

STATUS REPORT ON RECENTLY ESTABLISHED (1-2 YEARS) DEGREE PROGRAMS
(Authorized January 2006-December 2007)
THE UNIVERSITY OF NORTH CAROLINA

Date: 12-1-08

Constituent University: University of North Carolina Wilmington

Degree Program Title: Educational Leadership and Administration

Degree Program CIP Number: 130401 Level: D

Type of Degree: Ed.D

Date Established: August, 2007

Headcount Enrollment, as projected in Request for Authorization to Establish, and Actual Headcount Enrollment:

<u>1st Year (2007-08)</u>		<u>2nd Year (2008-09)</u>	
Projected/Actual		Projected/Actual	
<u>18</u>	<u>16</u>	<u>17</u>	<u>13</u>

Degrees Conferred Each Year to Date: No degrees conferred at this time.

Resources: Resources for the program are adequate in terms of delivering instruction, facilities, and supporting internships at home and abroad. However, the program is dependent upon the state for continued scholarship and graduate assistantship monies to help support working students as they complete a doctoral degree. Cuts to this funding severely jeopardize some students' ability to afford the innovative international internships which provide a global view on schooling and education. Currently, there are 29 doctoral students in the program, each of whom will require a dissertation committee of at least 3 full-time faculty members. The demand in the region is sufficient to continue accepting cohorts of this size. Given the time and effort required of dissertation committees, the program has begun to examine the optimal number of students that the faculty can effectively support through this process while also maintaining their full teaching loads. As a result, the program is currently considering a reduction in the number of students accepted for future cohorts and thus reducing the faculty workload issue.

Curriculum: The curriculum for the Ed.D. in Educational Leadership and Administration was developed as proposed in the request to establish proposal. Data has been collected throughout the first 1.5 years of this program from student evaluations, faculty perceptions, and public school partner input in order to judge the effectiveness of coursework and field experiences. This information continues to be analyzed and used to improve course content and experiences at home and abroad. No major modifications to the curriculum are presently planned. The first cohort of students has yet to complete half of their program, as such data collection and analysis will be ongoing as the initial cohorts move through the program.

Other Information: Based on student and faculty feedback, the content, delivery, and relevance of this program has been rated highly. The first cohort of students completed their first year of coursework in May, 2008. Although all of the students are professional educators with great demands upon their time, no student left the program. The hybrid (face-to-face/online) delivery model for courses provides the flexibility necessary to allow students to be successful in their work and study. During the summer of 2008, the first cohort engaged in an international internship to study schools and cultures in a foreign country. Half of the cohort traveled to South Africa and the other half traveled to Belize. Each group was accompanied by a full-time faculty member that facilitated structured interfaces with the schools and cultures of these countries. Students overwhelmingly rated the experience as life-changing and critical to their development as educational leaders. The second cohort of doctoral students will complete their international internship during the summer of 2009. The next experience for both groups will be a business internship where students work with upper level managers to understand the complexities of resource management and strategic planning. Continued progress is expected as the initial cohorts move toward completion of their program.

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