

Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Maryville University – St. Louis

Program Title: Maryville University Educational Leadership Program

Degree/Certificate: Doctor of Education

Options: Educational Leadership (K-12); Higher Education Leadership

Delivery Site(s): Maryville University

CIP Classification: 13.0411 (Please provide a CIP code)

Implementation Date: Fall 2005 (Educational Leadership concentration); Fall 2011 (Higher Education Leadership concentration)

Cooperative Partners: None

Expected Date of First Graduation: December 2007 (Educational Leadership concentration); December 2013 (Higher Education concentration)

AUTHORIZATION

Dr. Mary Ellen Finch – VP for Academic Affairs July 11, 2011

Name/Title of Institutional Officer	Signature	Date
<u>Dr. Dan Deschamp, Director, Educational Leadership Program</u>	<u>314-529-9467</u>	

Person to Contact for More Information Telephone

Missouri Department of Higher Education Proposal for New Program:

Maryville University –

1. New Program Proposal Form: *See Form NP – attached*
2. Need:

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students (*See Form SE – attached.*)
- ii. Will enrollment be capped in the future?

Enrollment will be capped at 20-22 annually for each cohort admitted for each concentration; an additional cohort may be admitted for spring semesters based on demand and the institution's ability to serve the students.

B. Market Demand:

- i. National, state, regional, or local assessment of labor need for citizens with these skills

A continuing strong need exists for leaders in educational organizations who are change agents committed to the role of education in a democracy. In K-12, this demand has been increasing as the baby boom generation leaders retire. In higher education, demand continues as the role of higher education in our educational system continues to expand. Both concentrations are in particular need of programs that build on the strengths of practitioners and allow practitioners to attain the terminal degree while continuing to work full time within their educational institutions.

Demand for the Ed.D. with a concentration in educational leadership (K-12) has been high from the inception of the program, with demand resulting in two cohorts per year matriculating into the program. The Ed.D. with a concentration in higher education leadership has 57 inquiries and 35 applicants for the 20 slots allocated for the first cohort.

C. Societal Need:

- i. General needs which are not directly related to employment

K-12 and Higher Education have become identified as essential to the well-being of our country's future as well as the basis for our democracy. Programs are needed that will train the future leaders of our educational institutions in ways that acknowledge the need for continuing change toward more effective and value-based systems of education.

D. Methodology used to determine "B" and "C" above.

Focus groups of local educational leaders, feedback from alumni of educational leadership masters programs, information from the websites and other literature as well as the U.S. Bureau of Labor Statistics.

3. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

The Ed.D. is offered at a number of St. Louis and other Missouri institutions. This innovative program is unique in providing personal mentoring from dedicated faculty-practitioners, incorporating elements of business, political, and social leadership throughout the program, and providing a practitioner focus within the larger context of the roles of schools in a democracy. Our program is designed to produce leaders who have a deep understanding of leadership, who are change agents capable of initiating and sustaining positive change, and who are reflective learners with skills to gather information in a democratic environment. Our program is organized around a cohort plan: cohorts, or student groups, usually consist of 15 to 22 students who advance through their classes together. A capstone project is begun early in the doctoral degree program and is completed at the conclusion of the last class (7th semester). The purpose of this action research is for practitioners to investigate their practices and initiate procedures that will, ultimately, increase their effectiveness as practitioners. The capstone should be one that occurs and is supported in their professional context and has a practical positive impact for their university, school or organization.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

No.

4. Program Structure: Please complete Form PS - *attached*
 - A. Total credits required for graduation
 - B. Residency requirements, if any
 - C. Courses and credits required for general education
 - D. Courses and credits required for the major
 - E. Number of free elective credits remaining (Sum of C, D, and E should equal A)
 - F. Requirements for thesis, internship, or other capstone experiences
 - G. Any unique features, for example, interdepartmental cooperation

5. Financial Projections (for public institutions only): Please complete Form FP. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

Maryville University is a private institution.

6. Program Characteristics and Performance Goals: See the recommended format and issues to be addressed (Form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Form PG is attached.

7. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

Accreditation was sought from both state and national agencies. State accreditation is necessary for the Ed.D. with a concentration in educational leadership as it can lead to the superintendent certificate. National accreditation is voluntary. The National Council for Accreditation of Teacher Education and the Missouri Department of Elementary and

Secondary Education conducted a site visit in November 2008 and approved the Ed.D. at that time.

8. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

Maryville University's educational leadership program is highly respected in the St. Louis region and noted for its quality graduates. There are two other doctoral programs on campus: the Doctor of Physical Therapy (DPT) and the Doctor of Nursing Practice (DNP).

9. Any Other Relevant Information:

Form SE

STUDENT ENROLLMENT PROJECTIONS

Ed.D. with a concentration in Educational Leadership (K-12)

YEAR	1 2011	2 2012	3 2013	4 2014	5 2015
Full Time	0	0	0	0	0
Part Time	116	100	90	90	90
Total	116	100	90	90	90

Ed.D. with a concentration in Higher Education Leadership

YEAR	1 2011	2 2012	3 2013	4 2014	5 2015
Full Time	0	0	0	0	0
Part Time	18	36	54	54	54
Total	18	36	54	54	54

FORM PS
ED.D. EDUCATIONAL LEADERSHIP CONCENTRATION

PROGRAM STRUCTURE

- A. Total credits required for graduation: *42 credits*
- B. Residency requirements, if any: *None*
- C. General education: Total credits: *None – doctoral degree*
- D. Major requirements: Total credits: *42 credits*

<u>Course</u>	<u>Title</u>	<u>Semester</u>
EDL 760	Renewing & Re-examining Yourself as an Educational leader	(1)(Fa)
EDL 761	Introduction to Action Research	(1)(Fa)
EDL 765	Advanced Research for School Leaders	(2)(Sp)
EDL 763	Understanding the Change Process	(2)(Sp)
EDL 764	Curriculum, Instruction, and Assessment	(3)(Su)
EDL 769	Advanced Internship	(3)(Su)
EDL 762	Skills for Data-Driven Leadership and Decision-Making	(4)(Fa)
EDL 767	The Superintendency	(4)(Fa)
EDL 768	Policy Making and Leadership in an Urban Setting	(5)(Sp)
EDL 770	Advanced School Law and Legal Management	(5)(Sp)
<i>Choose 2 of these 4:</i>		
EDL 751	Advanced School Finance	(6)(Su)
EDL 752	Advanced Special Education	(6)(Su)
EDL 771	Advanced Communications	(6)(Su)
EDL 772	Advanced Human Resources	(6)(Su)
EDL 773	Issues in Moral Leadership	(7)(Fa)
EDL 774	Capstone and Final Internship	(7)(Fa)

- E. Free elective credits: *0 credits* (Sum of C, E and E should equal A.)
- F. Requirements for thesis, internship or other capstone experience: *Students complete a scholarly action research project that begins in EDL 761 and progresses through EDL 774, at which time they present the results to their classmates, program faculty, and appropriate personnel in their school district.*
- G. Any unique features such as interdepartmental cooperation: *A cohort model is enforced where all students progress together through all courses except one semester where they can choose 2 out of 4 courses.*

FORM PS
ED.D. HIGHER EDUCATION LEADERSHIP CONCENTRATION

PROGRAM STRUCTURE

- A. Total credits required for graduation: *42 credits*
- B. Residency requirements, if any: *None*
- C. General education: Total credits: *None – doctoral degree*
- D. Major requirements: Total credits: *42 credits*

<u>Course</u>	<u>Title</u>	<u>Semester</u>
EDL 730	Renewing & Re-examining Yourself as an Educational leader	(1)(Fa)
EDL 731	Introduction to Action Research	(1)(Fa)
EDL 735	Advanced Research for Leaders	(2) (Sp)
EDL 733	Understanding the Change Process	(2)(Sp)
EDL 734	Curriculum, Instruction, and Assessment	(3)(Su)
EDL 739	Advanced Internship	(3)(Su)
EDL 732	Skills for Data-Driven Leadership and Decision-Making	(4) (Fa)
EDL 737	Student Development, Student Service, Student Retention	(4) (Fa)
EDL 738	Policy Making and Leadership in Higher Education	(5)(Sp)
EDL 740	Legal and Financial Management	(5)(Sp)
<i>Choose 2 of the following 4:</i>		
EDL 741	Teacher Education Curriculum, Pedagogy, and Research	(6) (Su)
EDL 742	Student Affairs Profession in Higher Education	(6) (Su)
EDL 747	Enrollment Management in Higher Education	(6) (Su)
EDL 748	American Community Colleges	(6) (Su)
EDL 743	Issues in Moral Leadership	(7) (Fa)
EDL 744	Capstone and Final Internship	(7) (Fa)

- E. Free elective credits: *0 credits* (Sum of C, E and E should equal A.)
 - 2. Requirements for thesis, internship or other capstone experience: *Students complete a scholarly action research project that begins in EDL 731 and progresses through EDL 744, at which time they present the results to their classmates, program faculty, and appropriate personnel in their institution.*
 - 3. Any unique features such as interdepartmental cooperation: *A cohort model is enforced where all students progress together through all courses except one semester where they can choose 2 out of 4 courses.*

Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Maryville University – St. Louis

Program Name Doctorate in Education

Date July 2011

(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.)

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

Admission requirements for the Ed.D. include:

- *Master's Degree in a related field from a regionally accredited institution (M.A. in educational leadership required for the educational leadership concentration)*
- *3-5 years of professional experience (principal's certification required for the educational leadership concentration)*
- *Documented leadership experience*
- *Completed Application*
- *Official transcripts from all institutions attended*
- *3.0 GPA overall in undergraduate studies*
- *Three letters of recommendation (with one coming from a current or recent supervisor who can address the applicant's leadership experience)*
- *Admissions essay*
- *Successful interview*
- *Acceptable spontaneous writing sample,*
- *Recommendation for admission from the interview committee*

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
- 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.
- Expectations for professional activities, special student contact, teaching/learning innovation.

Faculty are required to have a doctoral degree or be making substantial progress toward their doctoral degrees. Faculty who teach in the educational leadership concentration will have experience and certification in K-12 educational administration; faculty who teach in the higher education leadership concentration will have experience in higher education leadership.

Approximately 70% of the credit hours will be assigned to full time faculty.

All of the full-time faculty who will teach in the Ed.D. program will provide advising to the students.

Enrollment Projections

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

Student enrollment in five years: 90 educational leadership concentration and 50 higher education leadership concentration.

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

100% part time

Student and Program Outcomes

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

40 educational leadership concentration and 18 higher education leadership concentration

- Special skills specific to the program.

Students will be able to provide leadership in their education settings; education leadership concentration graduates can sit for the superintendency certification examination.

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

Approximately 50% of students are expected to sit for and pass the superintendency 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.

The benchmark for successful completion of the certification exams is 90% pass rate.

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

It is expected that the graduates from this program will be 90% employed within three months of graduation.

- Transfer rates, continuous study.

Nine credits of previous post-master's graduate work are accepted for transfer students.

Program Accreditation

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

Accreditation was sought from both state and national agencies. State accreditation is necessary for the Ed.D. with a concentration in educational leadership as it can lead to the superintendent certificate. National accreditation is voluntary. The National Council for Accreditation of Teacher Education and the Missouri Department of Elementary and Secondary Education conducted a site visit in November 2008 and approved the Ed.D. at that time.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
- Expected satisfaction rates for employers, including timing and method of surveys

In accordance with the Maryville University education program Assessment Plan, exit interviews are conducted with each individual graduating student as part of the Professional Conversation at the end of the program. Two-year alumni and employer satisfaction surveys are sent in the fall of each year.