

# **BAKER**

# **UNIVERSITY**

## **School of Education**



1858

## **DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP**

### **POLICY AND PROGRAMS HANDBOOK**

**The Mission of the School of Education (SOE) is to develop exemplary educational leaders.**

**The SOE Vision reflects the above mission statement and the belief that exemplary educational leaders must**

- **Advocate for, be committed to, and care about all students and their learning successes;**
- **Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;**
- **Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and**
- **Maintain an unremitting drive for improvement.**

**The SOE offers a life enhancing experience that promotes rigorous scholarship and integrates student learning, development, and engagement in ways that educate the whole person and inspire student success and fulfillment.**

# BAKER UNIVERSITY

## DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP POLICY AND PROGRAMS HANDBOOK

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# **BAKER UNIVERSITY DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP POLICY AND PROGRAMS HANDBOOK**

This Policy and Program Handbook serves as the official document of policies, programs, and operating procedures for Baker University's Doctorate of Education (Ed.D.) in Educational Leadership. The policies and operating procedures stated in this document are the policies and procedures effective for Ed.D. candidates beginning August 2007.

## **BAKER UNIVERSITY STATEMENT OF MISSION**

Baker University is an intentional community dedicated to excellence in liberal arts and professional education, the integration of learning with faith and values, and the personal development of each community member. "As a community of learning, the University is committed to freedom of inquiry and expression, breadth of understanding, excellence in scholarship, and genuine dialogue in which both students and faculty are active participants . . . . As a community dedicated to personal growth and career preparation, the University seeks to develop the abilities of its members in the interest of service to the wider community and the world."

Because of these commitments, Baker University conserves the values of its educational tradition while meeting the changing needs of students and society by providing excellent liberal arts education and sound professional education based in the liberal arts tradition. The University accepts the challenge of providing innovative educational programs to meet the life-long learning needs of adults in its service region.

The Ed.D. program prepares candidates to provide exemplary educational leadership and promote learning for all participants. The program involves an in-depth study of leadership issues within the educational community.

The Ed.D. program objectives set the expectations that exemplary educational leaders must meet.

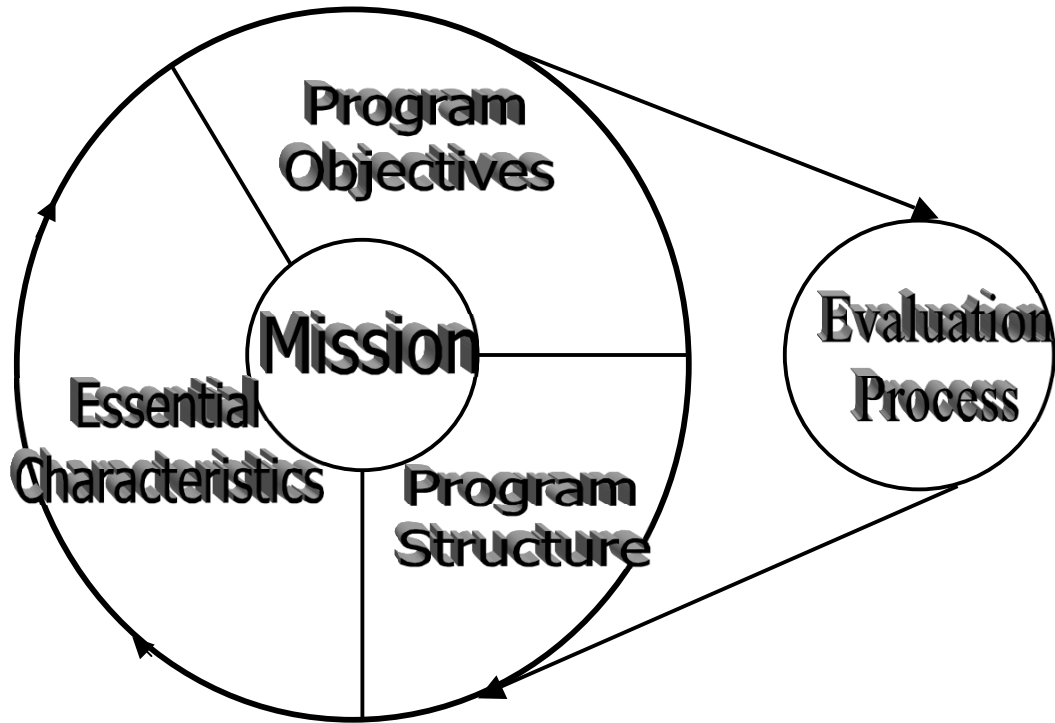
An Ed.D. program candidate must

- Facilitate the development and implementation of a mission that focuses on enhancing the learning community;
- Advocate, nurture, and sustain a positive learning culture and effective instructional programs;
- Develop effective management practices and resources that create a safe, efficient, and effective learning environment;
- Collaborate with families and diverse community members, mobilizing resources;
- Act with integrity, fairness, and in an ethical manner; and
- Understand, respond to, and influence the larger political, social, economic, and cultural community.

The Doctorate of Education (Ed.D.) in Educational Leadership provides candidates with the opportunity to gain District Leadership Licensure (DLL).

## SECTION I

### SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK MODEL



The two-wheel model developed for the Baker University School of Education (SOE) conceptual framework accurately represents the SOE's philosophy and vision. The conceptual framework serves as a dynamic guide for education which is represented by a larger revolving wheel composed of four elements, driven by a smaller wheel containing the evaluation process. The three outer components in the larger wheel, which include the Program Objectives, the Program Structure, and the Essential Characteristics, rotate about the SOE mission statement. This model illustrates the never-ending relationship the three outer components of the first wheel have to each other and to the SOE Mission and how the evaluation process drives the components in the first wheel. The model represents the dynamic process necessary for designing programs that develop exemplary and relevant educational leaders.

## **Program Mission**

The **Mission** of the School of Education (SOE) is to develop exemplary educational leaders.

The SOE **Vision** reflects the above mission statement and the belief that exemplary educational leaders must

- Advocate for, be committed to, and care about all students and their learning successes;
- Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and
- Maintain an unremitting drive for improvement.

The SOE offers a life enhancing experience that promotes rigorous scholarship and integrates student learning, development, and engagement in ways that educate the whole person and inspire student success and fulfillment.

## **Essential Characteristics**

The University believes there are essential characteristics associated with exemplary educational leaders. These characteristics are categorized in the professional skills and personal dispositions listed below. The candidate must bring a level of skills and dispositions to the Doctorate of Education (Ed.D.) in Educational Leadership program; however, these skills and dispositions are developed as a candidate proceeds through the program. To ensure that essential skills and dispositions are developed for all participants, the Ed.D. program continuously monitors a candidate's progress through multiple program assessments.

### **Professional Skills**

Baker University believes an exemplary leader evinces the following four Professional Skills; therefore, the leadership candidate must demonstrate the following:

1. A strong educational knowledge base that aligns with research and/or best practices;
2. Written communication skills that enable the candidate to write ideas clearly, using appropriate writing conventions, organization, and focus;
3. Oral communication skills that enable the candidate to clearly articulate oral comments and interact with individuals and groups; and
4. Problem solving and critical thinking skills that enable the candidate to think critically and solve problems.

### **Personal Dispositions**

Baker University believes an exemplary leader evinces four Personal Dispositions; therefore, the leadership candidate must demonstrate the following:

He or she

1. Is capable of positively influencing learning for all people;
2. Believes that all people are capable of learning at a high level;
3. Applies leadership skills that assist all people to become competent and successful; and
4. Enhances the affective domain of interpersonal practices that positively impact one's attitudes, beliefs, feelings, and welfare.

## Program Objectives

The Ed.D. program develops exemplary educational leaders who can demonstrate the ability to promote success for all participants. The program focus is to develop educational leadership; thus the program has been aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and Kansas State Department of Education (KSDE) professional standards for district leadership licensure. The indicators identified under the following program objectives drive curriculum, instruction, candidate activities and learning, and program assessments.

### *A program candidate*

- 1 *Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the entire community ensuring the following:***
  - a) The district's or organization's vision, mission, and goals are cooperatively developed by all members of the community and effectively articulated and communicated to all stakeholders;
  - b) Policies, educational programs, and strategic plans are developed and shaped by the district's or organization's vision, mission, and goals;
  - c) Assessment and demographic data are used in the decision making process;
  - d) Leadership theories, beliefs, and values are evaluated and processed into a personal leadership position and applied to policy and practice;
  - e) Leadership, decision making, and critical thinking skills are developed to nurture a professional learning community; and
  - f) Systems theory is applied to student learning and staff development.
  
- 2 *Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and employee professional growth ensuring the following:***
  - a) The organizational culture is designed around professional learning communities that encourage successful performance for all populations;
  - b) Curricular, co-curricular, and extra-curricular programs are designed, implemented, and evaluated in relationship to the district's vision and mission;
  - c) Curriculum and instructional strategies are designed to include research and best practices while meeting the needs of special and exceptional populations;
  - d) Assessment strategies are developed to monitor student learning and evaluate programs;
  - e) Professional development activities are results based and enhance student achievement;
  - f) Technologies support and enhance teaching and learning;
  - g) Effective supervision and evaluation practices are developed to increase faculty, staff, and student performance; and
  - h) Research methodologies are developed.
  
- 3 *Develops the district's or organization's structure, management practices, and resources to establish a safe, efficient, and effective learning environment ensuring the following:***
  - a) The district's or organization's structure and operational procedures are designed and managed to maximize opportunities for successful learning;
  - b) The development of policies, practices, and budgets are aligned with the district's or organization's vision and goals;
  - c) Facilities, equipment, and support systems are facilitated and developed to ensure effective learning environments;
  - d) Legal issues relating to human resource supervision and management are effectively applied;
  - e) Legal issues relating to the development of policies and the operation of facilities and support systems are effectively applied;

- f) Technologies support and ensure effective management practices;
- g) Facilities are operated safely, efficiently, and effectively, including the implementation of a crisis management plan;
- h) Critical thinking and problem solving skills are used to resolve issues;
- i) School finance issues are understood, and budgets are developed for all programs;
- j) Proactive management strategies are developed; and
- k) Systematic thinking and processes are used to influence change.

**4 Collaborates with families and community members, responding to diverse community interests and needs, and mobilize community resources ensuring the following:**

- a) High visibility, active involvement, and communication with the larger community is a priority;
- b) Effective communication, group processes, consensus building, and conflict resolution skills are developed;
- c) Organizational and community resources are effectively used and shared;
- d) Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support common goals;
- e) Diversity is recognized and valued, and community stakeholders are treated equitably;
- f) The Individuals with Disabilities Act (IDEA) (Section 504, and PL 94-142) is effectively implemented to provide services for handicapped and special needs populations;
- g) A comprehensive program of community relations is established; and
- h) Public resources and funds are used ethically and wisely.

**5 Acts with integrity, fairness, and in an ethical manner ensuring the leader**

- a) Encourages beliefs and values that promote a positive learning environment for all participants, regardless of diversity;
- b) Models professional integrity, fairness, and ethics in all relationships;
- c) Treats all persons fairly, equitably, and with dignity;
- d) Applies laws and procedures fairly and accurately;
- e) Protects the rights and confidentiality of all persons; and
- f) Demonstrates appreciation for and sensitivity to the diversity in the total community, examining the values of the diverse constituents.

**6 Understands, responds to, and influences the larger political, social, economic, and cultural context ensuring the following:**

- a) The political, social, economic, and cultural context of the district are addressed in the development of policies and practices;
- b) An understanding and development of skills to work with a board of education and/or board of directors and work with the political realities of such entities;
- c) Policies and practices are developed and shaped through the involvement of the board of education and considerations from other legal entities;
- d) Educational programs enhance the renewal of a democratic society and the economic advantages to our society;
- e) Trends, issues, and changes occurring in the school community are addressed;
- f) The school community works within the framework of policies, laws and regulations enacted by local, state, and federal agencies;
- g) Communications are maintained with all members of a diverse community;
- h) Efforts are made to influence stakeholders who impact the entire community; and
- i) A presence is maintained at the local, state and national levels.

## The Evaluation Process

To continually monitor progress and identify program strengths and weaknesses, the SOE intentionally includes the evaluation process within the SOE conceptual framework. The evaluation process enables the program to assess, both internally and externally, candidate progress on designed program objectives, the scope and quality of the program, the effectiveness of operation, faculty competence, and graduate performance.

### Ed.D. Program Assessments

The Ed.D. program

1. Aligns the Ed.D. program objectives to ISLLC standards and KSDE district leadership program standards. Program assessments are closely associated with program objectives to assure that candidate performance is assessed on all program objectives and ISLLC/KSDE district leadership standards.
2. Requires each candidate to complete an electronic portfolio that links candidate performance to program objectives. All program core courses require candidates to submit performance assessments electronically that are linked to program objectives. These assessments are graded on-line providing candidate performance data on program objectives.
3. Requires each candidate to satisfy and maintain progress on the Ed.D. assessment plan including GPA and Professional Skills;
4. Requires each candidate to participate in a dispositions assessment during each Colloquium, which provides SOE faculty with an opportunity to evaluate each candidate's dispositions. The results of the disposition instruments are one tool that predicts the probability of a candidate's success in educational leadership. The disposition responses are used for counseling purposes.
5. Requires each candidate, during each Colloquium and Field Experience II, complete an "efficiency rating" of his or her perceived effectiveness and abilities on each of the program objectives.
6. Requires each candidate complete an "End of Course Survey" for each program course and instructor. The survey consists of the candidate's evaluation of the course objectives/content and the instructor's knowledge and instruction.
7. Requires all administrative mentors and University supervisors of the Field Experiences complete Field Experience Evaluation Forms. These Field Experience Evaluation forms are linked to the program objectives.
8. Requests each program graduate to complete an appraisal form toward the end of the first and third year following the completion of the program. A candidate is requested to provide an "efficiency rating" of his or her perceived effectiveness on each program objective.
9. Requests employers of program graduates in administrative positions to complete an "efficiency rating" of a graduate's effectiveness on each of the program objectives (program evaluations remain anonymous).
10. Requires each licensure candidate to pass the licensure assessments (Superintendent Leadership Assessment) prior to district leadership licensure.

The results gathered from all program assessments are reviewed annually by Ed.D. faculty, the SOE Education Advisory Council, the Graduate Education Committee and the Professional Education Council for the purpose of evaluating and making recommended program changes.

**SECTION II**  
**ASSESSMENT PLAN for the**  
**EDUCATIONAL DOCTORATE (Ed.D.) IN EDUCATIONAL LEADERSHIP**

**Admission to the Ed.D. Program is a competitive process that is reviewed by the SOE Graduate Education Department. The following information must be submitted to the SOE Graduate Education Department for review:**

1. An official transcript showing completion of a graduate degree from a regionally accredited institution with a final GPA equal to or greater than 3.50 on a 4.00 scale;
2. Evidence of completion of a state approved building administrator program (for District Leadership License (DLL) seeking applicants only);
3. Evidence of three years of experience as an educational professional in a K-16 program that is accredited by an institution recognized by a state;
4. Three letters of recommendation that attest to the candidate's leadership potential;
5. A writing sample that scores 80% or above on the program writing rubric;
6. A score on a University critical thinking instrument that places the applicant in the top three quartiles; and
7. A score on a dispositions activity that places the applicant in the top three quartiles.

**Program Options**

Applicants meeting the above requirements are considered for admission under one of the following options:

1. Ed.D. 60+ Hour program: Applicants who possess a Master's degree are admitted as a candidate for the Ed.D. degree and the DLL program (for those holding building leadership licensure). The program includes 59+ credit hours as defined in this handbook. The total program costs for tuition, books, and fees are set annually by the University.
2. Ed.D. program with Specialist degree earned: Applicants who possess a Specialist degree in educational administration from an accredited university and hold District Leadership Licensure issued by Kansas and/or Missouri are eligible for admission. The program includes a minimum of 45 credit hours of coursework and clinical research. The hours required are determined after a review of the applicant's transcript. Current program costs for tuition, books, and fees are assessed at a minimum rate of 75% of full program costs. If a candidate is required to take more than 45 credit hours to complete the program, the candidate pays the existing credit hour charge.
3. Ed.D. program with Master's degree and district licensure earned: Applicants who possess a Master's degree in Educational Administration and hold District Leadership Licensure issued by Kansas and/or Missouri are eligible for admission. The program includes a minimum of 50 credit hours of coursework and clinical research. The hours required are determined after a review of the applicant's transcript. Current program costs for tuition, books, and fees are assessed at the minimum rate of 85% of the full program cost. If a candidate is required to take more than 50 credit hours to complete the program, the candidate pays the existing credit hour charge.

**Program Progress Requirements**

Prior to placement in Field Experience II the candidate

1. Maintains a Professional Skills score equal to or greater than 4.0 (on a 5.0 scale);
2. Maintains a GPA equal to or greater than 3.5 (on a 4.0 scale) by the end of the fifth course and thereafter with no grade below a B; and
3. Successfully completes the building leadership licensure assessment (licensure candidates).

### **Program Graduation Requirements**

1. Successful completion of all program coursework requirements with a cumulative program GPA equal to or greater than 3.5 (on a 4.0 scale) with no grade below a B;
2. Maintenance of a Professional Skills score equal to or greater than 4.0 (on a 5.0 scale);
3. Successful completion of Field Experiences, as evidenced by artifacts and reflections provided in the electronic portfolio, scoring “Proficient” or above;
4. Satisfactory recommendations with a mean score equal to or greater than 3.5 (on a 5.0 scale) from the educational mentor and University supervisor on program field experiences;
5. Successful completion and defense of program electronic portfolio scoring at the proficient level or above on the portfolio rubric;
6. Successful completion of all program requirements, including the clinical research requirement, within a six-year time frame;
7. Payment of all program fees; and
8. Approval by University faculty.

### **District Leadership Licensure Requirements**

1. Satisfactory completion of the DLL program and endorsement from Baker University; and
2. A passing score on the ETS School Superintendent Assessment (SSA) required by the Kansas and Missouri departments of education.

**SECTION III**  
**CURRICULUM REQUIRED for the EDUCATIONAL DOCTORATE (Ed.D.)**  
**IN EDUCATIONAL LEADERSHIP**

**Common Program Strands**

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- Leadership Practices
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Beliefs, Values, and Ethical Issues
- Enrichment through Diversity

	<b>Course Title</b>	<b>Credit Hours</b>
1.	DED 9000 Foundations of Educational Leadership	3
2.	DED 9001 Collaborative Leadership in a Community Context	3
3.	DED 9002 Leading Special and Diverse Populations	3
4.	DED 9010 Statistical Analysis	3
5.	DED 9011 Methods of Inquiry and Research	3
6.	DED 9020 Professional Inquiry Colloquium I	2
7.	DED 9003 Developing Professional Learning Communities	3
8.	DED 9004 Curriculum, Learning and Instruction	3
9.	DED 9005 Legal, Policy, and Ethical Issues in Leadership	3
10.	DED 9006 Human Resources Management	3
11.	DED 9007 Management of Finances, Facilities and Resources	3
12.	DED 9008 Program Planning and Evaluation	3
13.	DED 9021 Professional Inquiry Colloquium II	2
14.	DED 9900 Clinical Research Development	6
15.	DED 9902 Clinical Research Completion and Presentation	10+
16.	DED 9030 Field Experience I	2
17.	DED 9031 Field Experience II	2
18.	DED 9032 Portfolio Presentation	2
<b>TOTAL REQUIRED HOURS for the Ed.D.</b>		<b>59+</b>

## **CURRICULUM REQUIRED for DISTRICT LEADERSHIP LICENSURE**

### **Common Program Strands**

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- Leadership Practices
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Beliefs, Values, and Ethical Issues
- Enrichment through Diversity

<b>Course Title</b>	<b>Credit Hours</b>
1. DED 9000 Foundations of Educational Leadership	3
2. DED 9001 Collaborative Leadership in a Community Context	3
3. DED 9002 Leading Special and Diverse Populations	3
4. DED 9010 Statistical Analysis	3
5. DED 9020 Professional Inquiry Colloquium I	2
6. DED 9003 Developing Professional Learning Communities	3
7. DED 9004 Curriculum, Learning and Instruction	3
8. DED 9005 Legal, Policy, and Ethical Issues in Leadership	3
9. DED 9006 Human Resources Management	3
10. DED 9007 Management of Finances, Facilities and Resources	3
11. DED 9008 Program Planning and Evaluation	3
12. DED 9021 Professional Inquiry Colloquium II	2
13. DED 9030 Field Experience I	2
14. DED 9031 Field Experience II	2
15. DED 9032 Portfolio Presentation	2
<b>TOTAL REQUIRED HOURS for DISTRICT LICENSURE ONLY</b>	<b>40</b>

## **SECTION IV GOVERNANCE**

The School of Education (SOE) faculty and administration play a major role in formulating policy recommendations; however, all policies must be approved by the SOE Professional Education Council (PEC). Recommendations and decisions within the SOE are made by the following groups and/or persons:

**1. The SOE Dean**

The SOE Dean provides the leadership to plan, deliver, and operate coherent programs of study for all undergraduate and graduate education programs. The SOE Dean assumes oversight responsibilities for all SOE undergraduate and graduate programs including, but not limited to, employment of faculty and staff, program modifications, curriculum, accreditation, licensure, budgeting, and governance.

**2. The SOE Professional Education Council**

The SOE Professional Education Council (PEC) serves as the major policy-making body for formulating all undergraduate and graduate education program policies. The PEC meets monthly and conducts other meetings as necessary. The PEC is composed of a) Chairs of the undergraduate and graduate Departments of Education; b) the Dean of the SOE (ex-officio member with voice but without voting privileges); c) the CAS and SPGS Directors of Academic Records (ex-officio members with voting privileges); and all SOE faculty/staff serving ½ time or more. The Chairs of the undergraduate and graduate Departments of Education cooperatively prepares agendas and acts as co-chairs for the PEC.

The primary responsibilities of the PEC include the following:

- a) Approve academic programs, curriculum, policies and procedures for the undergraduate and graduate education programs. The CAS retains the authority to determine the undergraduate general education curriculum for all SOE undergraduate candidates;
- b) Approve undergraduate and graduate education curriculum modifications;
- c) Approve undergraduate and graduate program assessment requirements including admission, candidate progress, and graduation requirements for all education programs;
- d) Review candidate progress and approve undergraduate and graduate candidates for field experiences, making sure candidates have met all criteria;
- e) Serve as a resource for the employment of faculty; and
- f) Make recommendations to the SOE Dean for policy and program change.

Minutes of all PEC meetings are distributed to each Council member and a copy is kept on file. Members of the PEC are invited to attend all SOE Education Advisory Council meetings.

PEC recommendations and decisions are forwarded to the SOE Dean for approval prior to submission to the University Academic Council (UAC). The SOE Dean serves on the UAC. UAC policy approval moves to the University Board of Trustees.

**3. Undergraduate and Graduate Departments of Education**

The undergraduate Department of Education and the graduate Department of Education each meet at least monthly. The undergraduate and graduate Departments of Education serve as vehicles for making recommendations for program and policy changes to the separate undergraduate and graduate education committees (see UTEC and GEC below). Minutes of the undergraduate and graduate department meetings are maintained for future reference. The undergraduate and graduate department meetings are chaired by the undergraduate or graduate department chair.

#### **4. Undergraduate and Graduate Education Committees**

The undergraduate department of education reports to the Undergraduate Teacher Education Committee (UTEC) and the graduate department of education reports to the Graduate Education Committee (GEC). Action taken by the GEC is submitted to the SPGS Faculty Senate for review and feedback, and feedback is considered at the following GEC meeting. Action taken by the separate UTEC and GEC, following faculty senate feedback, is submitted to the SOE PEC for consideration. The chairs of the undergraduate and graduate departments chair their respective UTEC and GEC and co-chair the PEC.

The GEC is composed of all Graduate School of Education and the Liberal Arts faculty members serving ½ time or more, the SOE education specialists, one adjunct faculty member from each SOE and Liberal Arts program, one student representative from each of graduate SOE and Liberal Arts programs, the Director of Graduate Programs in Liberal Arts and Education, the Coordinator of Assessment, and the SPGS Assistant Academic Dean (ex-officio). The Dean of the SOE shall serve as an ex officio member without vote.

Responsibilities of the GEC include the following:

- a) Recommend curriculum and academic procedures to the PEC;
- b) Recommend program policies and operational procedures to the PEC;
- c) Review candidate progress and approve program candidates for field experience placement;
- d) Make recommendations to the PEC regarding assessment requirements including admission, program progress, and graduation requirements; and
- e) Serve as a resource for the employment of faculty.

#### **5. Undergraduate and Graduate Department Chairs**

The undergraduate and graduate Department Chairs report directly to the SOE Dean; however, chairs are responsible for communicating with their respective CAS or SPGS Dean. The undergraduate and graduate Department Chairs, and/or their representatives, serve on the respective CAS and SPGS EPCs and Faculty Senates. The department chairs also serve as communication links with all faculty and staff at their respective levels and assist with licensure issues.

#### **6. School of Education Advisory Council**

The SOE Education Advisory Council (EAC) serves in an advisory capacity for all undergraduate and graduate SOE programs. The EAC meets annually to evaluate program data and make recommendations to the PEC for program change. The EAC is composed of the a) Dean of the SOE (who will chair the EAC); b) the undergraduate and graduate education program chairs; c) all SOE faculty and staff serving at least ½ time; d) area school administrator and teacher educator representatives; and (e) student or graduate representatives for each education program.

The primary responsibilities of the SOE EAC include the following:

- a) Evaluate the effectiveness and relevance of undergraduate and graduate education programs, design, delivery, and curriculum;
- b) Annually review education program data and assessment instruments; and
- c) Make recommendations to the SOE Dean and PEC relating to necessary program changes and/or modifications.

**7. Program modifications that result in program or policy changes must be approved in the stated sequence by the following:**

- Undergraduate and/or graduate departments of education;
- Undergraduate and Graduate Education Committees (UTEC and GEC);
- Report to CAS and SPGS Faculty Senates for feedback prior to submission to the UTEC and/or GEC for final action;
- Professional Education Council;
- The School of Education Dean;
- The University Academic Council;
- The University President; and
- The Baker University Board of Trustees.

**SECTION V  
FIELD EXPERIENCE REQUIREMENTS AND PLACEMENT**

The SOE has designed two field experiences for the Ed.D. program that help candidates transfer and make connections between theory and knowledge and real world leadership practices.

Field experiences

- Help the candidate develop leadership skills and behaviors through the engagement in meaningful real-life leadership activities;
- Assist the candidate in transferring leadership knowledge and theory into leadership skills, behaviors, and activities that enhance learning communities; and
- Provide service to the host educational community.

During Field Experience I and II, the candidate is expected to assist in significant and varied leadership responsibilities under the supervision of a University supervisor and an educational field mentor, who is cooperatively chosen by the candidate, the University advisor, and the educational employment agency. The University supervising administrator and employment mentor work cooperatively with the candidate to select a series of meaningful field experience activities and projects from the suggested activities associated with the program objectives. Through a combination of course work and field experiences, the candidate begins to develop leadership performance behaviors that are associated with program objectives and standards.

The candidate must enroll in two separate field experiences, Field Experience I and Field Experience II. Each of the two field experiences consist of a minimum of sixty (60) clock hours at the educational site. Field experience activities must relate to program objectives and/or performance indicators. Time is distributed across the six program standards. A candidate is expected to address all six program objectives during the two field experiences; however, the candidate must address a minimum of four program objectives/standards in each of the two field experiences. Candidates are expected to work with diverse school/community issues on at least one of the field experience activities.

The candidate is required to submit reflections for each program objective addressed in their field experience and associate each activity with one of the six program objectives. The candidate may log participation in local, state, and national activities. Up to 6 hours of professional development activities can be credited to each of the two field experience time requirements.

At the end of each field experience, a candidate must include, as part of the electronic portfolio, the following:

- Description of each activity stating what responsibilities were assumed, where and when the experience occurred, and under what conditions; and
- Reflections on what was done, what was learned, and what may be done differently.

Placement in Field Experience I (FE I) and Field Experience II (FE II) is subject to the requirements and expectations stated in this section. FE I placement is approved by the lead faculty advisor, subject to the candidate meeting the field experience requirements stated below.

Criteria for placement in field experiences include the following:

1. Each candidate must successfully complete all program coursework requirements (up to the point of placement in FE I or FE II) with a cumulative program GPA equal to or greater than 3.5 (on a 4.0 scale) with no grade below a B;
2. Each candidate must maintain a Professional Skills mean score equal to or greater than 4.0 (on a 5.0 scale);
3. Prior to placement in FE II, a candidate must successfully complete Field Experience I (receiving mean scores equal to or greater than 3.5 from the FE I mentor and University supervisor) and score “Proficient” or above on submitted FE I artifacts and reflections.

## **SECTION VI CLINICAL RESEARCH REQUIREMENTS**

The doctoral clinical research study is conducted in accordance with guidelines established for doctoral candidates of Baker University. The doctoral study follows recommendations found in “The Role and Nature of the Doctoral Dissertation: A Policy Statement,” Council of Graduate Schools.

### **Purpose**

The doctoral clinical research study

1. Reveals the candidate’s ability to analyze, interpret and synthesize information;
2. Demonstrates the candidate’s knowledge of the literature relating to the research project and acknowledges prior scholarship on which the study is built;
3. Describes the methods and procedures used;
4. Presents results in a sequential and logical manner; and
5. Displays the candidate’s ability to discuss fully and coherently the meaning of the results.

The clinical research study is the beginning of the candidate’s scholarly work, not the culmination. Clinical research is expected to provide the candidate with hands-on, directed experience in the primary research methods of the discipline and should provide for the type of research that is expected after the Doctor of Education degree is awarded.

### **Process**

Once a candidate has entered the program, he or she receives a full description of the process to be used for completing the study, including the following:

- Clinical research proposal development and approval.
- Statement on originality.
- Format and publication of the research document.
- Adviser-Advisee relationship.
- Administrative and faculty support.
- Study presentation process.

- Deadline to complete the research project.

The candidate is expected to successfully complete phase one of the research study through enrollment in “Methods and Inquiry of Research” and “Statistical Analysis.” The second phase of the research project includes enrollment in “Clinical Research Development” that involves six (6) credit hours that should culminate in the completion of Chapters One, Two and Three. The third phase of the research project, “Clinical Research Completion and Presentation,” includes enrollment in ten-plus (10+) credit hours in a given semester. A candidate is expected to participate in continuous enrollment of one credit-hour per semester (after the completion of the 6 credit-hour Clinical Research Completion semester) until the research study is successfully completed, presented, and approved by the candidate’s research committee.

### **General Content**

Following approval of the study proposal by the candidate’s major advisor and committee, the candidate will submit the study to include the following:

- Chapter 1: Introduction – A description of the study’s purpose(s), question(s), hypothesis(es) to be examined, and significance of the study.
- Chapter 2: Review of the literature – A logical link of data to the proposition.
- Chapter 3: Methodology – A description of the unit or units of analysis to be used.
- Chapter 4: Results – A description of the findings.
- Chapter 5: Discussion – A description of the interpretations made from the results, including the criteria for interpreting the findings and the applications to future studies.

### **Defense of the Clinical Research Study**

1. The candidate defends the Clinical Research study (CRS) before the candidate’s Advisory Committee. The major advisor is responsible for scheduling the examination after receiving assurances from committee members that they are fully satisfied that the CRS is acceptable. The candidate is responsible for distributing unbound copies of the CRS at least four weeks prior to the defense.
2. The Advisory Committee is responsible for conducting the defense and asks the candidate questions pertinent to the CRS. The major advisor prepares the candidate prior to the examination by reviewing the candidate’s responsibilities for presenting the CRS. The major advisor provides a brief introductory opening. The candidate is responsible for preparing and conducting a presentation of the CRS, including a review of the research questions/hypotheses and explanation of the instruments and analyses, followed by a concise presentation of findings. The Advisory Committee may then pose questions for the candidate. Faculty members, program candidates, and personal guests invited by the candidate may attend but may not ask questions of the candidate.
3. When the Advisory Committee has posed all necessary questions for the candidate to respond in defense of his/her CRS, the major advisor excuses the candidate and conducts a discussion among the committee to determine the candidate’s success in completing the CRS. If the candidate’s defense is successful, he/she is congratulated, requested to make any minor edits prior to publication and recommended for graduation from the Ed.D. program. If the candidate’s defense is not of sufficient quality, the Advisory Committee may request the candidate to make requested revisions and reschedule a follow-up defense of the candidate’s CRS or deny approval of the study.
4. When all members of the Advisory Committee are satisfied, the candidate obtains at least five bound copies of the CRS. The candidate secures signatures of the major advisor and Advisory Committee members on all copies. One copy each is distributed to the major advisor, Collins Library, and School of Education Graduate Department.

5. The major advisor files a grade report with Academic Records for the number of credit hours earned for DED 9902 Clinical Research Study Completion and Presentation. The candidate completes all required forms for graduation.

## **SECTION VII PORTFOLIO REQUIREMENTS**

Ed.D. candidates enroll in DED 9023 Portfolio Presentation following DED 9031 Field Experience II. The Program Portfolio is a purposeful collection of educational artifacts designed to provide tangible evidence of the candidate's growth and learning relating to the district licensure program objectives.

### **The Program Portfolio**

1. Provides a "Showcase" of artifacts that demonstrate the candidate's skills as a potential educational administrator.
2. Provides evidence the candidate has met or made significant progress on all program objectives.
3. Provides evidence of the candidate's growth in the program.
4. Demonstrates the candidate's ability to use reflective construction.

Program instructors provide opportunities for candidates to develop most portfolio artifacts as part of course activities and field experiences.

### **Portfolio Content**

The portfolio addresses the following four sections:

1. Program artifacts
  - Program artifacts collected throughout the required coursework, which includes two knowledge and two performance indicators for each standard, are submitted in this section.
  - Prior to the submission of the portfolio, a reflection is written for each of the above artifacts that discusses what has been learned in the chosen area during the program.
2. The candidate articulates his or her educational beliefs and mission statement and describes how the stated beliefs and mission impacts administrative behaviors and practices.
3. The candidate includes written documentation and reflections on program field experiences (occurring in Field Experiences I and/or II) including
  - A description of each activity, what responsibilities were assumed, where and when the experience occurred, and under what conditions; and
  - Reflections on what was done, what was learned, and what might be done differently.
4. The candidate writes a summary paper that links program objectives, course assessments, and the candidate's perception of growth on each of the six program objectives. The summary is an in-depth examination of the candidate's growth; and includes specific examples and experiences from coursework, field experiences, and individual study.

### **Defense of the Portfolio**

1. The candidate writes a summary paper (see above description). The candidate submits the summary paper to his/her major advisor. Upon final approval of the paper by the major

- advisor, the candidate and major advisor work together to schedule a presentation and defense of the entire portfolio.
2. The candidate organizes an oral presentation that portrays all portions of the portfolio and is prepared to respond to questions. The presentation is attended by the major advisor, the secondary advisor (Graduate Department faculty member), and Directed Field Experience supervisor. The presentation is posted and is open to guests. Faculty members, program candidates, and personal guests invited by the candidate may attend but may not ask questions of the candidate.
  3. Successful completion is determined by the major advisor, secondary advisor, and DFE supervisor. Two credit hours for DED 9032 are awarded and communicated to Academic Records.

## **SECTION VIII LICENSURE RELATED ISSUES**

An Ed.D. candidate is eligible to obtain a Kansas PreK-12 District Leadership Licensure (DLL) or a Missouri leveled license (see below) if he or she holds current Kansas and/or Missouri teaching licensure and building leadership licensure and completes the Ed.D. licensure program requirements. A candidate is not required to complete the clinical research component prior to making application for the DLL.

Kansas and Missouri candidates seeking DLL are required to take the ETS Superintendent Leadership Licensure Assessment. The required score for Missouri is 158; for Kansas the required score is 157.

### **Kansas Licensure Requirements**

Ed.D./DLL program completers desiring Kansas DLL must successfully complete a building leadership licensure program, Baker's DLL program, and pass the building and district level ETS assessments (identified above). Applicants are recommended to the Kansas State Department of Education (KSDE) for a two-year conditional DLL license. Once a person has completed the program and taken the content licensure exams, he/she is eligible for the two-year Kansas conditional license and employment at the district level (including special education leadership). Once the two-year conditional DLL is obtained and a district administrator position is secured, the administrator is required by KSDE to enroll in two semesters of post program internships that are supervised by the University. The two semesters of post program internships during the conditional licensure period must be completed prior to obtaining full professional DLL

The application for DLL licensure must be submitted to SOE licensure officer. The SOE licensure officer assists applicants in gathering the necessary materials to submit to KSDE for licensing.

### **Missouri Licensure Requirements**

A Missouri candidate obtains leveled (elementary or secondary) district leadership professional licensure. A DLL program completer who desires Missouri licensure must obtain such licensure by applying to the Missouri Department of Elementary and Secondary Education. Baker University completes a form of assurance that the applicant has met Missouri district administrator standards. The candidate is automatically awarded a two-year temporary district

administrator licensure that is either for the elementary (K-8) or secondary (K-12) licensure. A candidate seeking Missouri licensure is not required to take the post program practicum.

## **SECTION IX PROGRAM ADVISING**

Each Ed.D. candidate is assigned a faculty advisor to assist him or her through the program.

A faculty advisor

1. Maintains a course and program requirement completion plan for each advisee, ensuring that each advisee satisfactorily meets all course and program requirements;
2. Directs the assignment of supervisors for all field experiences;
3. Assists the advisee in preparing the program portfolio for defense;
4. Serves as the lead advisor on the advisee's clinical research project; and
5. Ensures that all program expectations are satisfactorily completed within the six-year time frame.

## **APPENDIX**

### **APPENDIX A DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP**





**DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP  
FIELD EXPERIENCE CONTRACTUAL AGREEMENT**

Baker University candidates involved in the Ed.D. program must participate in two field experiences designed to help candidates transfer and make connections between theory and knowledge and real world leadership practices. A candidate must secure appropriate signatures from an educational administrator in the field who serves as the candidate's mentor during the field experience and a University School of Education supervisor.

Each of the two field experiences consist of a minimum of sixty (60) clock hours at the educational site. Field experience activities should relate to the leadership program objectives and/or performance indicators. Time is distributed across the six program standards. Candidates are required to have significant exposure to a wide array of administrative activities within the educational setting under the joint supervision of the educational administrative mentor and the University's field experience supervisor.

The educational administrative mentor must satisfy the criteria of a minimum of 3 years experience as a practicing administrator. The mentor must be approved by the University's School of Education.

Signed agreements must be submitted to the Chair of Graduate Studies. \_\_\_\_\_  
(date)

\_\_\_\_\_ requests to participate in Field Experience (1 or 2) \_\_\_\_  
(printed candidate name)

\_\_\_\_\_. This experience will occur at \_\_\_\_\_  
(term or year) (educational site)

under the guidance of \_\_\_\_\_ .  
(educational administrative mentor)

**Approval signatures**

_____	_____
Educational Administrative Mentor	Date
_____	_____
University Supervisor of DFE	Date

I understand the field experience activities may require additional hours that are not currently part of my contractual agreement in order to comply with the University's field experience requirements.

\_\_\_\_\_  
(Candidate signature)

**APPENDIX D**

**Ed.D. PROFESSIONAL SKILLS SURVEY**  
**Instructor Ratings of Candidate's Performance**

Name of Candidate \_\_\_\_\_ Instructor \_\_\_\_\_  
 Course(s) he/she has had with you \_\_\_\_\_

Your ratings imply that the candidate has demonstrated the following in each of the areas.  
 1 - An unacceptable level of competence in the area identified.  
 3 - The ability to frequently perform at an acceptable level of competence in the area identified.  
 5 - The ability to consistently perform at a high level of competence in the area identified.  
 N/A- you have been unable to evaluate the area or you consider this area not applicable to your course.

(Circle rating for each)

The candidate demonstrates the following:

Knowledge Base A strong knowledge of the content covered (both written and oral) that aligns with educational research, and/or best practices.	N/A   1   2   3   4   5
Written Communication The ability to express ideas clearly, using appropriate writing conventions, organization, and focus.	N/A   1   2   3   4   5
Oral Communication The ability to communicate with others and a commitment to interact with, encourage, and empower others to communicate.	N/A   1   2   3   4   5
Professional Responsibility and Organizational Skills The ability to plan, schedule, use resources, prioritize personal work load, and meet time demands.	N/A   1   2   3   4   5
Problem Solving and Critical Thinking Skills The ability to think critically and use problem solving skills in the decision making process.	N/A   1   2   3   4   5

Cumulative course average \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Candidates must possess a composite average for all courses (not any singular course) of  $\geq 4.0$  (on a 5 point scale) on Professional Skills Surveys.

**APPENDIX E**  
**DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP**  
**ASSESSMENT OF PROGRAM OBJECTIVES BY COURSE**

<b>Doctor of Education (Ed.D.) in Educational Leadership</b> <b>Assessment of Program Objectives by Course</b>	<b>Foundations of Org Ldrshp</b>	<b>Collaborative Ldrshp</b>	<b>Statistical Analysis</b>	<b>Methods of Inquiry/Research</b>	<b>Special Populations</b>	<b>Prof Lrng Comm</b>	<b>Legal Issues</b>	<b>HR Management</b>	<b>Finances and Facilities</b>	<b>Program Planning</b>	<b>Curriculum</b>
<b>1. Facilitate stewardship of learning vision</b>											
a. Vision, mission, goals cooperatively developed	X										
b. Policies and plans shaped by vision, mission, and goals	X										
c. Data used in decision making						X					
d. Beliefs and values applied to practice	X										
e. Professional learning community						X					
f. Systems theory applied										X	
<b>2. Nurture school culture</b>											
a. Culture designed around learning communities						X					
b. Programs designed and evaluated to vision and mission							X				
c. Curriculum and instruction include research and best practices				X							
d. Assessment monitors learning											X
e. Results based professional development						X					
f. Technologies enhance teaching and learning											X
g. Supervision/evaluation practices increase student performance							X				
h. Research methodologies				X							
<b>3. Develop management practices</b>											
a. Structure and operations managed for learning									X		
b. Policies and budgets aligned with vision and goals									X		
c. Facilities ensure effective learning environments									X		
d. Human resource supervision								X			
e. Legal issues for facilities operations									X		
f. Technologies ensure management practices									X		
g. Crisis management plan									X		
h. Critical thinking and problem solving resolve conflict issues	X										
i. Finance issues understood									X		
j. Proactive management practices									X		
k. Systemic thinking influences change	X										
<b>4. Collaborate with diverse community</b>											
a. Visibility and involvement with larger community	X										
b. Effective communication and group processes		X									
c. Community resources used		X									
d. Partnerships established		X									
e. Diversity recognized	X	X									
f. IDEA implemented					X						
g. Community relations program		X									
h. Funds used ethically and wisely		X									
<b>5. Integrity, fairness and ethical behavior</b>											
a. Positive learning environment	X										
b. Professional integrity							X				
c. Treats all fairly							X				
d. Applies laws fairly and accurately							X				
e. Protects rights of all							X				
f. Appreciation for diversity							X				
<b>6. Larger political, social, economic, and cultural context</b>											
a. Context of district		X									
b. Work with political realities	X								X		
c. Board involvement	X								X		
d. Programs enhance democratic society											X
e. Trends and changes addressed	X										
f. Community works within policies and laws							X				
g. Communications maintained with all		X									

h. Stakeholders influenced  
i. Presence at all levels

X