>
<th>Title</th>
<th>Rank</th>
<th>FTE</th>
<th>Salary Range</th>
<th>Variables</th>
<th>Scheduled Months Worked (i.e. 9 of 12)</th>
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<td>A Year 1</td>
<td>Administrator</td>
<td>Director</td>
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<td></td>
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<tr>
<td>2</td>
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<td>Mgr Adm Services</td>
<td>Staff</td>
<td>1.0</td>
<td></td>
<td></td>
<td>11/12</td>
</tr>
</tbody>
</table>
3. Will you be recruiting internationally as well as domestic? 
   No

4. Are any of the salaries funded through grants? 
   No

5. Does Human Resources anticipate this program will require additional Human Resources staff: No 
   a. List the FTE required:

6. Human Resources Office Comments: Adjunct faculty need to reside in Oregon to coincide with complicated payroll laws.

**INTERNATIONAL SERVICES**

O. International Programs (This section TBD)

1. Does your program need to have a petition filed on its behalf to the Student & Exchange Visitor Program in order for non-citizens in need of immigration sponsorship to enroll? Yes. Consultation with International Programs with lead time of 10 to 18 months is needed.

2. Does the proposed campus home for your program have government approval for international students? Not at this time, but once the program is approved by NWCCU, the paperwork will be filed with the U.S. State Department.

3. Does your program anticipate partnering with any institutions overseas for either the direct enrollment or exchange of students? Not at this time.

4. Does your program anticipate sending Pacific students outside the US for any educational or work placement/clinical experience? Yes in the future, as the program expands.

5. Does your program require off-campus clinical experience or employment (compensated or not)? n/a 
   a. Are required off-campus clinical training or work experience placements determined by program faculty/staff or by national match process?

6. Will your program offer any sort of provisional or restricted admission to students who are academically qualified in all areas other than English proficiency? Not at this time.

7. (If Applicable) Does your program’s state licensing board require any particular immigration status in order for students to study in your program? 
   No

8. Does International Programs anticipate this program will require additional IP staff: No 
   a. List the FTE required:

8. RISK MANAGEMENT

A. Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with potentially major items such as student enrollment, hiring key personnel, negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

Due to the small cohort size and the ability to partner with existing PhD programs and other schools within Pacific, the PhDEL program is entirely scalable; if it becomes necessary to scale back or eliminate the PhDEL program, faculty and staff would be re-absorbed into COE/CHP programs. If the projected enrollment of 14 students for the first cohort is not met by a predefined date, the cohort can be canceled. Staff assigned to the PhDEL program during Planning Year 1 would return to their previous position within the university. If the program were to be terminated after the staff position reached 1.0 FTE in AY 1, then transfer within the university would be attempted first and then if needed, the position would be terminated. If the program experienced declining enrollment over time, the program would continue until all students already in the program were graduated.

During the approval process, should the PhDEL program not receive adequate support, the plan would be terminated or modified until appropriate approval is received. If approved by the faculty, the President’s Cabinet, the President, the Board of Trustees, and other governance bodies (NWCCU), the plan could be terminated, if the projected initial cohort size of 14 students is not achieved.

9. EXIT STRATEGY

A. Steps and Timeline for Plan Termination

1. Outline the steps that would be taken and a general timeline if the decision was made to terminate the plan.

Due to the small cohort size and the ability to partner with existing PhD programs and other schools within Pacific, the PhDEL program is entirely scalable; if it becomes necessary to scale back or eliminate the PhDEL program, faculty and staff would be re-absorbed into COE/CHP programs. If the projected enrollment of 14 students for the first cohort is not met by a predefined date, the cohort can be canceled. Staff assigned to the PhDEL program during Planning Year 1 would return to their previous position within the university. If the program were to be terminated after the staff position reached 1.0 FTE in AY 1, then transfer within the university would be attempted first and then if needed, the position would be terminated. If the program experienced declining enrollment over time, the program would continue until all students already in the program were graduated.

During the approval process, should the PhDEL program not receive adequate support, the plan would be terminated or modified until appropriate approval is received. If approved by the faculty, the President’s Cabinet, the President, the Board of Trustees, and other governance bodies (NWCCU), the plan could be terminated, if the projected initial cohort size of 14 students is not achieved.

This means that in Planning Year 1, which will consist of administrative staff provided by COE overload and a 0.625 FTE program director, if the initial enrollment of 14 is not met, then the program will be canceled before any students matriculate into the program. In future years, if enrollments decline, then staff and faculty will be scaled out of the program and back to COE/CHP after all current students are graduated from the program.
2. Identify key benchmarks for implementing the Exit Strategy.

During the approval process, should the PhDEL program not receive adequate support, the plan would be terminated or modified until appropriate approval is received. If approved by the faculty, the President’s Cabinet, the President, the Board of Trustees, and other governance bodies (NWCCU), the plan could be terminated, if the projected initial cohort size of 14 students is not achieved.

10. BUDGET PLAN

A. The budget plan consists of a series of budget templates made up of four Excel spreadsheets in one Excel file and one narrative template in a Word file.

See attached Excel and Word files.

11. ACCREDITATION

A. Professional Accreditation
   1. Does this program require professional accreditation(s)?
      No
      a. If yes, list the name of the accrediting body:
         N/A
      b. If yes, provide a timeline for the accreditation process and indicate where the program is in the process:

B. Accreditation Standards

   1. What are the accreditation standards?

   There are no specific accreditation requirements for this degree beyond the university’s accreditation with NWCCU.

   2. What is the plan for meeting the accreditation standards?

   Await approval from Board of Trustees and then work with the Provost’s Office to submit materials to NWCCU.

   3. What is the timeline for meeting the accreditation standards?

   The program will seek accreditation under Pacific University’s Northwest Commission on Colleges and Universities (NWCCU) accreditation, once program approval is received from Pacific’s Board of Trustees.

C. NWCCU: If the new program you are proposing constitutes a substantive or minor change, a request must be sent to the Northwest Commission on Colleges and Universities (NWCCU) for approval. The current standards are available at: [http://www.nwccu.org/Standards%20and%20Policies/Policies/PolicyDocs/Substantive%20Change%20Policy.pdf](http://www.nwccu.org/Standards%20and%20Policies/Policies/PolicyDocs/Substantive%20Change%20Policy.pdf)

   1. Do you anticipate this proposal will be a substantive change request or minor change request?
Substantive

2. If substantive, please note NWCCU requires the completion and submission of the following form at least one month prior to submission of the change request. Please work with the Provost's Office to submit materials to NWCCU.

3. Does this proposal seek approval to establish a branch campus or additional location where 50% or more of a program is offered? No
   a. If yes, please provide the following information (required by NWCCU):
      i. Student Services:
         1. Capacity of student service to accommodate the change
         2. Implications of the change for services to the rest of the student body
      ii. Physical Facilities:
         1. Provision for physical facilities and equipment
      iii. Library and Information Resources:
         1. Adequacy and availability of library and information resources
      iv. Faculty:
         1. Analysis of the faculty and staff needed
         2. Educational and professional experience qualifications of the faculty members relative to their individual teaching assignments
         3. Anticipated sources or plans to secure qualified faculty and staff

12. APPENDIX A - SUMMARY OF FEEDBACK – Initial feedback has been integrated into this updated proposal.

   1. School or Program:
   2. College Curriculum Committee:
   3. President’s Cabinet:
      Budget will need further review pending proposal approval, not in 15/16 budget.
   4. University Curriculum and Standards Committee:
      Updating information after meeting on April 1, 2015.
   5. Implementation Review Committee:
      Updating information after meeting on March 16, 2015.
   6. College:
   7. Other Colleges (if applicable):
   8. University Council:
   9. Staff Senate:
   10. Faculty Senate:

APPENDIX B – CV’S FOR PROGRAM FACULTY
Sanders, Sheryl  American Association of Clinical Anatomists- abstract reviewer for the annual meeting. Reviewed and scored 19 abstracts submitted for the July 2013 meeting.

Scott, BJ  Scott, BJ (20) Appointed to the Board of Directors, Aphasia Network Northwest.

Shallcross, Robin  With Alfonso Lopez-Vasquez, hosted a day long Forum on Sustainable Immigration April 5, 2013 at Tuality Salud in Hillsboro.

Stamper, Brendan  Attended AACP Institute on Teaching and Learning, May 2013.

Stamper, Brendan  Ad hoc reviewer for the following journals: Chemical Research in Toxicology, Physiological Genomics, Toxicological Sciences, Toxicology and Applied Pharmacology

Vo, Duc  Medical Director – Shea Pediatrics and Young Adult Medicine

Vo, Duc  Status: Current, ongoing

Vo, Duc  Mentor/Advisor 7 students, Class of 2014

Vo, Duc  Actively Practicing Physician/Clinician -Ongoing

Vo, Duc  Clinical Preceptor: Medical Students and PA Students from various programs across the country -Ongoing

Vo, Duc  Mentor/Advisor 6 students, Class of 2015

Vo, Duc  Hospital Privileges – Scottsdale Healthcare,


Von, Mary  Textbook Review and Editing


White, John  2012-present -Chair WOAPE Board of Directors

White, John  2011-present -SSO:USA, Chair & Site chair 2012 for SSO:USA Conference

White, John  AOTA Education Summit (2013) Reviewer for submitted papers for education-focused conference (contact Andrea Bilics or Jyothi Gupta, present and past Chairs of Commission on Education)

White, Sarah  ACCP Online Curriculum Vitae Review Service

White, Sarah  Area Health Education Center of Southern Oregon Volunteer group leader, Fall 2012
PhDEL Budget Narrative

April 14, 2015

Revenue

1. Tuition set in Academic Year 1 at $700 per credit with a 3% tuition increase in each consecutive year.
2. Enrollment of 14 students per cohort will be sought, but admissions annually will seek 16-18 students to address possible attrition; Graduate Admissions Office has projected a minimum of 30-32 applicants annually will be needed to achieve target cohort size.
3. Additional revenue will be achieved through student fees to attend one-week, on-campus seminar during the summer (dates to be determined).

Personnel

1. Program Director (0.625 FTE) in Planning Year 1; expanded role to 1.0 FTE beginning in Academic Year 1 with a 3% salary increase in each consecutive year.
2. Internal Adjunct Faculty (1.0 FTE) funding $80,000 with a 3% increase in each consecutive year; COE faculty overload will cover some of the teaching responsibility in Academic Years 1-4 and in consecutive years; the funding requested here is to cover internal adjunct faculty (CHP) through buyout or supplemental pay, and for additional content experts (external adjuncts), as needed.
3. Full-time PhD Tenure-track Faculty will be hired in Academic Year 2, with a 3% salary increase in each consecutive year.
4. Administrative Support Manager will be available in Planning Year 1 at 0.625 FTE and 1.0 FTE in each consecutive year; no funding required – this position is available through COE.
5. Graduate Admissions Recruiter will be staffed in Planning Year 1 at 1.0 FTE to recruit applicants to the program. This position will continue at 1.0 FTE in each consecutive year.

Budget Pool/Other Expenses

1. CETCI support/UIS support/Library services support - $15,000 in Planning Year 1 with a 3% increase in each additional year.
2. Summer Seminar expenses (on campus) begin in Academic Year 1 and increase annually, based on the number of students enrolled in the program and a 3% increase annually.
3. Computer purchase for Program Director - $2,200 in Planning Year 1 and Admissions Recruiter in Year 1.
4. Faculty travel for professional development/conferences – begins in Academic Year 1 with a 3% increase in each consecutive year.
5. Marketing - $15,000 beginning in Planning Year 1, with a 3% increase in each consecutive year.
7. Supplies - $1,500 beginning in Planning Year 1, with a 3% increase in each consecutive year.
## REVENUES

### Total Revenues
<p>|</p>
<table>
<thead>
<tr>
<th>FTE</th>
<th>Credit Hrs</th>
<th>Tuition/ Cr Hr Rate</th>
<th>$ Amt</th>
<th>$ Amount</th>
</tr>
</thead>
<tbody>
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<td>0.0</td>
<td>0</td>
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<tr>
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## EXPENDITURES

### Payroll
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<th>Planning Year 1</th>
<th>Academic Year 1</th>
<th>Academic Year 2</th>
<th>Academic Year 3</th>
<th>Academic Year 4</th>
<th>5 Yr Total</th>
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</thead>
<tbody>
<tr>
<td></td>
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### Gross Margin (Net Rev & Exp)

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<th>Academic Year 3</th>
<th>Academic Year 4</th>
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<td>Credit Hrs</td>
<td>Tuition/ Cr Hr Rate</td>
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<tr>
<td>Gross Margin</td>
<td>(162,775)</td>
<td>(185,636)</td>
<td>(173,477)</td>
<td>(7,894)</td>
<td>160,152</td>
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<td>-53%</td>
<td>-2%</td>
<td>23%</td>
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### Indirect Cost Allocation (20% of Non-Capital Expenses)

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<th>Academic Year 4</th>
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</thead>
<tbody>
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<td></td>
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<td>(252,643)</td>
<td>(273,846)</td>
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### Cumulative Overall Net Margin

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<th>Academic Year 3</th>
<th>Academic Year 4</th>
<th>5 Yr Total</th>
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</thead>
<tbody>
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<td></td>
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<td>Tuition/ Cr Hr Rate</td>
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<td>Cumulative</td>
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### REVENUES

#### Tuition: Cohort 1

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<tr>
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<td>765</td>
<td>160,650</td>
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#### Cohort 2

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</thead>
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<td>15</td>
<td>721</td>
<td>151,410</td>
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<td>14</td>
<td>15</td>
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#### Cohort 3

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</thead>
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<td>15</td>
<td>743</td>
<td>156,030</td>
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<tr>
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<td>15</td>
<td>765</td>
<td>160,650</td>
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#### Cohort 4

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#### Scholarship Funds

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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Clinics

|                |            |                     |       |

#### Summer Seminar Fees

|                |            |                     |       |

**Total Revenues**

|                |            |                     |       |

### EXPENDITURES

#### Salary and Wages

- To save costs, consider sequencing the positions or have mid-year hires; complete the Payroll Positions spreadsheet to show payroll details.

#### Faculty:

- Regular Faculty:
  - Tenure Track Faculty
    - 1.0: 100,000
    - 1.0: 103,000
    - 1.0: 106,090
    - 1.0: 109,273
  - Term Contract Faculty
    - PhD Faculty
    - Clinical Faculty
    - Part-time Faculty
      - 1.0: 80,000
      - 1.0: 82,400
      - 1.0: 84,872
      - 1.0: 87,421

#### Fringes (35%)  

- 28,000
- 63,840
- 65,755
- 67,729
- 83,673

#### Start Up Costs:

- Moving Expenses
  - 0
- Other staff payroll expenses
  - 0

**Payroll Expenses Sub-total**

|                |            |                     |       |

#### Other (as specified)

- 0
- 0
- 0

**5 Yr Total**

|                |            |                     |       |

---

**Notes:**

- Only input into yellow highlighted cells as applicable. Don’t change other cells.
- Formula Cells — Do not change green cells.

---

**Area: College of Health Professions & College of Education**

**PhD in Education & Leadership (Phase 2013-2015)**

**Date: April 2015**
<table>
<thead>
<tr>
<th>Area: College of Health Professions &amp; College of Education</th>
<th>PhD in Education &amp; Leadership (Phase 2013-2015)</th>
<th>PhD in Education &amp; Leadership</th>
<th>$ Yr Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Year 1</td>
<td>Academic Year 1</td>
<td>Academic Year 2</td>
<td>Academic Year 3</td>
</tr>
<tr>
<td><strong>Other (ongoing and one-time expenses):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/SLICE/TC Support</td>
<td>$ 15,000</td>
<td>$ 15,459</td>
<td>$ 15,014</td>
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<tr>
<td>Interprofessional Seminar Expenses</td>
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<td><strong>Other Expenses Sub-total</strong></td>
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<td>$ 20,459</td>
<td>$ 25,011</td>
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<td><strong>Budget Pool (ongoing and one-time expenses):</strong></td>
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<td></td>
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<tr>
<td>General Supplies &amp; Services</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
</tr>
<tr>
<td>Faculty travel</td>
<td>$ 10,459</td>
<td>$ 10,459</td>
<td>$ 10,459</td>
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<tr>
<td>Marketing/Advertising</td>
<td>$ 53,094</td>
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<td></td>
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<tr>
<td>Minor equipment (items costing less than $5,000 each)</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
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<tr>
<td>Supplies</td>
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<td>$ 6,371</td>
<td>$ 6,371</td>
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<td><strong>Budget Pool Expenses Sub-total</strong></td>
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<td><strong>Capital Outlay</strong> - (items costing $5,000 or more):</td>
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<td></td>
<td></td>
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<tr>
<td>Operating Capital--funded by normal operating funds:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Equipment/Furniture - items costing greater than $5,000 each</td>
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</tr>
<tr>
<td>Capital improvements - special purpose received from outside</td>
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<td></td>
</tr>
<tr>
<td><strong>Capital Outlay Expenditures Sub-total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$ 162,775</td>
<td>$ 165,836</td>
<td>$ 173,477</td>
</tr>
<tr>
<td><strong>Gross Margin (Net Rev &amp; Exp)</strong></td>
<td>$ 162,775</td>
<td>$ 185,836</td>
<td>$ 173,477</td>
</tr>
<tr>
<td><strong>Indirect Cost Allocation (25% of Non-Capital Expenses)</strong></td>
<td>$ 47,687</td>
<td>$ 51,509</td>
<td>$ 43,369</td>
</tr>
<tr>
<td><strong>Net Operating Margin</strong></td>
<td>$ 115,088</td>
<td>$ 134,327</td>
<td>$ 129,108</td>
</tr>
<tr>
<td><strong>Overall Net Margin Percentage</strong></td>
<td>69%</td>
<td>73%</td>
<td>75%</td>
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<td><strong>Cumulative Overall Net Margin</strong></td>
<td>$ 195,330</td>
<td>$ 447,973</td>
<td>$ 721,819</td>
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</tbody>
</table>
### Individual Payroll Positions Chart

(Enter in yellow areas only where applicable)

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<tr>
<th>Position</th>
<th>Object Code</th>
<th>Classification</th>
<th>Start Date</th>
<th>Position Value</th>
<th>FTE</th>
<th>Salary $'s</th>
<th>Position Value</th>
<th>FTE</th>
<th>Salary $'s</th>
<th>Position Value</th>
<th>FTE</th>
<th>Salary $'s</th>
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<th>Position Value</th>
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<td>Financial Aid</td>
<td>Dianna Hall</td>
<td>x2863</td>
<td>Aid resources needed</td>
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<td>No additional administrative assistance required for processing of up to 12 FAFSA files</td>
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<td>- Grad</td>
<td>Jon-Erik Larsen</td>
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<td>Admission resources needed</td>
<td>3/27/13</td>
<td>May need portion of GradAd salary to support marketing</td>
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<td>Facilities</td>
<td>Harold Roark</td>
<td>x3060</td>
<td>Facility and space needs</td>
<td>3/17/13</td>
<td>No additional services or building space needed</td>
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<td>Human Resources</td>
<td>Troy Strass</td>
<td>x2882</td>
<td>Salaries and wages amounts</td>
<td>3/26/13</td>
<td>Adjunct Faculty need to be in Oregon-Payroll laws</td>
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<td>Library</td>
<td>Marita Kunkel</td>
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<td>Library resources needed</td>
<td>4/11/13</td>
<td>Work with Nancy Henderson to determine needs</td>
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<td>MarComm</td>
<td>Tammy Spencer</td>
<td>x2784</td>
<td>Marketing and advertising costs</td>
<td>4/16/13</td>
<td>Need to consider $15,000 in marketing for program and consider target audience for advertising.</td>
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<td>UIS</td>
<td>Jim Flemming</td>
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<td>Technology and computer needs</td>
<td>4/11/13</td>
<td>After hours assistance, student individual computer speeds for online learning.</td>
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<td>Education Technology</td>
<td>Al Weiss</td>
<td>x1417</td>
<td>Technology and computer needs</td>
<td>3/27/13</td>
<td>Discuss after hours online assistance with UIS.</td>
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<td>Registrar</td>
<td>Anne Herman</td>
<td>x2777</td>
<td>Course Registration/calendars</td>
<td>4/25/13</td>
<td>Discuss international students, financial aid and calendar and need additional business office staff.</td>
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<td>International Studies</td>
<td>Megan Serenco</td>
<td>x1562</td>
<td>International Students</td>
<td>5/9/13</td>
<td>International students will not be able to travel on Visas for any more time than the actual one week summer seminar.</td>
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<tr>
<td>Instructional Services</td>
<td>Lynda Irons &amp; Gyorgyi Nyerges</td>
<td>x1409</td>
<td>Curriculum and Standards Cmt</td>
<td>5/21/13</td>
<td>Present clear objectives and goals for faculty senate review. Include &quot;Quality Matters&quot; rubric and syllabi. Present a clear exit strategy.</td>
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## Pacific University
### Support Areas' Feedback for Proposed Investment Opportunity

<table>
<thead>
<tr>
<th>Business Office</th>
<th>Rene Vanzant</th>
<th>x2231</th>
<th>Student fees</th>
<th>8/28/13</th>
<th>Government and Recreation fees need to be removed from student fee structure. Consider business office fees.</th>
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<tbody>
<tr>
<td>Finance Administration</td>
<td>Bill Ray</td>
<td>x2786</td>
<td>Spreadsheet clarifications and narrative justifications</td>
<td>9/20/13</td>
<td>Contra fees added to spreadsheet, break down tuition by semesters, determine faculty salaries for 2018, consider space and equipment needs.</td>
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</table>