



## New Program Report

**Date Submitted:**

12/12/2023

**Institution**

Missouri State University

**Site Information**

**Implementation Date:**

6/1/2024 12:00:00 AM

**Added Site(s):**

**Selected Site(s):**

Missouri State University, 901 South National, Springfield, MO, 65897

**CIP Information**

**CIP Code:**

130301

**CIP Description:**

A program that focuses on the curriculum and related instructional processes and tools, and that may prepare individuals to serve as professional curriculum specialists. Includes instruction in curriculum theory, curriculum design and planning, instructional material design and evaluation, curriculum evaluation, and applications to specific subject matter, programs or educational levels.

**CIP Program Title:**

Curriculum and Instruction

**Institution Program Title:**

Leadership, Learning, and Educational Change (LLEC)

**Degree Level/Type**

**Degree Level:**

Doctoral Degree (Professional Practice)

**Degree Type:**

Doctor of Education (EDD)

**Options Added:**

Collaborative Program:

N

**Mode of Delivery**

Current Mode of Delivery

Classroom

Student Preparation



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## New Program Report

Special Admissions Procedure or Student Qualifications required:

Program admission requirements will include a Master’s degree from an accredited college or university, including a cumulative GPA of 3.00 on a 4.00 scale in graduate work. Students will submit a cover letter with an application. Students will also participate in an interview with a performance activity.

Specific Population Characteristics to be served:

Master’s degree from an accredited college or university 2. a cumulative GPA of 3.00 on a 4.00 scale in graduate work 3. A cover letter 4. An interview with a performance activity.

### Faculty Characteristics

Special Requirements for Assignment of Teaching for this Degree/Certificate:

Faculty teaching core courses will have a terminal degree, hold Graduate Faculty Status, and be classified as Research Active.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:

We estimate approximately 100% of credit hours within the core courses will be assigned to full-time faculty. At least 75% of the total credit hours will be assigned to full-time faculty depending on the individualized area of specialty.

Expectations for professional activities, special student contact, teaching/learning innovation:

Some individualized areas have practicum expectations that may require liability insurance, and/or background checks.

### Student Enrollment Projections Year One-Five

<b>Year 1</b>	<b>Full Time: 6</b>	<b>Part Time: 14</b>	
<b>Year 2</b>	<b>Full Time: 12</b>	<b>Part Time: 28</b>	
<b>Year 3</b>	<b>Full Time: 18</b>	<b>Part Time: 42</b>	<b>Number of Graduates: 6</b>
<b>Year 4</b>	<b>Full Time: 18</b>	<b>Part Time: 56</b>	
<b>Year 5</b>	<b>Full Time: 18</b>	<b>Part Time: 56</b>	<b>Number of Graduates: 20</b>

### Percentage Statement:

60.00

### Program Accreditation

Institutional Plans for Accreditation:

We will be under the university’s HLC accreditation. National accreditation doesn’t cover non-certification programs in education. We will apply to be a Carnegie Project on the Educational Doctorate (CPED) member institution, if they are accepting members in the year that this program is approved.

### Program Structure

#### Total Credits:

55

#### Residency Requirements:

There are no residency requirements. Students will have an option that includes an online option where some courses will be synchronous and asynchronous online sections.



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## New Program Report

**General Education Total Credits:**

0

**Major Requirements Total Credits:**

25

**Course(s) Added**

COURSE NUMBER	CREDITS	COURSE TITLE
EDU920	3	Education Policy: Impact on Teachers, Students, and Local Communities
EDU915	3	History and Philosophy of Education
Edu954	3	Educational Statistics-Elective
EDU925	3	Leadership and Organizational Change
EDU910	3	Critical Perspectives in Education: Challenges and Opportunities
EDU952	3	Qualitative Methods-Elective
EDU900	1	Intro to Doctoral Studies
Edu950	3	Educational Research-Elective

**Free Elective Credits:**

18

**Internship or other Capstone Experience:**

Dissertation Total credits = 12 minimum (EDU956 Leader-Scholar Community; 1 credit hour each; 4-6 credit hours total; maximum of 4 will count for dissertation) (EDU998 Dissertation; 8 (1-4 per semester; minimum 8 credit hours)

**Assurances**

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus or CBHE-approved off-site location.

I certify that the program will not unnecessarily duplicate an existing program of another Missouri institution in accordance with 6 CSR 10-4.010, subsection (9)(C) Submission of Academic Information, Data and New Programs.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.



## **New Program Report**

### Contact Information

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Green

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Phone: 418-836-4652

**Program description:**

The Doctor of Education in Leadership, Learning, and Educational Change is an interdisciplinary doctoral program designed to develop educators who aspire to assume leadership roles within educational organizations and have a positive impact on the education system. Using a cohort-based model, students will take core courses in a designated sequence, participate in Leader/Scholar communities, choose an individualized specialty area, and complete a dissertation study. The program's flexibility allows students to tailor their coursework to their individual interests, ensuring that they can specialize in areas that align with their career aspirations.

**Admission requirements:**

1. Master's degree from an accredited college or university, including:
  - a. A cumulative GPA of 3.00 on a 4.00 scale in graduate work
2. Students must submit a cover letter.
3. Three Recommendations from individuals in education related field
4. Students must complete an interview that will include a performance activity

**Degree requirements:** Total credits: 55-65

The Doctor of Education in Leadership, Learning, and Education Change includes a core curriculum of 25 credit hours, with an additional 12 credit hours of dissertation and 18-28 credit hours in a specialized area of interest.<sup>1</sup>

**Core curriculum - 25 hours**

Course Code	Course Title	Credits Hours
EDU 900	Intro to Doctoral Studies	1
EDU 910	Critical Perspectives in Education: Challenges and Opportunities	3
EDU 915	History and Philosophy of Education	3
EDU 920	Education Policy: Impact on Teachers, Students, and Local Communities	3
EDU 925	Leadership and Organizational Change	3
EDU 927 <b>OR</b> EDU 929	Transformative Learning <b>OR</b> Curriculum Change and Innovation	3
EDU 950	Educational Research	3
EDU 952	Qualitative Methods	3
EDU 954	Educational Statistics	3

**Dissertation- 12 hours**

Course Code	Course Title	Credits Hours
EDU 956	Leader-Scholar Community	4
EDU 998	Dissertation	8

**Specialized Areas of Interest– 18-28 hours**


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<sup>1</sup> The individualized specialty areas may include certifications that have a set number of credit hours to complete the state certification as approved by DESE and EPPC or an individualize selection of up to 18 credit hours approved by advisor and EdD program coordinator. Examples of certifications include Superintendent Certification (27 hours), Elementary Math Specialist (24 hours), Gifted and Talented Certification (18 hours), Library Media Specialist (12 hours + 6 additional elective hours).

<b>Course Code</b>	<b>Course Title</b>	<b>Credits Hours</b>
	Electives	18-28

PUBLIC

INDEPENDENT

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### 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:** Leadership, Learning, and Educational Change (LLEC)

**Degree/Certificate:**

**If other, please list:**

**Options:**

**Delivery Site:** Springfield, MO campus

**CIP Classification:** Curriculum and Instruction (13.0301)

**Implementation Date:** 6/1/2024

**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.*

#### 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

<b>John Jasinski, Provost</b>		December 12, 2023
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.

Program admission requirements will include a Master's degree from an accredited college or university, including a cumulative GPA of 3.00 on a 4.00 scale in graduate work. Students will submit a cover letter with an application. Students will also participate in an interview with a performance activity.

- Characteristics of a specific population to be served, if applicable.

1. Master's degree from an accredited college or university 2. a cumulative GPA of 3.00 on a 4.00 scale in graduate work 3. A cover letter 4. An interview with a performance activity.

### **2. Faculty Characteristics**

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Faculty teaching core courses will have a terminal degree, hold Graduate Faculty Status, and be classified as Research Active.

- 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 estimate approximately 100% of credit hours within the core courses will be assigned to full-time faculty. At least 75% of the total credit hours will be assigned to full-time faculty depending on the individualized area of specialty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Some individualized areas have practicum expectations that may require liability insurance, and/or background checks.

### **3. Enrollment Projections**

- Student FTE majoring in program by the end of five years.

74

- Percent of full time and part time enrollment by the end of five years.

Most people in education will not be able to pursue this EdD program as full-time students. Thus, we anticipate a student body of 40% Full Time students and 60% Part Time students (see Market Need/Sufficient Student Interest in Appendix for additional rationale). Additionally, in order to build sustainability and quality, we will target a student body of 20 in the first year. We kept this pattern of growth, with the first group of full-time students graduating in year 3.

## **STUDENT ENROLLMENT PROJECTIONS**



YEAR	1	2	3	4	5
Full Time	6	12	18	18	18
Part Time	14	28	42	56	56
Total	20	40	60	74	74

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

This program is designed to be completed in three years. We anticipate more part-time students than full-time students due to the demands on educators. So, in three years we anticipate 6 graduates, and at the end of five years we anticipate 20 graduates (6 more full-time, and 14 part-time). We anticipate part-time students completing the degree program in five to six years.

- Special skills specific to the program.

- Educational theories, which focus on creating and implementing effective educational policies and practices.
- Learning theories, which provide insight into how people learn and how to create learning environments that facilitate effective learning.
- Theories of educational change, which explore how to facilitate and manage change in educational organizations.
- History and philosophy, which can provide insight into the role of education in society and the responsibilities of educational leaders.
- Epistemology and philosophy of science, which can provide a framework for understanding the nature of knowledge and how it is generated and disseminated in educational settings.

- Proportion of students who will achieve licensing, certification, or registration.

We anticipate 60% of students who will choose an individualized area that includes advanced certification (e.g., Principalship, Superintendent, Elementary Mathematics Specialist, Literacy) or a certificate (e.g., Gifted and Talented, On-line Teaching, College Teaching). We anticipate that some students (40%) may choose course option combinations that will not yield a certificate or additional certification.

- 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.

Comprehensive exam prior to the dissertation hours. The dissertation and defense will be the culminating assessment.

- Placement rates in related fields, in other fields, unemployed.

Given the high demand for educational professionals prepared at the advanced level, we anticipate at least a 95% placement rate.

- Transfer rates, continuous study.

Given the nature of this doctoral degree, we do not anticipate many students either transferring into our program from other doctoral programs nor transferring from our program to other doctoral programs. However, if the request is made the EdD program director and EdD committee will consider the request. Core Courses transfer credits will be considered on a case-by-case basis. Transfer credits (up to 9 hrs.) will be in the individualized areas of interest.

**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 will be under the university’s HLC accreditation. National accreditation doesn’t cover non-certification programs in education. We will apply to be a Carnegie Project on the Educational Doctorate (CPED) member institution, if they are accepting members in the year that this program is approved.

**6. Program Structure**

A. Total credits required for graduation:

A minimum of 55 credit hours (Those that choose individualized areas with certifications will have more credit hours up to 65 total credit hours.)

B. Residency requirements, if any:

There are no residency requirements. Students will have an option that includes an online option where some courses will be synchronous and asynchronous online sections.

C. General education: Total credits:

Not applicable. No Gen Ed for graduate degrees.

D. Major (i.e., Degree) requirements:

Total credits: 55-65

<b>Core Courses (Required of all students)</b>		
<b>Total credits = 25</b>		
<b>Course ID</b>	<b>Course Title</b>	<b>Credits</b>
EDU 900	Intro to Doctoral Studies	1
EDU 910	Critical Perspectives in Education: Challenges and Opportunities	3
EDU 915	History and Philosophy of Education	3
EDU 920	Education Policy: Impact on Teachers, Students, and Local Communities	3
EDU 925	Leadership and Organizational Change	3
EDU 927	Transformative Learning <b>OR</b>	3 (choose one)
EDU 929	Curriculum Change and Innovation	
EDU 950	Educational Research	3
EDU 952	Qualitative Methods	3
EDU 954	Educational Statistics	3
<b>Individualized Areas of Interest (Elective) Courses</b>		
<b>Total credits = 18-28</b>		
<b>Course ID</b>	<b>Course Title</b>	<b>Credits</b>
TBD by student (individualized areas of interest)		18-28 credits
<b>Dissertation</b>		
<b>Total credits = 12 minimum</b>		

Course ID	Course Title	Course Title
EDU 956	Leader-Scholar Community	1 credit hour each; 4-6 credit hours total; maximum of 4 will count for dissertation)
EDU 998	Dissertation	8 (1-4 per semester; minimum 8 credit hours)

E. Free elective credits:

18-28

F. Requirements for thesis, internship or other capstone experience:

Some individualized areas of interests include practicum and/or internship experiences.

G. Any unique features such as interdepartmental cooperation:

Students have the opportunity with an advisor to choose individualized areas of interest. This allows the leveraging of advanced certification programs and certificate areas. Students can obtain a terminal degree as well as obtain certification and certificates if they want, or they can create their own individual set of electives. The Leader-Scholar Communities allow faculty to group and support students with similar interests.

## 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.***

## Appendices

### Comprehensive Cost/Revenue Analysis

#### Five-Year Projected Costs

Cost	Y 1	Y 2	Y 3	Y 4	Y 5
Faculty lines (new: 1 in Y1, 1 in Y2, 1 in Y3)*	\$85,200 (salary plus benefits)	\$85,200 x 2 = \$170,400	\$85,200 x 3 = \$255,600	\$85,200 x 3 = \$255,600	\$85,200 x 3 = \$255,600
Dissertation Advising	0	0	12 X \$1,000 = \$12,000	12 X \$1,000 = \$12,000	18 X \$1,000 = \$18,000
Part-Time Admin Asst.	\$28,400 (salary plus benefits)	\$28,400 (salary plus benefits)	\$28,400 (salary plus benefits)	\$28,400 (salary plus benefits)	\$28,400 (salary plus benefits)
MarCom	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<b>Total</b>	<b>\$118,600</b>	<b>\$203,800</b>	<b>\$301,000</b>	<b>\$301,000</b>	<b>\$307,000</b>

\*New faculty lines based on new core classes (8 courses—3 credit hours each) with a 2/2 graduate teaching load for the coordinator and 3/3 graduate teaching load for additional faculty.

#### Five-Year Projected Revenue

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	6 FT 14 PT	12FT 28 PT	18 FT 42 PT	18FT 24PT/ 56PT	18 FT 24PT/ 56 PT
<b>Revenue @ \$348.00 /credit hour</b>	\$56,376 FT \$87,696 PT	\$112,752 FT \$175,392PT	\$169,128FT \$263,088PT	\$169,128FT \$350,784PT	\$169,128FT \$350,784PT

\* FT = full-time students; PT = part-time students

### Market Need/Sufficient Student Interest

In the Spring of 2023, 127 graduate students enrolled in graduate programs in the College of Education completed a survey designed to explore student demand for an EdD in Curriculum and Instruction program titled, Leadership, Learning, and Educational Change (LLEC). The survey resulted in 54% (n=68) of the respondents submitting their emails for interest in an EdD from Missouri State University. Results from this survey indicated that the respondents had a positive perception toward MSU with a mean rating of 4.06 on a 5-point Likert scale. The respondents see MSU as an institution capable of this professional doctorate degree; the same report indicated that there is a demand or need for an EdD in Curriculum and Instruction in the region.

Respondents noted that MSU can serve the immediate community and is likely to be sustainable over the long term, and the lack of other similar programs in the area suggests that there is a possibility of the program appealing to ‘external’ candidates as well. The key advantages of offering an EdD program at MSU they cited included: caliber of faculty, quality, reputation, community engagement, location, affordability, and accessibility with course offerings (online, face to face).

Additionally, 208 community stakeholders consisting of teachers, curriculum leaders, and administrators completed a survey to explore demand for an EdD in Curriculum and Instruction. 46% (n=96) of the respondents are interested in an EdD from Missouri State University. As the majority of these respondents are educators with full-time employment, the need for an EdD program that can support student/educators that will be pursuing doctoral studies while remaining employed full-time is important while maintaining flexibility for individuals who wish to pursue their EdD as a Full-Time graduate student. The design of the program will allow for full-time and part-time students to remain in a cohort together. Full-time students will take their additional credit in the electives or Specialty interest areas. The key advantages of offering an EdD program at MSU cited by the stakeholders included: increase in opportunities, reputation, location, familiarity, and access. Anecdotal experiences of current departmental faculty reflect the findings of this report and suggest that there is regular interest for a doctorate program from current MSU graduate students and alumni as well as community members working in the area.

EAB conducted a study of the feasibility of Curriculum and Instruction programs (EAB, 2020) at Missouri State University summarized the market demand for this program. The report concluded that there were favorable competitive landscapes in the region and state for an EdD in Curriculum and Instruction. In the nationwide analysis portion of the report, it is important to note that “relevant degree completions increased an average 1.68% annually between the 2015-2016 and the 2019-2020 academic years, outpacing the growth in number of institutions reporting completions which increased 0.58% annually. This suggests a favorable competitive landscape for new programs as growth in student demand increased faster than competition growth” (p. 5). Additionally, the report noted “increased the number of completions reported. Market share in the 2019-2020 academic year appears equitably distributed across competitors with no institution holding more than 5.71% of the market, suggesting a favorable market for new programs” (p.6). In terms of the state, “Trends indicate the potential emergence of a market dominator” (p.4) meaning Missouri State University could develop as a leader in Curriculum and Instruction producers.

**Sufficient Instructional Resources**

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU900 - Introduction to Doctoral Studies				
Introduction to Doctoral Studies	Fundamentals	Professional Dispositions	<ul style="list-style-type: none"> <li>• Steve Jones</li> <li>• Kennedy Ongaga</li> <li>• Denise Cunningham</li> <li>• Joanna Cemore Brigden</li> <li>• Sarah Baker</li> <li>• James Sottile</li> <li>• Nicole West</li> <li>• Cathy Pearman</li> </ul>	<p>SJ: 8 years public school experience, 30+ years in higher education, publications in this area and a book on the topic as well, founder and executive director for Academy for Educational Studies</p> <p>KO: I have since taught similar courses as <i>introduction to doctoral studies</i> (University of North Carolina Wilmington), where the rationale was to introduce students to the nature of doctoral studies and foster the development of a conceptual framework for approaching research and scholarship within the program and discipline.</p> <p>DC: extensive knowledge about the college and university, as well as expectations for students that would lend well to this course. Mentored numerous graduate students.</p> <p>JCB: I spent time developing goals and expectations for a graduate program and putting those into a 1-credit introductory course that outlined those expectations and aligned with the university's public affairs mission.</p> <p>SB: While I completed my graduate studies, I started and led a student doctoral organization in the College of Education at Texas State to address issues of mentoring and supporting doctoral students. In addition, one of the first courses I took for my doc program was a course on Team Development in Education (ED 7364).</p> <p>JS: was doctoral dissertation chair at Marshall University and University of Missouri -Columbia and have experience in similar areas/focus.</p> <p>NW: I have assumed coordinating responsibilities for the student affairs master's programs at MSU and the University of South Florida. In addition, I teach the four-course sequence of research and assessment classes in the Student Affairs in Higher Education program here at MSU.</p> <p>CP: I am also teaching a course for adult learners this semester that touches on transformative learning, ungrading, flipped classrooms, etc.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU910 - Critical Perspectives in Education: Challenges and Opportunities				
Critical Perspectives in Education: Challenges and Opportunities	Theory and Practice	Critical Perspectives	<ul style="list-style-type: none"> <li>• Steve Jones</li> <li>• Jamie Atkinson</li> <li>• Jennice McCafferty-Wright</li> <li>• James Sottile</li> </ul>	<p>SJ: 8 years public school experience, 30+ years in higher education, publications in this area and a book on the topic as well, founder and executive director for Academy for Educational Studies</p> <p>JA: This is another area rooted in social foundations of education and critical studies and my PhD experience and current teaching is rooted in these subjects. My emphasis for my PhD was Critical Studies.</p> <p>JM-W: My work is situated in anticolonial, critical global scholarship that draws from the work of Freire, Fanon, Gramsci, Althusser and the Frankfurt school more broadly. In addition to incorporating issues of power and culture into my courses at MSU, I have taught a course similar to this one at the University of Missouri. Additionally, my course evaluations indicate that the critical components of my courses are transformative for students, including those at risk of reticence.</p> <p>JS: I was doctoral dissertation chair at Marshall University and University of Missouri -Columbia and have experience in similar areas/focus.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU915 - History and Philosophy of Education				
History and Philosophy of Education	History and Philosophy	Foundational Knowledge	<ul style="list-style-type: none"> <li>• Jamie Atkinson</li> <li>• Steve Jones</li> <li>• Sarah Baker</li> <li>• Jennice McCafferty-Wright</li> <li>• James Sottile</li> </ul>	<p>JA: Both of these subjects are deeply rooted in social foundations of education and critical studies and my PhD experience and current teaching is rooted in these subjects</p> <p>SJ: Eight years public school experience, 30+ years in higher education, publications in this area and a book on the topic as well, founder and executive director for Academy for Educational Studies</p> <p>SB: My dissertation included a literature review of women's history in education. When I conduct my research studies, I always investigate historical contexts and perspectives to better understand how the problems in education today have been shaped by yesterday's history.</p> <p>JMW: My education and research has centered education anthropologically and historically, from education in the evolutionary environment of our ancestors to education as an apparatus of state in imperial projects and colonization, education as a tactical theater in war, and education for liberation. As a scholar of social studies education, I tap into deep understandings of intellectual history, including philosophy. I have also taught foundations courses in the history and philosophy of education at the University of Missouri. My course evaluations indicate that students find the history curriculum in my courses deeply meaningful and relevant to their understanding of the world, society, and place within it.</p> <p>JS: I was doctoral dissertation chair at Marshall University and University of Missouri -Columbia and have experience in similar areas/focus.</p>



COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU920 - Education Policy: Impact on Teachers, Students, and Local Communities				
Education Policy: Impact on Teachers, Students, and Local Communities	Policy	Critical Perspectives	Jamie Atkinson Chris Craig James Sottile Chuck Garner	<p>JA: My research is in politics and policy, especially in how ideologies impact state and local policy issues and I have a graduate certificate earned in ed law and policy in conjunction with my PhD work.</p> <p>JS: I was doctoral dissertation chair at Marshall University and University of Missouri -Columbia and have experience in similar areas/focus.</p> <p>CC: 29 years of experience in higher education and extensive experience in leadership positions. Responsible for the development and implementation of several innovative programs. Numerous grants, publications, and presentations.</p> <p>CG: My experience as a superintendent involved working with Ed. Policies involving staff, boards of education, and the community provides both expertise and experience.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU925 - Leadership and Organizational Change				
Leadership and Organizational Change	Theories & Application	Leadership; Organizational Change	<ul style="list-style-type: none"> <li>• Kennedy Ongaga</li> <li>• Sarah Baker</li> <li>• Chris Craig</li> <li>• Chuck Garner</li> </ul>	<p>KO: I have taught this course since 2008 in the three institutions I have served as a faculty member. At UNCW, I taught this course as EDL 609: Leading Change in Educational Organizations. At Kisii University, I developed this course and taught it as EAPE 742: Organizational Theory and Leadership. Since 2018 with the MU Statewide Cooperative EdD program, I taught <i>Organizational Analysis for Educational Leadership</i> in which we examined several readings, including Bolman and Deal (2017) four-frame approaches to understanding and managing/leading organizations. The four-frame model views organizations as factories, families, jungles, and temples. I have mentored students and chaired their dissertations they have framed using organizational leadership theories.</p> <p>SB: The doctoral program I attended was a program for School Improvement. My dissertation research focused on women school leaders, so I became familiar with literature about school leadership. While I work as a program leader for the early childhood education program at MSU I continue to read research to best support collaborative efforts with the local schools.</p> <p>CC: 29 years of experience in higher education and extensive experience in leadership positions. Responsible for the development and implementation of several innovative programs. Numerous grants, publications, and presentations.</p> <p>CG: I have taught a leadership course for the SBU specialist program in the past as an adjunct professor while I was superintendent. As a leader of a district of over 1800 students and 300 employees I provide both perspectives and experience in leadership and change.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU927 – Transformational Learning				
Transformative Learning	Designing Learning Experiences/ Pedagogy	Content and Contexts	<ul style="list-style-type: none"> <li>• Kennedy Ongaga</li> <li>• Joanna Cemore Brigden</li> <li>• Chris Craig</li> <li>• Amanda Benedict-Chambers</li> <li>• Cathy Pearman</li> </ul>	<p>KO: As a doctoral research faculty, I have since 2018 taught the Content and Context of education course which is similar to Transformative learning. In this course, students focused on adult learning and the conditions that enhance learning in organizations. I have chaired students' dissertations in which they have framed their studies on andragogy.</p> <p>JCW: Wrote Learner-centered instruction and have other works on related topics both in multicultural attitudes and student-centered learning.</p> <p>CC: 29 years of experience in higher education and extensive experience in leadership positions. Responsible for the development and implementation of several innovative programs. Numerous grants, publications, and presentations.</p> <p>ABC: My PhD and research agenda are focused on adult learning -- in particular How teachers learn to teach and the processes through which adults learn through reflection, analysis, practice and feedback.</p> <p>CP: I am teaching a class this spring regarding the teaching of adult learners. We will cover transformative learning, ungrading, flipped classrooms, inclusive differentiation, how to promote group work with adults, etc.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE- SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU929 - Curriculum Change and Innovation				
Curriculum Change and Innovation	Curriculum	Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Steve Jones</li> <li>• Chloe Bolyard</li> <li>• Stacie Finley</li> <li>• Denise Cunningham</li> </ul>	<p>SJ: 8 years public school experience, 30+ years in higher education, publications in this area and a book on the topic as well, founder and executive director for Academy for Educational Studies</p> <p>CB: My PhD is in Educational Leadership with an emphasis in curriculum. I teach both curriculum classes in the MSED in ELE program currently. I review for leading Curriculum journals. My dissertation was situated within a curriculum theoretical framework. I am most interested in conversations around implicit curricula (hidden/null).</p> <p>SF: My experiences using Project-based learning, Genius Hour, being the Elementary Education STEM Camp Director at Auburn, and supporting service-learning opportunities here at MSU. I have taught in various locations and have worked with teachers in many different school districts.</p> <p>DC: I have extensive training and knowledge about constructivism and experiential learning. I have personally implemented all of these approaches in my courses with young children as well as at the university level.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU950 – Educational Research				
Educational Research	Research	Research Methods; Foundations	<ul style="list-style-type: none"> <li>• Hailey Choi</li> <li>• Nicole West</li> <li>• Elizabeth King</li> <li>• Denise Cunningham</li> <li>• James Sottile</li> <li>• Chris Craig</li> <li>• Kim Finch</li> </ul>	<p>HC: 7 years conducting research and currently teaching CFD 765 Research Methodology in Early Education, Child Development, and Family Studies</p> <p>NW: I teach the four-course sequence of research and assessment classes in the Student Affairs in Higher Education program here at MSU. I am currently completing a graduate certificate in Critical Methods of Inquiry in Educational Research. I am a productive scholar who has conceptualized, designed, implemented, and published a variety of research studies in top-tier journals in the field of education.</p> <p>EK: Doctoral Minor in Educational Research Methodology - have taught several research methods courses at MSU. Research active with numerous publications and supporting graduate research.</p> <p>DC: I have experience working with numerous master's level students pursuing both seminar (5-chapter research) and thesis research.</p> <p>JS: I was doctoral dissertation chair at Marshall University and University of Missouri -Columbia and have experience in similar areas/focus.</p> <p>CC: 29 years of experience in higher education and extensive experience in leadership positions. Responsible for the development and implementation of several innovative programs. Numerous grants, publications, and presentations.</p> <p>KF: I have taught EAD 788 Action Research, EAD 895 Research and Administrative Practices, EAD 759 Capstone and EAD 860 Field Study for over 13 years in the EAD Program. I have also chaired numerous dissertations and served on many dissertation committees as part of the former MSU-MU Cooperative Doctorate Program.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU952 – Qualitative Methods				
Qualitative Methods	Research	Research Methods; Qualitative	<ul style="list-style-type: none"> <li>• Nicole West</li> <li>• Minor Baker</li> <li>• Jennice McCafferty-Wright</li> <li>• James Sottile</li> <li>• Tammi Davis</li> </ul>	<p>NW: I teach the four-course sequence of research and assessment classes in the Student Affairs in Higher Education program here at MSU. I am currently completing a graduate certificate in Critical Methods of Inquiry in Educational Research. I am a productive scholar who has conceptualized, designed, implemented, and published a variety of qualitative research studies in top-tier journals in the field of education.</p> <p>MB: Five years of instructional experience teaching autoethnography along with multiple publications utilizing qualitative methodology</p> <p>JMW: Extensive experience with ethnographic methods, content analysis, visual methods.</p> <p>JS: doctoral dissertation chair at Marshall University and University of Missouri -Columbia and have experience in qualitative methods.</p> <p>TD: Over ten years as a qualitative methodologist, peer reviewed articles and proposals in this area, and focus on my own doctoral program.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE- SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU954 – Introduction to Statistics				
Introduction to Statistics	Research	Research Methods; Statistical Analysis	Ximena Uribe- Zarain Minor Baker Hailey Choi Nicole West	<p>XU-Z: 18 years instructional experience covering university courses related to this content area, peer-reviewed publications in the field of educational research.</p> <p>MB: PhD training included 9 credit hours of quantitative analysis along with a dissertation which utilized advance quantitative analysis (SEM).</p> <p>HC: 7 years conducting research and several peer reviewed publications/ presentations (utilizing moderation, mediation, etc.)</p> <p>NW: During my doctoral program, I completed Statistical Analysis in Education Research I &amp; Statistical Analysis in Education Research II with an A in both courses. I teach the four-course sequence of research and assessment classes in the Student Affairs in Higher Education program here at MSU. I am currently completing a graduate certificate in Critical Methods of Inquiry in Educational Research.</p>

COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE-SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU956 – Leader-Scholar Community				
Leader-Scholar Community	Fundamentals/ Research	Professional Dispositions	Steve Jones Kennedy Ongaga Minor Baker Kayla Lewis	<p>SJ: Eight years public school experience, 30+ years in higher education, numerous publications, founder and executive director for Academy for Educational Studies</p> <p>KO: I taught the equivalent of Leader-Scholar Community course as <i>Leadership Inquiry</i> in the MU Statewide Cooperative EdD program. This was a series of experiential learning courses in which students identified wicked problems of practice and worked together to provide solutions and/or recommendations. By so doing, students learned how to frame a researchable problem, conduct a review of literature, collect data, analyze, and communicate data. The objective was to have students learn the role of a leader in addressing issues in education and becoming a change agent.</p> <p>MB: 9 years of educational administrative experience and specialized experience in supervision and school improvement</p> <p>KL: 15 years in public school experience, including specialized literacy training and teaching/coaching, PhD in literacy, 8 years in higher education, specializing in literacy and diversity</p>



COURSE TITLE	PROFESSION-WIDE COMPETENCY	DISCIPLINE- SPECIFIC KNOWLEDGE	POTENTIAL FACULTY	RELATED EXPERTISE AND EXPERIENCE
Core Course				
EDU998 - Dissertation				
Dissertation	Research	Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Kennedy Ongaga</li> <li>• Chloe Bolyard</li> <li>• Ximena Uribe-Zarain</li> <li>• Minor Baker</li> <li>• Hailey Choi</li> <li>• James Sottile</li> <li>• Sarah Jean Baker</li> </ul>	<p>KO: I have mentored students and chaired their dissertations they have framed using organizational leadership theories.</p> <p>CB: My PhD is in Educational Leadership with an emphasis in curriculum. I teach both curriculum classes in the MEd in ELE program currently. I review for leading Curriculum journals. My dissertation was situated within a curriculum theoretical framework. I am most interested in conversations around implicit curricula (hidden/null).</p> <p>XUZ - I have mentored students and chaired their dissertations</p> <p>JS: was doctoral dissertation chair at Marshall University and University of Missouri -Columbia and have experience in similar areas/focus.</p> <p>SB: My dissertation included a literature review of women's history in education. When I conduct my research studies, I always investigate historical contexts and perspectives to better understand how the problems in education today have been shaped by yesterday's history.</p>

## Statement of Rationale

The EdD program in Leadership, Learning, and Educational Change at Missouri State University is a crucial program designed to address the significant challenges faced by educators in today's rapidly changing landscape. The program aims to develop educators with advanced knowledge and skills in educational leadership, learning, educational change, and policy analysis.

The program's interdisciplinary nature ensures that students develop a well-rounded understanding of the complex issues faced by educators, enabling them to approach problems from a holistic perspective. The program is designed to expose students to various theoretical and practical perspectives, preparing them to be transformative leaders who can make a positive impact on the education system.

The program's curriculum is designed to meet the needs of those aspiring to assume leadership roles within educational organizations. The coursework provides students with a deep understanding of leadership theory and its practical applications, enabling them to become effective educators who can manage complex educational systems.

Moreover, the program's focus on educational change and policy analysis equips students with the skills needed to initiate and implement educational reforms. This is essential in today's world, where educational systems are rapidly changing, and there is a need for leaders who can navigate these changes.

Additionally, the program's flexibility allows students to tailor their coursework to their individual interests, ensuring that they can specialize in areas that align with their career aspirations. This individualized approach enables students to develop the necessary skills to become effective leaders in their chosen fields.

Overall, the EdD program in Leadership, Learning, and Educational Change at Missouri State University is an essential program that addresses the critical need for educators who can navigate the complex challenges facing the education system. The program provides students with a well-rounded understanding of the educational landscape, preparing them to become transformative leaders who can make a positive impact on the education system.

### Comprehensive Cost/Revenue Analysis

**Table A**

Five-Year Projected Costs

Cost	Y 1	Y 2	Y 3	Y 4	Y 5
Faculty lines (new: 1 in Y1, 1 in Y2, 1 in Y3)*	\$85,200 (salary plus benefits)	\$85,200 x 2 = \$170,400	\$85,200 x 3 = \$255,600	\$85,200 x 3 = \$255,600	\$85,200 x 3 = \$255,600
Dissertation Advising	0	0	12 X \$1,000 = \$12,000	12 X \$1,000 = \$12,000	18 X \$1,000 = \$18,000
Part-Time Admin Asst.	\$28,400 (salary plus benefits)	\$28,400 (salary plus benefits)	\$28,400 (salary plus benefits)	\$28,400 (salary plus benefits)	\$28,400 (salary plus benefits)
MarCom	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<b>Total</b>	<b>\$118,600</b>	<b>\$203,800</b>	<b>\$301,000</b>	<b>\$301,000</b>	<b>\$307,000</b>

\*New faculty lines based on new core classes (8 courses—3 credit hours each) with a 2/2 graduate teaching load for the coordinator and 3/3 graduate teaching load for additional faculty.

**Table B**

Five-Year Projected Revenue

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	6 FT 14 PT	12FT 28 PT	18 FT 42 PT	18FT 24PT/ 56PT	18 FT 24PT/ 56 PT
<b>Revenue @ \$348.00 /credit hour</b>	\$56,376 FT \$87,696 PT	\$112,752 FT \$175,392PT	\$169,128FT \$263,088PT	\$169,128FT \$350,784PT	\$169,128FT \$350,784PT
<b>Revenue Total (FT + PT)</b>	<b>\$144,072</b>	<b>\$288,144</b>	<b>\$432,216</b>	<b>\$518,912</b>	<b>\$518,912</b>

\* FT = full-time students; PT = part-time students

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Costs (Table A)</b>	<b>\$118,600</b>	<b>\$203,800</b>	<b>\$301,000</b>	<b>\$301,000</b>	<b>\$307,000</b>
<b>Revenue Total (Table B)</b>	<b>\$144,072</b>	<b>\$288,144</b>	<b>\$432,216</b>	<b>\$518,912</b>	<b>\$518,912</b>
<b>Yearly Balance</b>	<b>\$25,472</b>	<b>\$84,344</b>	<b>\$131,216</b>	<b>\$217,912</b>	<b>\$217,912</b>

\* Estimations based on student enrollment