

Curriculum Map: Doctor of Education (Ed.D.) in Organizational Leadership - with Superintendent Licensure Concentration



Program name:	Doctorate of Education in Organizational Leadership
Concentration:	Superintendent Licensure
Department:	Academy for Teaching and Learning Leadership
College:	Klipsch Educators College @ Marian University
Contact person:	Dr. Kurt Nelson
Email:	knelson@marian.edu
Phone:	317-955-6241

40 Required Hours
 17 Concentration Hours
 57 TOTAL HOURS beyond Master's Degree

NELP Standards for District Leaders	Course listing	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	LDR	
	Number	710	701	715	781	785	717	750	722	783	790	787	740	793	732	742	752	730	762	760	860	795	
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	Semester	1 SUM	1 SUM	2 FAL	2 FAL	3 SPR	3 SPR	4 SUM	4 SUM	5 FAL	5 FAL	6 SPR	6 SPR	6 SPR	7 SUM	7 SUM	7 SUM	8 FAL	8 FAL	8 FAL	9 SPR	9 SPR	
	Intensive						Intensive							Intensive	Intensive								
Semester Courseload	6 credits		6 credits			6 credits		6 credits			6 credits		7 credits		8 credits			7 credits			5 credits		
Course name	Adaptive Leadership	Introduction to Doctoral Studies	Org. Behavior & Leadership Theory	Research Methods	Quantitative Research	Moral Leadership in a Conflicted World	Transformation & Leading Change	Diversity and Equity in Education	Qualitative Research	Capstone Planning and Design	Statistics for Research	Perspectives on Leadership	Proposal Defense	Fiscal Management of School Systems	The Superintendent	Building Educational Capacity	Authority, Power & Ethics	The Law in Education	School Corporation Internship I	School Corporation Internship II	Capstone		
NELP Standard 1.0: MISSION, VISION, AND IMPROVEMENT																							
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.																							
1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.	✓		✓			✓	✓	✓							✓					✓	✓		
1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.	✓			✓			✓								✓					✓	✓		

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Semester Courseload	Intensive						Intensive							Intensive									
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NELP Standard 2.0: ETHICS AND PROFESSIONAL NORMS																							
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.																							
2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.																							
2.2: Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.																							
2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.																							

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NELP Standard 3.0: EQUITY, INCLUSIVENESS, AND CULTURAL RESPONSIVENESS																						
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.																						
3.1: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.	✓			✓		✓		✓	✓						✓	✓				✓	✓	
3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.	✓							✓	✓					✓	✓	✓				✓	✓	
3.3: Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.								✓	✓						✓	✓				✓	✓	

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	Number	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	3	3	2	2	2	3
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NELP Standard 4.0: LEARNING AND INSTRUCTION																						
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.																						
4.1: Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.																						
				✓				✓		✓			✓			✓			✓	✓	✓	
4.2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.																						
✓				✓			✓	✓		✓		✓	✓			✓			✓	✓	✓	
4.3: Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.																						
				✓	✓			✓	✓			✓				✓			✓	✓		
4.4: Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.																						
				✓				✓							✓	✓			✓	✓		

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NELP Standard 5.0:																						
COMMUNITY AND EXTERNAL LEADERSHIP																						
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.																						
5.1: Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.	✓					✓	✓	✓							✓	✓			✓	✓		
5.2: Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.	✓					✓	✓	✓							✓				✓	✓		
5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.							✓								✓				✓	✓		

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NELP Standard 6.0: OPERATIONS AND MANAGEMENT																							
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.																							
6.1: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.	✓		✓			✓	✓	✓				✓			✓		✓		✓	✓			
6.2: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.				✓			✓	✓						✓	✓	✓			✓	✓			
6.3: Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity	✓		✓	✓										✓	✓	✓			✓	✓			

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NELP Standard 7.0: POLICY, GOVERNANCE, AND ADVOCACY																							
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.																							
7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.																							
7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.																							
7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.																							
7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.																							

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NELP Standard 8.0: INTERNSHIP																						
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.																						
8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.																				✓	✓	
8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.																				✓	✓	
8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.																				✓	✓	