



Southwest Baptist University
1600 University Avenue
Bolivar MO 65613

Southwest Baptist University is a Christ-centered, caring academic community preparing students to be servant leaders in a global society.

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NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southwest Baptist University

Program Title: Doctor of Educational Leadership

Degree/Certificate: Ed.D.

Options:

III. LEVELING COURSES FOR THOSE NOT HOLDING THE EDUCATIONAL SPECIALIST

Candidates holding the MS in Educational Administration with initial certification as a building level administrator will complete the following courses as part of the leveling classes for the Ed.D. These courses are in addition to the courses for the Ed.D. Upon completion, the student will be recommended for the advanced principal certificate and the superintendent certificate upon successful completion of the SSA.

EAD 7003 School District Administration (3 credit hours)

EAD 7013 Personnel Administration (3 credit hours)

EAD 7023 Advanced School Finance (3 credit hours)

EAD 7033 School Planning and Maintenance (3 credit hours)

EAD 7043 Research and Statistics (3 credit hours)

EAD 7072 Internship in the Superintendency (2 credit hours)

EAD 7123 The Superintendency (3 credit hours)

Candidates holding the MS in Education or related degree in the educational field will be required to complete the following MS level courses and EdSp courses as part of the leveling requirement for the Ed.D. Upon completion of the leveling courses and the courses leading to the Ed.D. students holding the MS in Education or a related field in education will be recommended for the initial principal certification upon successful completion of the SLLA. For the Career Certificate to be granted students must have four years experience as a building level administrator and two years of mentoring. Candidates may also apply for the superintendent's license upon successful completion of the SSA.

EAD 6002 Foundations of Educational Administration (2 credit hours)

EAD 6053 School Supervision (3 credit hours)

EAD 6014 School Curriculum (4 credit hours)

EAD 6024 School Administration (4 credit hours)

EAD 6093 Administration of Special Programs (3 credit hours)

EAD 6062 Internship I (2 credit hours)

EAD 7003 School District Administration (3 credit hours)

EAD 7013 Personnel Administration (3 credit hours)

EAD 7023 Advanced School Finance (3 credit hours)

EAD 7033 School Planning and Maintenance (3 credit hours)

EAD 7043 Research and Statistics (3 credit hours)

EAD 7072 Internship in Superintendency (2 credit hours)

EAD 7123 The Superintendency (3 credit hours)

All leveling courses must be completed before entering the educational leadership cohort. Students completing all course work with the exception of the directed research (ABD) will not be recommended for the principal or superintendent certification until the Ed.D. has been completed.

Delivery Site(s): Bolivar, Missouri

CIP Classification: 13.0401

Implementation Date:

Southwest Baptist University has been given permission by the Higher Learning Commission to offer the first two classes beginning January 2012.

Cooperative Partners: NA

Expected Date of First Graduation: May 2014

AUTHORIZATION

Name/Title of Institutional Officer	Signature	Date
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Person to Contact for More Information	Telephone
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STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	25	50	50	50	50
Part Time	0	0	25	25	25
Total	25	25	75	75	75

After the successful addition of the EdSp program, the Dean of the College of Education and Social Sciences, the Director of Graduate Studies, and the Coordinator for Educational Administration were interested in expanding graduate programming to the doctoral level, and after conferring with and gaining the support of the Provost and President of Southwest Baptist University, began the process of developing the proposal. Immediately, a task force of three faculty members and the Associate Provost were formed. The Dean of the College of Education and Social Sciences also participated as liaison with SBU Administration. Regular communication took place between the task force and the entire Education faculty as the proposal was developed. The task force gave regular updates, but more often, solicited assistance from all faculty in identifying goals and objectives for the degree, and in writing course proposals. Progress was presented to the entire faculty periodically, and adjustments made.

Internal Data and Needs Assessment

In February of 2007 an initial survey was sent to Southwest Baptist University graduates of the Educational Specialist (EdSp) program as well as current EdSp with the objective of obtaining data as to the interest in pursuing a Doctorate of Education (Ed.D.) with Southwest Baptist University. Approximately 150 surveys were sent with 53 responses and eight returned as not deliverable (53/142 or 37%). Of the 53 responses, 50 (94%) indicated their willingness and desire to pursue the Ed.D. if offered by Southwest Baptist University. While only 53 current and past students responded, it should be noted that only SBU graduates were surveyed and no other potential candidates were contacted. Since 2008 faculty communication with prospective students indicate results of the 2007 survey may understate the interest in the program by practicing educators.

Following the survey of SBU graduates, the initial process began on the development of the proposal to add the doctorate of education. As the proposal and course syllabi were developed, a cross section of professional educators from the state of Missouri including the Missouri Department of Elementary and Secondary Education, professional organizations, superintendents, and principals were invited to campus to review potential course offerings and gain insight as to the objectives that should be addressed by the Ed.D. program. The faculty listened to the suggestions from the invitees and used the data to evaluate and improve the course syllabi. Specific examples include the expansion of the course in law, combining educational

advocacy with working with outside agencies, incorporation of problem-based learning, and the integration of ethics.

Four individuals from universities offering the Ed.D. and affiliated with the National Council of Professors of Educational Administration (NCPEA) were asked to review the course offerings and the initial proposal. Based on the feedback and recommendations, the committee developed an additional research course specifically designed to address advanced statistics and research design. The feedback also caused the committee to work with the College of Business and Computer Science in the development of a business cadre with the objective of having students develop skills in non-profit financial management and organizational consulting.

Students – External Feasibility Study

An external needs assessment was conducted in 2009 through an online survey sent to all superintendents and principals in the state of Missouri. The following represents data from the survey.

External Needs Assessment Survey

Superintendents and Principals in the state of Missouri

Respondents	Principals	Superintendents	Other
469	328	109	32

Years Experience in Education

Respondents	16 + Years Experience	11-15 Years Experience	10 or less Years Experience
469	278	117	74

Years Experience in Administration

10 + Years in Administration	20 + Years in Administration
263	42

Highest Degree Held

Educational Specialist	Master Degree	Ed.D/Ph.D.
238	134	94

- 30 percent (140) of respondents were from the Springfield Regional Professional Development Center (RPDC) region

- Three additional RPDC regions had over 10 percent respondents: Southeast, Columbia, and Rolla
- 69 percent (256/372) of the respondents holding the EdSp or the MS were interested in pursuing a doctoral program within the next five years
- 32 percent (119/372) of the respondents holding the EdSp or the MS were specifically interested in the SBU program and an additional 34 percent (126/372) indicated a strong interest in the program...(survey ONLY included superintendents and principals and did not include assistant superintendents and assistant principals)
- 66 percent (245/372) of the respondents holding the EdSp or the MS were specifically interested in the SBU program or indicated a strong interest in the program

When respondents were asked to rate the factors they will look for in considering a doctorate program, they indicated the following:

- Reputation of the institution was the most important factor they would consider
- Location was the least important factor
- Delivery method, curriculum, faculty, and cost were somewhat important factors

Courses the respondents indicated would most benefit them in their current position:

- Leadership
- Law
- Finance/Alternative Funding
- Change process

Graduate faculty conducted a 2011 phone survey of SBU EdSp graduates. A total of 145 graduates were contacted. Of those contacted 43 (28%) indicated they were ready to start the program now. Another 44 (30%) stated they would be applying in the next two to five years. Thirty-eight graduates (26%) are considering the program but have not decided. Additionally, in the month of April 2011, the graduate faculty had 10 requests for information about the program from students that have never attended SBU.

The data obtained from the conference of educational professionals and the external survey further supports the need and sustainability of the program. Courses were designed and/or updated based on the data as identified by the participants and respondents.

Program Potential

The program has been designed to meet the needs of its clientele in the field of administration and organizational leadership. Courses have been designed to fill gaps identified by current professionals who lead educational organizations while at the same time offering courses that would benefit those who lead private organizations. Based on the data obtained from the internal and external survey it is believed the Ed.D. program proposed at Southwest Baptist University is needed and sustainable.

While the University of Missouri offers a satellite program through Missouri State University, Lindenwood University has a satellite program in Nixa, Missouri, and St. Louis University offers a cohort in Springfield, Missouri. There are no programs in southwest Missouri originating from a school whose main campus is located in the region. Data supports the interest and need for a program based from a university in the region to meet the needs of the professional community in a timely and cost-efficient manner while maintaining high quality integrity and adherence to the mission of the University.

COLLABORATIVE PROGRAMS

Sponsoring Institutions: NA

Degree program: NA

Length of agreement: NA

Which institution(s) will have degree-granting authority?

Southwest Baptist University

Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?

Southwest Baptist University

What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?

The Ed.D. program in Educational Leadership will be reviewed on an annual basis with faculty, students, and administration. Following three years of program implementation a sampling review of the program will occur by graduates and employers of graduates. A formal review will be conducted after five years and every five years thereafter.

Formative, summative, and impact evaluation procedures will be used to measure the success of the program. Cognitive program outcomes will be assessed through a review of the academic achievement of the students, course evaluations, and surveys. Full-time and adjunct faculty will be evaluated on an annual basis by the program coordinator and/or the Chair of Graduate Studies in Education for the purpose of improving the teaching and learning environment. The number of persons applying for admissions, the number accepted, and the number graduating from the program will be tracked. The student data analysis of demographic information will be conducted. An annual report will be completed that will include application, admission and retention rates, program accomplishments, outcomes and plans for refinement, and modification. The annual report will be submitted to the University Provost, the Dean of the College of Education and Social Sciences, the Chair of the Department of Education, the Chair of Graduate Studies in Education and the Director of Institutional Research. The findings will also be discussed with the educational administration faculty.

Overall assessment of the program will be incorporated into the unit assessment plan for the program in educational administration. Finally, as a new program it will automatically be reviewed by the Department of Education at Southwest Baptist University after the first three years of implementation.

Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?

Southwest Baptist University

What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?

NA

Courses taught as part of the Ed.D. program will be taught during the regular fall, spring and summer sessions taught at Southwest Baptist University.

In addition to the information provided by each participating institution regarding Financial Projections (Form FP), please address the following items:

How will tuition rates be determined if they differ among the institutions?

NA

Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.

NA

What arrangements, if any, have been made for exchange of money between participating institutions?

NA

**What commitments have been made by all participants to evaluate the program systematically?
If one institution wishes to discontinue the program, what agreements exist for terminating the offering?**

NA

PROGRAM STRUCTURE

A. Total credits required for graduation:

OVERVIEW OF THE DOCTORAL PROGRAM SEQUENCE

Candidates holding the EdSp Degree in School Administration/Superintendency or School Administration will complete the following courses for the Ed.D.

FIRST SEMESTER (6 credit hours)

Educational Advocacy (3 credit hours)
Advanced Research and Ethics (3 credit hours)

SECOND SEMESTER (5 credit hours)

Non-Profit Financial Management (2 credit hours)
Advanced Statistics and Instrument Design (3 credit hours)

THIRD SEMESTER (6 credit hours)

Ethics in Personal/Professional Life (3 credit hours)
Leadership and the Law (3 credit hours)

FOURTH SEMESTER (6 credit hours)

Leadership in Learning (3 credit hours)
Education Symposium Planning and Development (1 credit hour)
Organizational Consulting Practice (2 credit hours)

FIFTH SEMESTER (4 credit hours)

Written Comprehensive Exam (\$100 fee)
Education Symposium (1 credit hour)
Directed Research (3 credit hours)

SIXTH SEMESTER (3 credit hours)

Directed Research (3)
Directed Research Committee Approval of Proposal
Research Review Board (RRB) application submitted
Begin Data Collection after RRB approval

DIRECTED RESEARCH SEMESTER(s) (3 credit hours)
WRITING THE DIRECTED RESEARCH (6-36 credit hours/12 semesters)
Oral Defense of the Directed Research

WRITING THE DIRECTED RESEARCH PROJECT (6-36 credit hours = twelve semesters maximum)

Defense of the Directed Research Project (\$200 fee)

30 hours minimum (24 credit hours of class work and minimum 6 hours directed research)

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B. Residency requirements, if any:

NA – Residency is built into the program as all classes will be taught on the main campus of Southwest Baptist University in Bolivar, MO.

C. General education: Total credits:

NA

D. Elective credits:

There are no electives for this degree.

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

Written Comprehensive Exam

Directed Research

This course involves extensive inquiry related to the development of a research proposal on a current, relevant topic in the field of education. A proposal is an agreement between the student and the student's Directed Research Committee. Therefore, the proposal should be as specific and clearly written as possible to avoid misunderstandings between the candidate, the advisor and the Directed Research Committee. Like a pre-proposal there is no specific requirement on the number of pages or references for a proposal. The proposal and directed research will involve extensive, on-going research/writing by the candidate on a research project or topic of inquiry with advising from a faculty member. The proposal should follow the prescribed format of the final directed research paper. The proposal should be the first three chapters of a directed research paper. Students should rely on advisor's guidance for the length, level of detail, and organization of the proposal and directed research. Proposals and directed research should be organized to research the topic effectively and present the findings in an understandable manner.

Directed Research Committee Approval of Proposal
Research Review Board (RRB) application submitted
Begin Data Collection after RRB approval

DIRECTED RESEARCH SEMESTER(s) (3 credit hours)
WRITING THE DIRECTED RESEARCH (6-36 credit hours/12 semesters)

Oral Defense of the Directed Research
WRITING THE DIRECTED RESEARCH PROJECT (6-36 credit hours = twelve semesters maximum)

F. Any unique features such as interdepartmental cooperation:

The program includes a four-hour business cadre.

Non-Profit Financial Management

This course provides an understanding of the fundamental concepts underlying financial management, controls, and analysis in the nonprofit sector. Various topics, including strategy, budgeting process techniques, major budgetary issues, financial statement analysis, revenue sources, fund development, tax strategies, debt management, human resources, risk management, cash management, basic categories of nonprofit expenditures, organizational controls, and relevant information technology will be discussed. A working knowledge of Excel is required for this course.

Organizational Consulting Practice

This course introduces the task and relationship dimensions of organizational consulting and develops foundational competency in the areas of assessment, diagnosis, and problem-solving relative to organizational performance. Students will learn key aspects essential in creating and implementing effective independent consulting practices to support schools and non-profit organizations. Data collection and analysis are key components of the course to assist students in developing skills related to conducting effective organizational evaluations.

FINANCIAL PROJECTIONS

The Ed.D. program will be self-financed (tuition pays for all expenses); however, any potential shortfalls will be covered by the overall budget of the department of Graduate Education.

Cohort Begins	Year 1	Year 2	Year 3	Year 4	Year 5
January 2012	2012	2013	2014	2015	2016
REVENUES					
Tuition (C1)	\$60,000	\$230,000	\$315,000	\$330,000	\$343,750
Fees (C2)	0	0	7,500	7,500	7,500
Other	0	0	0	0	0
Total Revenue	\$60,000	\$230,000	\$322,500	\$337,500	\$350,750
EXPENSES					
One Time/Startup					
Renovated Space		\$7,500			
Equipment		2,000	\$2,000		
Total One Time		\$9,500	\$2,000		
Recurring					
Faculty Salaries	\$7,800	\$62,800	\$116,900	\$116,900	\$116,900
Load Credit Advisors	\$ 9,100	\$ 36,400	\$ 49,600	\$ 63,700	\$ 63,700
Dir Research Adv	2,500	10,000	15,000	17,500	17,500
Sec & .25 recruiter	0	21,850	21,850	21,850	21,850
Benefits (31%)	2,418	26,242	43,013	43,013	43,013
Prof Dev/Travel	3,000	3,000	3,000	3,000	3,000
Recruitment Travel	1,000	1,000	1,000	1,000	1,000
Adm/Clinical travel	2,000	3,000	3,000	3,000	3,000

Instruction Mileage	1,000	2,000	2,000	2,000	2,000
Instruction Travel	1,000	2,000	2,000	2,000	2,000
Vehicle Mileage	2,000	3,000	3,000	3,000	3,000
Guest Meals	1,000	1,000	1,000	1,000	1,000
Supplies-Office	1,000	1,000	1,000	1,000	1,000
Copying	1,000	1,000	1,000	1,000	1,000
Supplies-Ed	1,000	1,000	1,000	1,000	1,000
SBU - Publications	2,500	2,500	2,500	2,500	2,500
Postage	750	750	750	750	750
Telephone	1,000	1,000	1,000	1,000	1,000
HLC Focus Visit	5,000				
Comp Exam Exp		2,000	2,000	2,000	2,000
Equipment		2,000	2,000	2,000	2,000
Technology					
Advertising		2,000	2,000	2,000	2,000
Dues/Memberships		1,500	1,500	1,500	1,500
General Expenses	1,500	3,500	3,500	3,500	3,500
Symposium Exp			9,000	9,000	9,000
Total Recurring	44,068	180,542	273,613	287,713	287,713
NET SURPLUS	15,932	49,458	48,887	49,797	63,037

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Southwest Baptist University

Program Name Doctor of Educational Leadership

Date

Program Administration

The provost of the University will have general oversight of the program. Because of the nature of the program, with the primary focus on school administrators, the program will be housed in the College of Education and Social Sciences.

The day-to-day program operation will be managed by the Chair of Graduate Studies in Education/Educational Administration, Dr. Michael Arnold, who will report to the Dean of the College of Education and Social Sciences, Dr. Linda Wooderson, and the Provost, Dr. Bill Brown.

The coordinator of the Ed.D. program will serve as a liaison with other graduate programs on campus as well as, the graduate council and will have the responsibility of assigning academic program advisors and dissertation committees, coordinating schedules and teaching assignments, budget, curriculum development and evaluation, and facilitating evaluation of the program as well as the development and implementation of any advisory committees.

While the program will not require the establishment of a new organizational unit, the development of a graduate school is being explored to encompass all graduate programs currently being offered at Southwest Baptist University. The Graduate Council will serve as the oversight entity until such time as the graduate school becomes a reality.

Student Preparation

Admission Standards

Students applying for this program should be currently involved in an educational role, or have had previous experience in educational roles, with priority given to students holding positions with administrative responsibilities. The educational experience may encompass a number of settings, including school administration, colleges and universities, and community and/or faith-based organizations. The Ed.D. Admissions Committee will consider the following factors in the admission of an applicant to the program, and strength in one area may be weighed favorably against shortcomings in another:

- Evidence of a completed EdSp in educational administration or curriculum and instruction from an accredited university with a grade point average of at least 3.5 on a 4.0 scale for courses applied toward the EdSp degree;

- Evidence of a completed master's degree in educational administration from an accredited university with a grade point average of at least 3.5 on a 4.0 scale for courses applied toward the master's degree with preference to students who have completed the EdSp degree. All leveling courses must be completed with a grade point average of 3.5 on a 4.0 scale before entering the Ed.D. program;
- Evidence of a completed master's degree in education or related education field from an accredited university with a grade point average of at least 3.5 on a 4.0 scale for courses applied toward the master's degree. Students must complete all leveling courses with a grade point average of 3.5 on a 4.0 scale before entering the Ed.D. program.
- Evidence of successful completion of the School Leaders Licensure Assessment (SLLA) and/or the School Superintendent Assessment (SSA);
- Evidence of certification as a building level administrator with preference given to those applicants holding district level administration certification;
- Commitment and demonstration of educational administration as a career and to the advancement of education through professional leadership as indicated by:
 - a. Currently holding an administrative position;
 - b. An essay of no more than one page on the applicant's professional career goals and personal philosophy of leadership.
- A formula established by the Ed.D Admissions Committee calculated on $(\text{GPA} \times 150) + \text{Verbal GRE score} + \text{Quantitative GRE score}$. The formula score must be greater than or equal to 1500;
- Three professional letters of recommendation addressing the applicant's professional and academic background;
- One personal letter of recommendation addressing the applicant's personal/ethical qualities;
- Submission of a professional vitae/resume.

Faculty Characteristics

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

- All faculty must be terminally degreed
- All full-time faculty must have background in formal research and will have a professional research agenda
- Faculty not having a background in school administration will have expertise in the field they are teaching. EXAMPLE: Business or Accounting

Estimated percentage of credit hours that will be assigned to full time faculty

- 80%

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

- Faculty will conduct research as per their research agenda

- Faculty will serve as academic advisors and directed research advisors
- Faculty will receive professional development with regard to teaching online.

Enrollment Projections

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

The expectation is to begin a new cohort each year. Each cohort will have 20-25 students. At any given time at the end of the first five years the program is expected to have 40-50 full time students. This number does not reflect students completing the directed research project.

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

All cohort students will be considered as full time. Students needing additional time for the completion of the directed research project is estimated at 50% the first year after formal courses are completed. It is estimated 25% of any given cohort will be considered part time after the second year. It is anticipated all students will complete the directed research project no later than three years following the completion of formal courses.

Student and Program Outcomes

Focusing on the University's mission as well as the mission of the college, the following outcomes have been developed. Graduates of Southwest Baptist University's Ed.D. program will:

- Be change agents for students' learning;
- Transition from the role of student to that of scholar through preparation, participation, intellectual engagement, professional writing, and speaking and collegiality;
- Have a commitment to rigorous research that impacts real world settings;
- Demonstrate academic integrity in pursuit of academic work and the application of professional practice;
- Develop the ability to think outside the box as people of character and integrity;
- Demonstrate a perspective on learning and leadership that encourages those they will influence to become the persons they were created to be.

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

It is anticipated the program will graduate 20-30 students by the end of three years with an additional 20-30 students by the end of year five.

Special skills specific to the program

Focusing on the University's mission as well as the mission of the college, the following outcomes have been developed. Graduates of Southwest Baptist University's Ed.D program will:

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- Demonstrate academic integrity in pursuit of academic work and the application of professional practice;
- Develop the ability to think outside the box as people of character and integrity;
- Demonstrate a perspective on learning and leadership that encourages those they will influence to become the persons they were created to be.

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

It is anticipated the students in the first 2-3 cohorts will have obtained their advanced principal and superintendent license prior to entering the program. After speaking with Margery Tanner, Certification Department DESE, on April 27, 2011, a plan was reviewed and approved to recommend student holding the MS in Administration with initial principal certification for the advanced principal certification and superintendent certification upon completion of the program and required national tests. Students holding the MS degree in Education would be recommended for the initial principal certification upon completion of the program and required national tests. Students not holding a valid teaching certificate would not be recommended for certification.

Performance on national and/or local assessments

SLLA Pass Rates 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11

Test Date	# Participants	#Participants Passing	Pass Rate
01/20/01	5	4	80%
06/23/01	9	8	89%
09/22/01	4	4	100%
Pass Rate for 2001	18	16	89%
01/12/02	4	4	100%
06/15/02	11	10	91%
09/21/02	11	11	100%
Pass Rate for 2002	26	25	96%
01/11/03	10	10	100%
06/28/03	6	6	100%
09/13/03	8	8	100%

Pass Rate for 2003	24	24	100%
01/10/04	6	6	100%
06/12/04	7	7	100%
09/11/04	6	6	100%
Pass Rate for 2004	19	19	100%
01/08/05	7	7	100%
06/11/05	6	6	100%
9/17/05	6	6	100%
Pass Rate for 2005	19	19	100%
Test Date	# Participants	#Participants Passing	Pass Rate
01/07/06	6	5	83.3%
06/10/06	17	16	94%**
09/16/06	8	8	100%
Pass Rate for 2006	31	29	93.6%
1/13/07	11	9	82%
6/09/07	6	5	83%
9/08/07	5	5	100%
Pass Rate for 2007	22	19	86.4%
1/12/08	5	5	100%
6/14/08	5	5	100%
9/13/08	10	10	100%
Pass Rate for 2008	20	20	100%

1/10/09	10	10	100%
6/13/09	21	21	100%

New SLLA Begins September 2009

Test Date	# Participants	#Participants Passing	Pass Rate
9/12/09	4	4	100%
Pass Rate for 2009	35	35	100%
1/9/10	8	8	100%
6/12/10	5	5	100%
Test Date	# Participants	#Participants Passing	Pass Rate
9/18/10	7	7	100%
Pass Rate for 2010	20	20	100%
1/15/11	8	8	100%
6/11/11	4	4	100%

SSA Pass Rates

Test Date	# Participants	#Participants Passing	Pass Rate
4/04	1	1	100%
11/19/05	1	1	100%
4/29/06	3	3	100%
11/18/06	2	2	100%
4/28/07	1	1	100%
11/17/07	8	7	87.5%
4/26/08	4	4	100%
11/15/08	7	7	100%
1/10/09	1	1	100%
11/14/09	4	4	100%
4/24/10	6	6	100%
11/13/10	7	7	100%
4/30/11	5	4	80%
Cumulative Pass Rate	50	48	96.0%

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

The following represents a partial list of graduates holding administrative positions.

Graduate	District/Address/Contact	Administrative Position
Pat Bauer Craig Reeves Cindy Campbell Tom Merriott Traci Kline Lael Hyde	Lebanon R-III	Assistant Superintendent Assistant HS Principal Assistant HS Principal MS Principal Maple Crest Elem Principal Bosworth Elem Principal
Matt Searson	New Covenant Christian Academy Springfield MO	JH/HS Principal
Ken Weissflug	Afton 101	Superintendent
Jack Randolph	West Plains	Athletic Director
Jeremy Tucker Shawn Randles	Logan Rogersville R-VIII	Superintendent Assistant Superintendent
Bonnie Gould	Macks Creek R-V	Elementary Principal
Tom Sauvage Russell Rowbottom Cheryl Jackson Linda Pahl Lisa Weirich	Meramec Valley R-III	Asst HS Principal JH Principal Elementary Principal Elementary Principal Early Child Dir
Mark McGehee Becky Killian Jennifer Chastain Alysia Ackerman Marilyn Hanna	Nixa R-II	JH Principal Asst JH Principal Century Elementary Principal Century Elementary Assistant Principal John Thomas Elementary Principal
Chris McClimans	Osceola	Elementary Principal
Tonya Cox Joni Gronvold	Reeds Spring R-IV	Elementary Principal Elementary Principal

Kim Bequette	Grandview R-II	Elementary Principal
Jason Buckner	Weaubleau R-III	Superintendent
Jimmy Davis	Puxico R-VIII	Elementary Principal
David Geurin Shane Dublin Michael Methvin Todd Schrader Traci Daniels	Bolivar R-I	HS Principal MS Principal Asst MS Principal AD Elementary Principal
Tracy Lanser	El Dorado Springs R-II	Asst Elem Principal
D. J. Leverton	Knox County R-I	Superintendent
Carmon Litton	Potosi R-III	Elementary Principal
Cheryl Mack	Greenville	Superintendent
Delores Woodhurst	Ralls CO R-II	Elementary Principal
Betty Spitler	Fair Play R-II	Elementary Principal
Deena Swyers	Bunker	Elementary Principal
Frank Killian	Cooter R-IV	HS Principal
Carol Laboube	Franklin CO R-II	Principal/Supt
Tammy Highley	Halfway R-III	HS Principal
Renaë Gregory	Chilhowee R-IV	HS Principal
Andy Underwood	Belton	Superintendent
Debbie Dryer Matt Nimmo Tim Garber	Dallas CO R-I	HS Principal MS Principal MS Asst Principal
Brent Depee	School of the Osage	Superintendent
Brandon Harding	Aurora	Asst MS Principal
Alex Mahn	DeSoto 73	Elementary Principal
Rob Taylor	Exeter R-VI	HS Principal
Tammy Erwin	Humansville R-IV	HS Principal
Gary Menke	Gasconade CO R-I	HS Principal
Artie Pearson	Wheatland R-II	Elementary Principal
Matt Busche	Dadeville R-II	Superintendent
Dennis Lottman Karen Tucker	Union R-XI	HS Principal Elementary Principal
Ron Millheiser Brendon Mahan Brenda Eckelcamp Brett Hoch	Washington	Asst HS Principal Asst Principal MS Principal Asst Principal
Ed Vest	Hermitage R-IV	7-12 Principal
Russell Leek	Perry County 32	Assistant Superintendent
John Westerman Ron Reagan	Newberg R-II	Superintendent Elementary Principal
Kay Bylo	Spring Bluff R-XV	Supt/Principal
Joy Tucker Phil West	St. James R-I	Superintendent Asst HSPincipal

Kim Shockley Keith McCarthy		Elementary Principal HS Principal
Lisa Sell Christine Simokaitis Mark Rudanovich Randy Gilman Jessica Meeks	Fox C-6 745 Jeffco Blvd	Elementary Principal Elementary Principal Elementary Principal Elementary Principal Asst Elem Principal
Patricia Thompson Dena Smith	Crawford CO R-I	Superintendent MS Principal
Bill Redinger	Lone Jack	Superintendent
Amy Phillips	St. Louis Public Schools Performing Arts HS	Principal
Don Fugate	Dixon R-I	Asst Superintendent
Dan Thompson	Farmington R-VII	Asst Elem Principal
Debbie Kyle	Hancock Place	Elementary Principal
Daniel Roberts	Calhoun	Superintendent
Sandra Aiken	Licking R-VIII	Elementary Principal
Alan Sanken	Harrisonville Christian School	Principal
Deborah Bryandt	Rockwood	Asst MS Principal
Catherine Dutcher	Special School District	Area Coordinator
Shawn Kelsch	Warrenton	Asst MS Principal
Elaine McConnell	Mary Queen of Peace	Asst Principal
Debra Wilkinson	St. Claire Catholic	Principal
Amy DeMelo	Springfield Catholic	Superintendent/HS Principal
Karen DeCosty	Saint Pius X	Principal
Shane Medlin Angela Stevenson	Willard	Central Elementary Principal North Elementary Principal
Karen Hood Chris Bauman Gerald Chambers Jeff Strickler Lori Wilsom	Ozark	North Elementary Principal Upper Elementary Principal Upper Elementary Asst Principal Asst MS Principal Asst HS Principal
Mike Bell Chris Stallings Charity Holland Julie Hampton	Fair Grove	HS Principal Asst HS Principal MS Principal Curriculum Director
Candy Fraiser Milton Wick	Carthage	HS Principal Asst HS Principal

Matt Huntley Ronna Patterson Brendon Byrd		Asst HS Principal Fairview Elementary Principal Steadley Elementary
Tim Judd	Sheldon	Superintendent
Paul Smith Staci Brown	Richland	HS Principal Elementary Principal
Brett Soden Mike Wilson Shane Pierce Michelle Gardner	Strafford	HS Principal Asst HS Principal Asst MS Principal Asst Elem Principal

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.

The University is seeking accreditation through the Higher Learning Commission (HLC).

Ongoing evaluation of the program and the needs of current students and graduates:

February 2007

Internal Needs Assessment (surveys sent to current EdSp students and EdSp graduates) - Complete

February 2008-October 2008

Initial development of course syllabi, course objectives, course rotation and curriculum matrix

January 2009-May 2009

External Feasibility Study
External Review of Curriculum

October 2009- January 2011

Finalize Internal and External Report to add Ed.D. in Educational Leadership
Course Syllabi - Developed
Course Rotation - Developed
Budget - Developed

Internal Approvals - Formal Process beginning May 2011

Approval from Graduate Education Department – May 2011

Approval from Education Department Chair – June 2011
Approval from College Dean – July 2011
Approval from Program Review Committee/Dean’s Council – July 2011
Approval from Graduate Council – August 2011
Approval from Faculty Senate/Faculty Senate President – September 2011
Approval from Provost – September 2011
Approval from President – September 2011
Approval from Board of Trustees – October 2011

External Approvals

Notification of intent to add Ed.D. to Missouri Department of Elementary and Secondary Education
Notification of intent to add Ed.D. to Coordinating Board for Higher Education
Seat review from HLC – Scheduled Fall 2011
Initial approval from HLC to offer Ed.D. level courses – January 2012
Approval from HLC - Scheduled Visit Spring 2012

Fall 2011/Spring 2012/Summer 2012

Promotion of program
Cohort selection
Advertisement for full-time secretarial position & hiring
Advertisement for full-time faculty position & hiring

January 2012

Ed.D. in Educational Leadership program begins

The program will begin in January 2012 with a 25-student cohort located on the main SBU campus in Bolivar, Missouri. A second cohort will begin in the January 2013 with a third cohort beginning the following January 2014. The program would not expand to an off-site location until such time as the program has been evaluated, additional faculty has been hired, and adequate facilities have been obtained.

Alumni and Employer Survey

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

While continuous evaluation of individual courses and instructors will take place throughout the program, the director of the program will work with the director of institutional effectiveness in the development, distribution and analysis of a graduate survey to be administered to each graduating class as well as an alumni survey to be administered three (3) years following the first graduating class with subsequent surveys every five (5) years. An employer survey will also be developed and distributed following the first graduating class with subsequent surveys distributed every three (3) years.

Graduate Survey	Alumni Survey	Employee Survey
2014	2017	2014
2015	2022	2017
2016	2027	2020

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s):

Southwest Baptist University

Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions)

NA at this time

Initially all courses will be taught from the main campus in Bolivar, Missouri.

Program Title:

Doctor of Educational Leadership

Degree/Certificate:

Ed.D.

Institution Granting Degree:

Southwest Baptist University

Delivery Site(s):

Initially the program will be delivered on the main campus in Bolivar, Missouri. Expansion of the program will be depended on need and the acquisition of adequate space, technology support and additional faculty.

Mode of Program Delivery:

The program will be delivered face-to-face in cohort fashion with classes being offered on weekends with some blended online discussion throughout the week.

Geographic Location of Student

Students will primarily be from SW Missouri but it is anticipated to have students from across the state of Missouri with some students from Oklahoma, Arkansas and Kansas.

CIP Classification:

13.0401

Implementation Date:

The Higher Learning Commission (HLC) has given permission to begin offering classes in January 2012. An on-site visit from HLC will be scheduled for the spring of 2012.

Cooperative Partners:

NA

AUTHORIZATION

<i>Linda Woodruff Dean</i>	<i>Sean</i>	<i>12-10-11</i>
Name/Title of Institutional Officer	Signature	Date

<i>Mick Arnold</i>	<i>417-328-2098</i>
Person to Contact for More Information	Telephone