



Proposal for a New Academic Program

Institution: Eastern Oregon University

College/School: College of Education

Department/Program Name: Education

Degree and Program Title: Master of Arts in Educational Leadership

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

13.0401- Educational Leadership and Administration, General

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The proposed Master of Arts in Educational Leadership program is based on the Teacher Standards and Practices Commission Principal License: Program Standards (as outlined in [OAR 584-430-0100](#)). The program prepares candidates to apply for a principal license (as outlined in [OAR 584-235-0020](#)). The proposed program is 40 credits (aligned with the minimum required by rule 584-430-0100(2)(c) and other principal administrator licensure programs in Oregon). The credits are divided into eight 5-credit courses with content delivered asynchronously alongside synchronous sessions. Candidates can complete the program in 1-2 years.

Each candidate will receive mentorship from course instructors, a university supervisor, and a mentor administrator throughout the program. Clinical practices experiences are woven throughout the program in order to work towards the minimum of 300 hours requirement, culminating in a 5-credit clinical practices and portfolio course at the end of the program, which fulfills or exceeds the minimum requirements set out in Standard 8, requiring a 300-hour minimum, including 3 quarter credits of concentrated experience. Upon successful completion of the program, students can apply for licensure through TSPC.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The program includes 8 courses, 5 credits each, totalling 40 credits. The credit load is evenly divided over 4 quarters (full time) or 8 quarters (part time).

- EDLD 520: Foundations and Values: Equity, Ethics, & Mission Credits: 5
- EDLD 521: Structures and Systems: School Improvement Credits: 5
- EDLD 522: Budget and Finance Credits: 5
- EDLD 523: Student Success and Well-Being Credits: 5
- EDLD 524: Principal as an Instructional Leader Credits: 5

- EDLD 525: Supervision, Evaluation, and Development Credits: 5
- EDLD 526: Management and Operations Credits: 5
- EDLD 527: Clinical Practices and Portfolio Credits: 5

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The Master of Arts in Educational Leadership curriculum will have a mixed delivery of asynchronous online coursework and synchronous meetings and mentoring meetings. Online coursework is offered solely online using EOU's Learning Management System, Canvas, and a video conferencing platform, such as Zoom, for synchronous opportunities. Synchronous meeting times will happen after 4 pm to accommodate those working in the K-12 schools. The program includes 8 courses, 5 credits each. The credit load is evenly divided over 4 quarters (full time) or 8 quarters (part time).

	Summer	Fall	Winter	Spring
Year 1	EDLD 520	EDLD 521	EDLD 522	EDLD 523
Year 2 & Full Time	EDLD 524	EDLD 525	EDLD 526	EDLD 527

e. Adequacy and quality of faculty delivering the program.

Due to the unique focus nature of the Master of Arts in Educational Leadership program, we will utilize in-service administrators with experience in rural environments. All instructors delivering the program will have experience in K-12 education, including leadership roles, as well as holding graduate degrees.

Instructors will be evaluated by students using the current EOU end-of-course evaluation. In addition, they will be reviewed annually by the Deans'/Director's designee in consultation with their respective programs. Evaluation will be based on specific program standards that map the general criteria guidelines. Syllabus components for all online courses must conform to EOU requirements as defined by EPCC. Characteristics to be considered include good organization of syllabi and course materials, effective course design, faculty student interactions and timeliness, and student learning outcomes and assessment.

Erin Lair, consultant on the program and instructor for the program, has been serving in a variety of administrative roles in K12 education for the past 13 years. These positions have included a K-12 Vice Principal, Elementary Principal, Director of Technology, Director of School Improvement, and Superintendent. The districts she served in these positions spanned rural and suburban, and small (15 students) to large-midsize (6500 students). Mrs. Lair has experience leading in a traditional district setting, a charter setting, and at a regional Education Service District (ESD). Her background in education leadership provides a wide range of knowledge and understanding of school leadership, from budgets to bus duty. Mrs. Lair has developed teacher mentorship models, supported preservice educators and novice administrators, and has worked tirelessly to advocate for and grow new leaders throughout her career.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

The Master of Arts in Educational Leadership program will be coordinated by the Dean. Because of the nature of the program using in-service administrators, the program anticipates the use of adjunct faculty for courses. Hiring of instructors will happen after program approval. However, throughout the development of the program, EOU has been contacted by multiple administrators indicating their desire to teach in the program.

g. Other staff.

Graduate advising: Kristin Johnson will serve as the graduate programs advisor. Kristin has been in this role since 2010.

h. Adequacy of facilities, library, and other resources.

Facilities - This program is fully online. There are no anticipated facilities needed.

Library - The College of Education has worked with the EOU library to ensure the adequacy of our materials and databases. In addition, students will have comprehensive library access. They can use the EOU online library at any time, with 24/7 live chat support from library representatives available to assist them.

Academic Advising – The College of Education provides comprehensive advising support throughout a student's academic journey:

1. Initial Contact: When prospective students request information, they are assigned a College of Education advisor as their primary contact.
2. Ongoing Support: Once a student declares education as their major, the same advisor continues to work with them until program completion, ensuring consistency and personalized guidance.
3. Advising Accessibility: EOU advisors, based on campus, offer flexible appointment options:
 - o Face-to-face meetings
 - o Phone consultations
 - o Zoom video conferences

Financial Aid Assistance - The EOU Financial Aid office is located on the La Grande campus. Financial Aid representatives are available for appointments via face-to-face, phone, or Zoom.

Informational Technology - The EOU IT office is located on the La Grande campus. IT representatives are available for appointments via face-to-face, phone, or Zoom. Knowledge Base, on the IT website, is a centralized repository of information for all EOU students and staff regarding a wealth of information that can help them navigate anything at EOU.

Course Registration – EOU's program operates on a cohort model. Throughout the program, students benefit from a streamlined registration process:

1. A dedicated college advisor manages course registration for all students.
2. The advisor shares class schedules with the cohort in advance.

3. Students provide written consent, authorizing the advisor to register them for upcoming terms.

This system ensures cohesion within the group and simplifies the registration process for students.

Access to book/text purchases – Before the program begins, the College of Education will provide all students with a comprehensive book list. Students have several options for acquiring their required texts:

1. Purchase online from the EOU bookstore
2. Buy in person at the EOU campus bookstore in La Grande
3. Rent or purchase from any other retailer of their choice

It's worth noting that multiple courses in the program use Open Educational Resources (OERs) instead of traditional textbooks, reducing the overall cost for students.

i. Anticipated start date.

The anticipated start date is summer term 2026.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The College of Education is known for its receptiveness to our regional K-12 education needs and strives to serve the greater education profession in Oregon.

The proposed program aligns with the EOU mission:

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

The program is aligned with the following EOU goals: Excellence in teaching and scholarship; Graduates possess the essential learning outcomes employers seek; Support intercultural competency, inclusiveness, and diversity; and Be recognized as a leader in promoting rural community prosperity and resilience.

The program emphasizes school leadership in rural environments and the use of in-service educational leaders. The program has considered the accessibility, flexibility, and affordability throughout the development of the program. Our delivery model of asynchronous modules, synchronous small group connection and networking, synchronous and asynchronous supports, including mentorship, all align with the mission and values.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The program contributes to institutional and state student access and diversity based on our program delivery. More students are able to access the EOU program because of the chosen delivery model and lower cost of tuition. The program is focused on offering high quality learning experiences that transition from theory to practice. With the development of diverse, highly-qualified educational leaders, we are contributing to Oregon and its communities.

- c. **Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**
- i. **improve educational attainment in the region and state;**
 - ii. **respond effectively to social, economic, and environmental challenges and opportunities; and**
 - iii. **address civic and cultural demands of citizenship.**

The proposed program is allowing for students who are placebound in eastern Oregon with an opportunity to further their educational opportunities where they are located. Eastern Oregon University consistently ranks among the most cost-effective higher education options in the state. Compared to many other four-year institutions, EOU offers a more budget-friendly tuition structure, making it an attractive choice for students seeking quality education at a lower price point.

The program's overarching focus is about rural school communities; however, the concepts and themes are important to any individual looking into K-12 administration. In addition, the program will include equity, ethics and morality, family engagement and interactions, equitable outcomes, instructional bias, and resources.

3. **Accreditation**

- a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

The EOU College of Education is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) and teacher licensing programs are accredited by the Oregon Teacher Standards and Practices Commission (TSPC).

TSPC is the licensing agency for Oregon teachers, personnel services, and school administrators. As part of the process, EOU has met with TSPC regarding the development of this program. EOU plans to propose the program to TSPC in fall of 2025 for approval.

- b. **Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

EOU is confident that we will be able to meet all standards required for accreditation. The focus of the program aligns with the EOU mission and overall focus of EOU in developing educational professionals with skills and experiences necessary for diverse educational settings, and rural communities. The program was developed with a consideration for alignment to all TSPC requirements.

- c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

N/A

- d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

During the development stages, EOU has met with TSPC. The program is aligned with TSPC identified scope and responsibilities of a school administrator, as outlined in OAR. EOU plans to propose the program to TSPC in fall of 2025 for approval. It is anticipated that EOU will be allowed to offer the program and then undergo a focused program review two years after starting.

4. **Need**

- a. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**

	Year 1	Year 2	Year 3	Year 4	Year 5
One-year program	10	10	10	10	10
Two Year program	5	5	5	5	5

- b. **Expected degrees/certificates produced over the next five years.**

Year 1	Year 2	Year 3	Year 4	Year 5
10	15	15	15	15

- c. **Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).**

All or most of the students in this program will be from Oregon based on it being a preparation program aligned to Oregon requirements. However, some candidates from out of state may still choose to complete our program. As a graduate level program designed for administrators, students will already hold a bachelor's degree and have teaching experience. All of the coursework will be offered online, supplemented by on site mentor administrators and online or in person guidance from university supervisors. Students will frequently continue to work full time while being enrolled in the program and will decide between moving at a full time or part time pace. Many students would select EOU based on being able to complete their degree while living in a rural area without feasible access to an in person administrator preparation program.

- d. **Evidence of market demand.**

The market demand for K-12 principals in Oregon reflects broader educational trends and local demographic shifts. As of 2024, Oregon is in need of school leaders, driven by factors such as retirement rates, population growth in certain districts, and increasing administrative responsibilities. Rural areas often experience more difficulty in attracting and retaining qualified principals. According to IPEDS 2020 data, education is the second largest

discipline accounting for 18 percent of master's-level graduates. Graduates for master's-level education leadership has increased by 4% annually. As of 2020, nationally, only 44 percent of programs were offered online.

Labor indicators show that there will be an 8% growth in employment needs. It is projected that between 2020-2030, there will be an average of 22 thousand openings. A masters degree is the typical level needed for entry into school administration and is a licensure requirement.

- e. **If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

The EOU College of Education meets twice with the Advisory Council. Participants (administrators, mentor teachers, current students, alumni, and university supervisors) continually bring up the need for an administration program with a focus on rural schools.

EOU conducted surveys with administrators (N=54) and prospective candidates (N=35). Administrators had a range of preference in modalities and also recognized expansion of possibilities based on new technology. Both administrators and prospective candidates emphasized the need to acknowledge demands of full lives.

Prospective candidates prefer an online, asynchronous program (80%), followed by an online, synchronous program (57%). Flexible pacing is important to 88.5% of candidates. 91.4% of candidates desire to finish within 2 years.

Both administrators and prospective candidates highlighted the importance of authentic and relevant coursework taught by administrators with recent experience in order to prepare candidates for what will actually be required of them, especially as rural administrators.

The EOU program is aligned with the feedback we received from administrators and prospective candidates.

- f. **Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

Students who complete the program will generally be aspiring to work in K-12 leadership at the building level. Based on the needs of our region, we anticipate that our program graduates will seek TSPC licensure and be emily employed because of the need for district leadership.

5. Outcomes and Quality Assessment

- a. **Expected learning outcomes of the program.**

The program is aligned with the TSPC standards (584-235-0010):

Standard 1: Mission, Vision and Core Values. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, equity and inclusion, and academic success and well-being of each student.

Standard 2: Ethics and Professional Norms. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3: Equity and Cultural Responsiveness. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous, culturally responsive, and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5: Community of Care and Support for Students. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6: Professional Capacity of School Personnel. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7: Professional Community for Teachers and Staff. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8: Meaningful Engagement of Families and Community. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9: Operations and Management. Effective educational leaders manage school operations and equitably distribute resources to promote each student's academic success and well-being.

Standard 10: School Improvement. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Specific course assignments and rubrics for assignments outlined on the syllabi will be developed by the instruction team. The program is focused on developing intentional assignments that move students from theory to practice. We will use standards based grading aligned to the program evaluation expectations. Multiple sources of evidence will be expected: written, individual check-ins, small group meetings, module assignments and course projects.

Students will also have evaluations throughout the courses with a mid-course evaluation to provide formative feedback. The clinical practices evaluation is the official, comprehensive program evaluation completed at the end of the program.

All assignments and evaluations will provide evidence of meeting the program standards. Curriculum mapping demonstrates when key concepts will be addressed and to what level (introductory, reinforced, assessed) for each course. Key assessment data will be analyzed annually and utilized for program continuous improvement.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Program instructors are to have demonstrated content expertise and experiences working in K-12 settings, preferably in rural communities. Examples of experience will entail a

minimum of 3 years of full-time employment as a K-12 teacher and a minimum of 3 years of successful K-12 leadership (e.g. principal or superintendent).

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

At the time of initial development, September 2023, the following programs were listed on the [TSPC provided spreadsheet](#) as having administrative programs:

- [George Fox University](#) (private) - online
- [Lewis & Clark Graduate School](#) (private) - on-campus
- [Portland State University](#) (public) - online and on-campus courses
- [Southern Oregon University](#) (public) - combination of online coursework with some in-person meetings
- [University of Oregon](#) (public) - combination synchronous sessions asynchronous sessions
- [University of Portland](#) (private) - on-campus

All programs were identified as having both principal and professional programs. All programs consistently have an equivalent of 40 quarter credit hours (27 for the semester programs).

There is a range of delivery. Some are strict cohorts, while others allow for flexibility of pace. Some are fully online, while others have some face to face requirements. With online, some have a blend of asynchronous and synchronous. Lewis & Clark has regional cohorts, currently serving our region in Pendleton and Ontario.

Some programs state that candidates are required to have a master's degree that can be completed concurrently as a part of their master's program with the principal administration coursework serving as the concentration/specialization if the candidate does not already have a master's. None of the programs are master's degrees on their own.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The proposed program compliments other programs in the state by providing more opportunities for students to access coursework to complete the content needed for a principal license, particularly those students who are unable to attend a face-to-face program, due to their location, and need the flexibility of online coursework. There potential for collaboration, as EOU serves a different geographic region, that is mainly rural and the proposed program opens up access to many students in the state and beyond.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs.

The development of our administration license is expected to have minimal impacts on other programs in the state.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Institution: Easter Oregon University

Program: Master of Arts in Educational Leadership

Action: At the **May 14th** meeting, the Statewide Provosts Council approved a new program for **Easter Oregon University, Master of Arts in Educational Leadership** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The Board of Trustees approved the program at its **May 21, 2025** meeting.

Eastern Oregon University

Peter Geissinger, Provost

☒ Approved

☐ Opposed

☐ Abstained



Oregon State University

Belinda Batten, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



Portland State University

Shelly Chabon, Provost

☒ Approved

☐ Opposed

☐ Abstained



University of Oregon

Chris Long, Provost

☒ Approved

☐ Opposed

☐ Abstained



Oregon Health & Science University

Marie Chisholm-Burns, Provost

☒ Approved

☐ Opposed

☐ Abstained



Oregon Tech

Hesham ElRewini, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



Southern Oregon University

Casey Shillam, Provost

☒ Approved

☐ Opposed

☐ Abstained



Western Oregon University

Jose Coll, Provost

☒ Approved

☐ Opposed

☐ Abstained

