

W UNIVERSITY of WASHINGTON | TACOMA
EDUCATION

To: James Antony
Associate Vice Provost and Associate Dean for Academic Affairs
The Graduate School

J.W. Harrington
Vice Chancellor for Academic Affairs
Office of the Chancellor, UW Tacoma

From: Kären Landenburger, Director UW Tacoma Education Program
Re: Addendum – Response to December 2, 2011 Graduate Program Review Report
Date: January 26, 2012

The University of Washington Tacoma Education Program wishes to submit further response to issues generated in the UW Graduate Program Review about the Ed.D. degree. The leadership of the program and the campus understand the importance of faculty commitment to the program. Faculty in both the Education and Nursing programs have voted positively to support the Ed.D. Within the faculty of both programs there is scholarly expertise in multiple areas of leadership, curriculum development (both K-12 and higher education), curriculum and program assessment and evaluation, research methods, and diversity. We also recognize the expertise needed for support of capstone projects. Although the faculty have a broad range of expertise to support the needs of a diverse student body, faculty workload is already quite heavy. The proposed budget for the Ed.D. includes adequate monetary support to assist faculty as they mentor candidates conducting capstone projects.

In addition there will be a considerable amount of work that must be completed prior to program implementation. Summer revenue funds, in addition to the year 0 budget, will support faculty and staff in the development of recruitment and admission's materials, program and curriculum development, advising plans and other necessities to ensure the success of the program.

It is assumed that some students enrolled in the Educational Administration certification program or the Nursing master's programs in Education and Healthcare Leadership will seek admission to the Ed.D. The Ed.D. will build on these degrees/certificates in the scope and depth of knowledge. There is a natural interface among the teacher certification, the educational administration certification and Ed. D. These programs can serve as a natural laboratory not only for understanding education and leadership but for the development and implementation of programs across levels of educational practice that meet the needs of students in a changing social landscape.

Kären M. Landenburger