



- PUBLIC
- INDEPENDENT

**NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW**

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*When finished, please save and email to: [he.academicprogramactions@dhe.mo.gov](mailto:he.academicprogramactions@dhe.mo.gov)*

**Sponsoring Institution:**

**Program Title:** Collaborative High Impact Instruction and Leadership

**Degree/Certificate:**

**If other, please list:**

**Options:**

**Delivery Site:**

**CIP Classification:** 13.0607

**Implementation Date:** 8/15/2017

**Is this a new off-site location?**  Yes  No

**If yes, is the new location within your institution's current CBHE-approved service region?**

*\*If no, public institutions should consult the comprehensive review process*

**Is this a collaborative program?**  Yes  No

*\*If yes, please complete the collaborative programs form on last page.*

**Please list similar or comparable programs at Missouri public institutions of higher education.**

*\*For public institutions only*

**CERTIFICATIONS:**

- The program is within the institution's CBHE approved mission. *(public only)*
- The program will be offered within the institution's CBHE approved service region. *(public only)*
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

**AUTHORIZATION**

<input type="text" value="Katie Piacentini, Registrar"/>	<input type="text" value="Katie Piacentini"/>	<input type="text" value="1/5/2021"/>
Name/Title of Institutional Officer	Signature	Date

## **PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

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Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

### **1. Student Preparation**

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.  
To be considered for admission to the Ed.D. program candidates will complete the following: Submit transcripts from Masters-level work completed Submit three letters of recommendation which speak to the candidate's ability to do doctoral work Complete an essay to be submitted as part of the application, which should include the applicant's rationale for an Ed.D., a rationale for this particular program, an explanation of how the degree will influence professional impact and how the applicant hopes to be using the degree in 10 years. Complete an on-campus interview.
- Characteristics of a specific population to be served, if applicable.

### **2. Faculty Characteristics**

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. Fontbonne is accredited by the Higher Learning Commission (HLC) and complies with HLC minimum faculty qualifications. In particular, faculty generally must have a degree in the discipline that is one level higher than offered. In doctoral programs, faculty must have a terminal degree and demonstrate research and accomplishments commensurate with a doctoral program. In some cases, we will also hire faculty that do not meet these criteria but do meet the "tested experience" criteria that we developed to comply with the HLC criteria.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.  
We expect that 90-100% of courses will be taught by full-time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
All Fontbonne faculty are expected to be up-to-date on their discipline. Full-time faculty, as part of the annual review process, are expected to document professional activities and innovation in the classroom that improves student learning. Fontbonne maintains a low student to faculty ratio, and all faculty have extensive student contact

### **3. Enrollment Projections**

- Student FTE majoring in program by the end of five years.  
10
- Percent of full time and part time enrollment by the end of five years.

### **STUDENT ENROLLMENT PROJECTIONS**

YEAR	1	2	3	4	5
Full Time	3	5	10	10	10

Part Time	0	0	0	0	0
Total	3	5	10	10	10

**4. Student and Program Outcomes**

- Number of graduates per annum at three and five years after implementation.  
Year 3 – 0; Year 5 - 10
- Special skills specific to the program.  
[Click here to enter text](#)
- Proportion of students who will achieve licensing, certification, or registration.  
[Click here to enter text](#)
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.  
[Click here to enter text](#)
- Placement rates in related fields, in other fields, unemployed.  
[Click here to enter text](#)
- Transfer rates, continuous study.  
[Click here to enter text](#)

**5. Program Accreditation**

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.

We do not believe any appropriate specialized accreditor exists for these programs that would add value to the degree.

**6. Program Structure**

A. Total credits required for graduation: 48

B. Residency requirements, if any:

The student must complete a minimal residency requirement of 24 credit hours plus the required student teaching or field experience required by the department in which his/her program is held. Within these minimum credit hours, a candidate must complete at least six hours of discipline-specific coursework (*excluding methods courses*) appropriate to the area of certification sought.

C. General education: Total credits:

0

*Courses (specific courses OR distribution area and credits)*


D. Major requirements: Total credits: 48

Course Number	Credits	Course Title
CDS 700	3	Quantitative Research Methods and Strategies
CTE 730	3	Qualitative Research Strategies
CTE 731	3	Translational Research Strategies
CTE 750	3	Culturally Responsive Instruction and Interaction
CTE 772	3	Collaborative Seminar in Interprofessional Collaboration
EDU 728	3	Universal Design for Learning
EDU 729	3	Interactive Technology for Learning
EDU 740	3	Critical Literacy: Learning in the 21 <sup>st</sup> Century
EDU 741	4	Developing Assessment to Inform Instruction
EDU 742	4	Data Literacy: Using Assessment to Inform Instruction
EDU 780	3	Professional Seminar I
EDU 785	3	Professional Seminar II
	6	Electives
	4	Dissertation

E. Free elective credits: 0  
*(sum of C, D, and E should equal A)*

F. Requirements for thesis, internship or other capstone experience:  
 Students complete either research or an internship.

G. Any unique features such as interdepartmental cooperation:

**7. Need/Demand**

- Student demand
- Market demand
- Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

***On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.***



## COLLABORATIVE PROGRAMS

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- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

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