

BAKER UNIVERSITY School of Education



DOCTOR 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
DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP
POLICY AND PROGRAMS HANDBOOK

Table of Contents

School of Education Statement of Mission.....	cover
Baker University Statement of Vision.....	3
Baker University Statement of Mission	3
Section I: Conceptual Framework	4
Program Mission	5
Essential Characteristics.....	5
Program Objectives.....	6
Evaluation Process.....	7
Section II: Governance	8
Section III: Assessment Plans	11
Program Options	11
Program Progress	11
Program Graduation Requirements.....	12
Section IV: Curriculum (Educational Doctorate).....	13
Curriculum (District Leadership Licensure).....	14
Continuous Enrollment Guidelines.....	15
Section V: Field Experience Requirements and Placement.....	15
Section VI: Clinical Research Requirements	17
Purpose	17
Process	17
Defense of the Clinical Research	18
Clinical Research Study Guidelines (table).....	19
Section VII: Portfolio Requirements.....	20
Program Portfolio.....	20
Portfolio Content	20
Portfolio Defense.....	20
Portfolio Defense Rubric.....	21
Section VIII: Licensure Related Issues	22
Kansas Licensure.....	22
Missouri Licensure	22
MSSL Adjusted Building Licensure (table).....	24
Section IX: Program Advising.....	25
Appendices.....	26
Appendix A: Supervisor’s Evaluation of Field Experiences	27
Appendix B: Administrator Mentor’s Evaluation of Field Experiences.....	28
Appendix C: Candidate Reflection Form.....	29
Appendix D: Field Experience Contractual Agreement.....	30
Appendix E: Instructor Ratings of Professional Skills	31

**BAKER UNIVERSITY
DOCTOR 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 2008.

BAKER UNIVERSITY STATEMENT OF VISION

Baker University is a premier private university with a tradition of academic excellence and student engagement in a respectful, inviting and values-based community.

The Baker University Statement of Mission

Baker University is committed to assuring student learning and developing confident, competent and responsible contributors to society.

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.

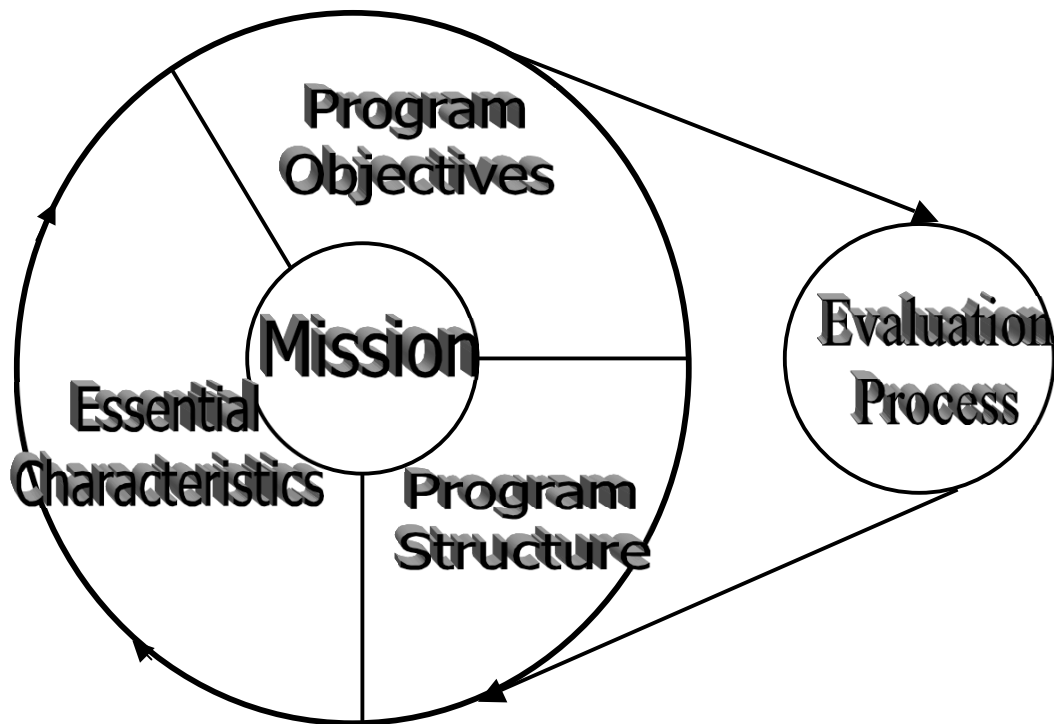
The Ed.D. program objectives set the expectations that exemplary educational leaders must meet.

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 secure 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.

Ed.D. 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 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards 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.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

The candidate

- a) Collaboratively develops and implements a shared vision and mission;
- b) Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
- c) Creates and implements plans to achieve goals;
- d) Promotes continuous and sustainable improvement;
- e) Monitors and evaluates progress and revise plans; and
- f) Applies leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

The candidate

- a) Nurtures and sustains a culture of collaboration, trust, learning, and high expectations;
- b) Creates comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
- c) Creates personalized and motivating learning environments that meet the needs of all students;
- d) Supervises instruction;
- e) Develops assessment and accountability systems to monitor student progress;
- f) Develops the instructional and leadership capacities of staff through results-based professional development opportunities;
- g) Maximizes time spent on quality instruction;
- h) Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- i) Monitors and evaluates the impact of the instructional program on learning.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

The candidate

- a) Monitors and evaluates the management and operational systems;
- b) Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources through the use of proactive management strategies;
- c) Promotes and protects the welfare and safety of students and staff;
- d) Develops the capacity for distributed leadership;
- e) Ensures teacher and organizational time is focused to support quality instruction and student learning; and
- f) Ensures that legal issues relating to policies, operations, human resource supervision and support systems are effectively applied, protecting the rights and confidentiality of all persons.

Standard 4: An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse and special community interests and needs, and mobilizing community resources.

The candidate

- a) Collects, analyzes, and appropriately applies community data and pertinent information for improvement;
- b) Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
- c) Builds and sustains positive relationships with families and caregivers;
- d) Builds and sustains productive relationships with community partners;
- e) Develops effective communication and group process skills; and
- f) Effectively implements the Individuals with Disabilities Act (IDEA) (Section 504, and PL 94-142) to provide services for handicapped and special needs populations.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

The candidate

- a) Ensures a system of accountability for every student's academic and social success;
- b) Models principles of self-awareness, reflective practice, transparency, and ethical behavior, treating all persons fairly, equitably, and with dignity;
- c) Safeguards the values of democracy, equity, and diversity; and
- d) Considers and evaluates the potential moral and legal consequences of decision-making.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

The candidate

- a) Advocates for children, families, and caregivers by maintaining communications with all members of a diverse community;
- b) Acts to influence local, district, state, and national decisions affecting student learning;
- c) Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies; and
- d) Understands and develops skills to work with governing boards in shaping policies and practices.

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. Candidate performance data are analyzed and reviewed annually by undergraduate and graduate faculty, the SOE Education Advisory Council (EAC), and the Professional Education Council (PEC) to evaluate program effectiveness and the need for course and/or program change.

Ed.D. Program Assessments

The Ed.D. program

1. Aligns the Ed.D. program objectives to 2008 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 to 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" (EOC) 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 data gathered from all program assessments are reviewed annually by Ed.D. faculty, the SOE EAC, the GEC and the PEC for the purpose of evaluating and making recommended program changes.

SECTION II **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 and Assistant Dean; 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) Approve candidates for degrees;
- 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 Education Department (UED) and the Graduate Education Department (GED) each meet at least monthly. The UED and GED 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 UED and GED 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:

- Graduate Education Department (GED);
- Graduate Education Committees (GEC);
- Report to SPGS Faculty Senates for feedback prior to submission to the 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 III

**ASSESSMENT PLAN for the
DOCTOR OF EDUCATION (Ed.D.) IN EDUCATIONAL LEADERSHIP**

Admission to the Ed.D. Program is a competitive process that is reviewed by the SOE GEC. The following information must be submitted to the SOE GEC 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. 59+ 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;
3. Must successfully complete DED 9030 Field Experience I (receiving mean scores equal to or greater than 3.5 from the FE I mentor and University supervisor) and immediately enroll in DED 9031 Field Experience II.

Program Graduation Requirements for the Ed.D. Program

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. Possession of a Professional Skills score equal to or greater than 4.0 (on a 5.0 scale);
3. Successful completion of the two 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 defense of the Clinical Research Study (CRS);
7. Successful completion of all program requirements, including the CRS, within a six-year time frame;
8. Payment of all program fees; and
9. Approval by University faculty.

Ed.D. Program Probation

When an Ed.D. candidate fails to meet the program requirements identified above, the candidate is 1) dropped from the program or 2) placed on probation. If a candidate is placed on probation, he or she is notified by SOE administration as to the steps necessary to move from a probationary status. If a student fails to meet these requirements at or near the end of the program, he or she must understand this failure jeopardizes program and/or degree completion.

SECTION IV **CURRICULUM REQUIREMENT for the DOCTOR OF EDUCATION (Ed.D.)** **IN EDUCATIONAL LEADERSHIP AND ENROLLMENT GUIDELINES**

Common Program Strands

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

Ed.D. Degree Curriculum

	Course Title	Credit Hours
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
Please refer to the continuous enrollment guidelines on the following page		
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
	TOTAL REQUIRED HOURS for the Ed.D.	59+

CURRICULUM REQUIRED for DISTRICT LEADERSHIP LICENSURE

Common Program Strands

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

	Course Title	Credit Hours
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
TOTAL REQUIRED HOURS for DISTRICT LICENSURE ONLY		40

District Leadership Licensure Requirements

1. Satisfactory completion of the DLL program listed above 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.

Continuous Enrollment Guidelines

A candidate enrolled in the Ed.D. program is enrolled without additional charge for a three-year period. Prior to the completion of the three-year period, a candidate is expected to complete DED

9030 Field Experience I and DED 9032 Portfolio Presentation. If Field Experience II or either of the Clinical Research Studies (CRS), DED 9900 and DED 9902, are not completed by the end of the three-year period, a candidate is expected to maintain continuous enrollment at an additional personal cost of one (1) to three (3) credit-hours per semester (depending on the need for financial aid - the cost is determined by the business office) until Field Experience II and both of the CR studies are complete or the six year time frame expires. A candidate who does not complete the CR studies in the six year time frame must appeal to the Dean of the SOE for a time extension or be dropped from the program.

A candidate enrolls in DED 9030, 9031, 9032, 9900, and 9902 courses according to the schedule below.

- A candidate must enroll in DED 9030 Field Experience I during DED 9020 Professional Inquiry Colloquium I.
- A candidate must enroll in DED 9031 Field Experience II immediately following the completion of DED 9030.
- A candidate must enroll in DED 9032 Portfolio Presentation and DED 9900 CR Development during DED 9021 Professional Inquiry Colloquium II.
- A candidate must enroll in DED 9902 Clinical Research Completion and Presentation at the completion of DED 9900.
- A candidate must be continuously enrolled after the program coursework is completed in either DED 9900 CR Development or DED 9902 CR Completion and Presentation until all Ed.D. program CRS requirements are completed. The registrar records a pass grade for both 9900 and 9902 until each course is complete, at which time a letter grade is recorded.
- Once the first three chapters have been presented and approved by the candidate's CRS committee, a passing grade for 9900 CR Development is recorded on the transcript and the candidate immediately enrolls in DED 9902.
- Once the candidate has successfully defended his/her CRS, the document is edited, prepared for publication, and a letter grade for DED 9902 is entered on the transcript.

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 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. The field mentor is chosen by the candidate and approved by the University Field Experience Coordinator. The University supervising administrator and field 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 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 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 six 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); and
3. A candidate must enroll in Field Experience II immediately following successful completion of Field Experience I

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 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 credit hours that culminates in the completion of Chapters One, Two and Three. A candidate must enroll in DED 9900 CR Development during DED 9020 Professional Inquiry Colloquium I. The third phase of the research project, “Clinical Research Completion and Presentation,” includes enrollment in ten-plus (10+) credit hours in a given semester. Once the first three chapters have been presented and approved by the candidate’s CRS committee, a passing grade for DED 9900 CR Development is recorded on the transcript and the candidate is immediately enrolled in DED 9902.

At the completion of the third year in the program if the CRS is not successfully competed,, defended and approved by the candidate’s CRS committee, the candidate is expected to participate in continuous enrollment of one credit-hour per semester (at the current rate per credit hour) until the research study is successfully completed, presented, and approved by the candidate’s research committee.

Once the candidate has successfully defended his/her CRS, the document is edited, prepared for publication, and a letter grade for DED 9902 is entered on the transcript.

General Content

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

- Chapter 1: Introduction – A description of the study’s purpose(s), research questions, 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 in a timely manner (See CRS Process Guidelines on page 20.).
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.

Clinical Research Study (CRS) Process Guidelines

Step	Responsible Parties	Guidelines	Notes
1. Initial Draft of CRS Proposal	Research Analyst, Major Advisor and Candidate	Candidate works with Research Analyst and Major Advisor in the development of the research questions and the study design.	May be started in DED 9010/9011 but not a course requirement.

Step	Responsible Parties	Guidelines	Notes
2. SOE Approval of CRS Proposal	SOE Major Advisor, Research Analyst and Candidate	Short description of Chapters 1-3. Chapter 2 can be a brief summary, but Chapters 1 and 3 must have a thoroughly developed research plan, research questions, and research methodology. This must be approved by the Major Advisor.	May be written in DED 9010/9011 but not a course requirement. Research Analyst is consulted but is not a part of the approval of the CRS proposal.
3. Approval of the Institutional Review Board (IRB) Proposal*	SOE Major Advisor, Second Advisor, Candidate, and IRB Committee	IRB form is provided to the candidate by the major advisor. The IRB proposal must be approved by the major and second advisor before it is submitted to the IRB.	The Research Analyst may be consulted but is not a part of the formal approval of the IRB Proposal.
4. SOE Approval of Chapters 1-3	SOE Major Advisor, and Second Advisor	At this point, the first three chapters must be thorough and complete. The major and second advisors, with the assistance of the research analyst, have the responsibility to provide thorough feedback on research design, organization, and clarity of writing.	SOE Committee Members provide feedback within two weeks. Upon approval of the major and second advisor, the candidate can begin data collection.
5. CRS Committee Approval of Chapters 1-3	All CRS Committee Advisors	Advisors 3 and 4 are added at this point with the specific responsibility of providing feedback regarding points of confusion or minor proofreading suggestions.	Committee members provide feedback within three weeks of receiving Chapters 1-3.
6. Approval of the IRB Proposal* *See step 3 above.	SOE Major Advisor, Second Advisor, Candidate, and IRB committee.	IRB form is provided to the candidate by the major advisor. The IRB proposal must be approved by the major and second advisor before it is submitted to the IRB.	The Research Analyst may be consulted but is not a part of the formal approval of the IRB Proposal.
7. Initial Draft Chapter 4	SOE Research Analyst, Major Advisor, and Candidate	During the development of chapter 4, the candidate may work closely with the research analyst to compile and interpret data.	Major advisor is included in these discussions to gain a clear understanding of research analyst recommendations.
8. SOE Approval Chapter 4-5	Major Advisor, Second Advisor, and Research Analyst	At this point, the chapters 4 and 5 must be thorough and complete. The major and second advisors, with the assistance of the research analyst, have the responsibility to provide thorough feedback on research design, organization, and clarity of writing.	SOE Committee Members provide feedback within two weeks.
9. CRS Committee Approval, Chapters 1-5	All CRS Committee Advisors	At this point, advisors 3 and 4 are added with the specific responsibility of providing feedback regarding points of confusion or minor proofreading suggestions. A tentative defense date is scheduled.	Committee members provide feedback within three weeks of receiving entire study. Print copy should be provided to all committee members.
10. CRS Defense	All Committee Advisors and Candidate	Defense date is confirmed once a majority of the committee members have approved Chapters 1-5. At the completion of the defense session, committee members may vote to approve, approve with minor modification, or deny approval. Final decision must have majority vote.	Electronic copy of revised study should be sent to all advisors. The major advisor is responsible for determining that modifications suggested at the CRS defense are satisfactorily addressed.

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 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 three sections:

The candidate shall prepare a written portfolio summary that includes the following three sections:

1. The candidate submits a summary of Ed.D. learning experiences associated with each of the six program objectives /ISLLC standards, resulting from the Ed.D. program coursework assessments and/or artifacts. Each of the six program objectives/ISLLC standards must be addressed; however, each required program artifact need not be addressed.
2. The candidate articulates how his or her stated beliefs and mission will impact leadership behaviors and practices. The candidate describes how his or her beliefs and mission statements have changed as a result of the program growth.
3. The candidate includes written documentation and reflections on major program field experiences (occurring in Field Experiences I and/or II) including:
 - A description of major activities, 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.

Portfolio Defense

1. The candidate writes a Portfolio summary (see above description). The candidate submits the Portfolio summary to his/her major and secondary advisors. Upon final approval of the summary by the major and secondary 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 three portions of the portfolio and is prepared to respond to questions. The presentation is attended by the major advisor, the secondary advisor, and the Directed Field Experience (DFE) supervisor.
3. Successful completion is determined by the major advisor, secondary advisor, and the DFE supervisor. Completion of two credit hours for DED 9032 are communicated to Academic Records and awarded.

The following rubric will be used to evaluate the Portfolio defense.

Edd Portfolio Defense

	Unsatisfactory 0 - 5	Basic 5.1 - 7	Proficient 7.1 - 9	Distinguished 9.1 - 10	Score
Reflection on Artifacts and ISLLC Standards	The candidate submits reflections that are vague, unclear and do not clearly describe knowledge gained on each of the standards.	The candidate submits reflections that briefly summarize what has been learned on each of the program standards.	The candidate submits reflections on course assessments and activities that demonstrate some growth on each of the six program objectives/ISLLC Standards.	The candidate submits very thoughtful reflections on course assessments (artifacts) and activities that demonstrate significant growth in each of the six program objectives/ISLLC standards.	
Reflection on Beliefs and Mission	The stated beliefs and mission make little reference to enhancing the learning environment. Discussion is not provided on personal growth during the program or the impact on future leadership actions.	The candidate attempts to discuss a commitment to learning, discusses changes in his/her beliefs and mission and describes the impact on leadership actions.	The candidate demonstrates some commitment to learning, makes a reasonable analysis of personal growth relating to beliefs and mission and describes how his/her beliefs/mission will impact future leadership actions.	The candidate demonstrates a strong commitment and passion for learning, provides a thoughtful analysis of personal growth relating to beliefs/mission and describes the impact his/her beliefs/mission will have on leadership behaviors and practices.	
Reflection on Field Experiences	The field experience activities are not well defined, do not relate to standards and do not address candidate learning.	Most major field experiences are described and related to the six standards. Some description of candidate learning is provided.	Major field experience activities are described with a brief description of what is learned and what standards are addressed.	The candidate clearly articulates major field experience activities, carefully reflecting on what is learned, the standards addressed and will be done to improve the activity.	
Writing Conventions	The paper does not meet expectations for writing at the doctoral level. Citations, quotes and references are omitted.	There are several errors of writing conventions. Citations, quotes and references to experts in the field are limited.	Some quotes from texts, instructors, and experts in the field are cited. There are few errors in writing conventions.	All writing conventions are followed. The paper uses appropriate quotes and citations from texts, instructors, and experts in related fields.	
Presentation of the Portfolio	The presentation is not well prepared and does not meet doctorate level expectations.	The presentation format is somewhat vague or confusing. Speaking skills are less than confident.	The presentation is given in an appropriate format. Speaking skills are somewhat confident.	The presentation is given in a clear visual format appropriately portraying the candidate's thoughts. Speaking skills demonstrate confidence and the audience is actively engaged.	
Response to Committee Questions	The candidate is unable to accurately respond to a majority of the questions.	The candidate responds correctly to less than half the questions asked or is only able to make shallow connections to other knowledge or material.	The candidate responds to most questions and demonstrates an ability to go beyond what was prepared by making connections to other knowledge or material.	The candidate responds clearly to questions from committee members. Responses are focused and demonstrate a deep knowledge base and the ability to make connections to prior learning experiences.	

SECTION VIII
DISTRICT LEADERSHIP LICENSURE/CERTIFICATION
REQUIREMENTS & PROCEDURES

An Ed.D. candidate, holding a building leadership license/certificate, is eligible to obtain a Kansas PreK-12 District Leadership License (DLL) upon successful completion of the Ed.D. licensure requirements. An Ed.D. candidate upon completion of the doctorate degree is eligible for a Missouri Superintendent Certificate K-12.

An Ed.D. candidate seeking Kansas DLL or a Missouri Superintendent Certificate as indicated above must hold a building leadership license or certificate and pass the ETS School Superintendent Assessment . The passing score on the School Superintendent Assessment in Kansas is 157 and Missouri is 158.

Since other application requirements for the above-mentioned license and certificate vary between Kansas and Missouri please see below the licensure and certification requirements for each state.

Kansas Licensure Application Procedures

An Ed.D. candidate, holding a Kansas building leadership license, upon successful completion of the Baker University School of Education DLL program can be recommended to the Kansas State Department of Education for a initial district leadership license. It should be noted the holding of a Kansas building leadership license to qualify for district licensure is a Baker University requirement and not a Kansas State Department of Education requirement. A candidate is not required to complete the clinical research program requirement prior to application for DLL. The application process includes the following.

- Submit electronically a Kansas State Department of Education *Form 1- Conditional License or Added Endorsements* application form to the Baker University licensure officer.
- Submit to the Baker University licensure officer an official Baker transcript indicating successful completion of the DLL program of study.
- Submit to Baker University a passing score on the ETS School Superintendent Assessment. (157 or higher)
- Submit to the Kansas State Department of Education a licensure payment for the initial two year conditional license in district level leadership.

The initial two year license in DLL can be renewed within five years of the issuance date for an additional two years.

Missouri Certification Application Procedures

An Ed.D. candidate upon successful completion of the Baker University doctoral program of study can be recommended to the Missouri Department of Elementary and Secondary Education for an Initial Superintendent Certificate. The Initial Superintendent Certificate (K-12) is a four year certificate and an applicant for this certificate must hold a Missouri teaching certificate. Applicants for this certificate must have one year of building administration experience and present evidence of an educational specialist or advanced degree program (Ed.D.) in educational leadership. The application process includes the following.

- Submit a Missouri Department of Elementary and Secondary Education *Application for Missouri Superintendent's Certificate* to the Baker University licensure officer. Section I is completed by the applicant. Section II must be completed by the applicant's school district. Section III must be completed by the Baker licensure officer.
- Submit to Baker University and the Missouri Department of Elementary and Secondary Education a passing score on the ETS School Superintendent Assessment. (158 or higher)
- Submit an official Baker University transcript indicating successful completion of the Ed.D. Program in Educational Leadership.

The Baker University licensure officer will assist an Ed.D. candidate apply for Kansas DLL and an Ed.D. program completer apply for a Missouri Initial Superintendent Certificate.

MSSL Adjusted Building Licensure Program Requirements for Candidates who have Completed the Ed.D. Program

A candidate who completes the Ed.D. program and does not have building or district leadership licensure may obtain both licensures by picking up the specified MSSL coursework identified in the table on the following page. The listing of MSSL required coursework is located on the left side of the table and relevant Ed.D. required coursework is listed on the right. The X in the middle box indicates MSSL courses that must be taken by those who complete the Ed.D. curriculum to gain building and district licensure. Five of the MSSL courses are satisfied, as marked, by similar Ed.D. courses. Several marked courses may be satisfied (through a transcript evaluation) by prior coursework (i.e. Assessment Strategies and Instructional Technology); however, a candidate who completes the Ed.D. program must enroll in the four MSSL core courses marked with the X (5010, 5020, 5030, 5050) as well as the DFE.

A candidate is not permitted to enroll concurrently in an Ed.D. course and MSSL course (not to include field experiences and clinical research). A candidate may begin the MSSL DFE following successful completion of MAS 5010. The indicated Ed.D. coursework satisfies MSSL coursework; however, the reverse is not the case as MSSL courses does not cover sufficient Ed.D. content.

MSSL Adjusted Building Licensure Program Requirements for Candidates who have Completed the Ed.D. Program

MSSL Course #	MSSL Course Names	MSSL Courses that must be taken	Ed.D. Course #	Ed.D. Course Names
<i>MAS 5010</i>	Foundations of Educational Administration	X	DED 9000	Foundations of Educational Leadership
<i>MAS 5020</i>	Organizational Health and Performance	X	DED 9001	Collaborative Leadership in a Community Context
<i>MAS 5030</i>	School Personnel	X	DED 9002	Leading Special and Diverse Populations
<i>MAS 5040</i>	Curriculum and Instruction for Admin.	Satisfied by DED 9004	DED 9003	Developing Professional Learning Communities
<i>MAS 5050</i>	Student Services, Climate and Programs	X	DED 9004	Curriculum, Learning and Instruction
<i>MAS 5060</i>	Legal and Ethical Issues of School Leadership	Satisfied by DED 9005	DED 9005	Legal, Policy, and Ethical Issues in Leadership
<i>MAS 5070</i>	School Planning, Operation, and Finances	Satisfied by DED 9007	DED 9006	Human Resources Management
<i>MAS 5504</i>	Directed Field Experience	X	DED 9007	Management of Finances, Facilities and Resources
<i>EDU 5102</i>	Assessment Strategies	X	DED 9008	Program Planning and Evaluation
<i>EDU 5121</i>	Inquiry and Research	Satisfied by DED 9011	DED 9010	Statistical Analysis
<i>EDU 5531</i>	Today's Learner	Satisfied by DED 9002	DED 9011	Methods of Inquiry and Research
	Instructional Technology Course	X	DED 9020	Professional Inquiry Colloquium I

SECTION IX
PROGRAM ADVISING

Each Ed.D. candidate is assigned a Major Faculty Advisor to assist him or her through the program.

A Major 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. Assists the advisee in preparing the program portfolio for defense;
3. Serves as the lead advisor on the advisee's clinical research project;
4. Ensures that all program expectations are satisfactorily completed within the six-year time frame; and
5. Works with the Coordinator of the Ed.D. program to monitor the candidate's progress in the program found in the candidate's file.

APPENDIX

APPENDIX C

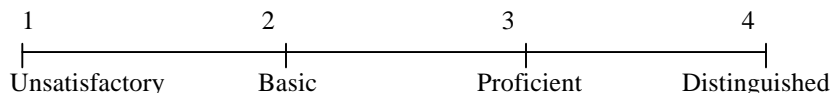
DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP Candidate's Reflection of Progress on Program Standards

Candidate's Name

Ed.D. Cohort Number

Date

The School of Education has identified six objectives and numerous indicators that candidates in the Ed.D. Educational Leadership program are expected to demonstrate in the process of becoming exemplary educational leaders. Candidates are asked to score (during each colloquium) an "efficiency rating" of his or her perceived knowledge and abilities on each of the program objectives and indicators using the rubric below.



The Ed.D. candidate will

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stake holders demonstrating the ability to

- a) Collaboratively develop and implement a shared vision and mission;
- b) Use data in the decision making process to identify goals and assess organizational effectiveness;
- c) Apply leadership theories, beliefs, and values to policy and practice; and
- d) Promote continuous and sustainable improvement.

2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth demonstrating the ability to

- a) Nurture a culture of collaboration, trust, learning and high expectations;
- b) Ensure the development of a comprehensive, research based curriculum supported by technology;
- c) Ensure the development of an effective co-curriculum program;
- d) Create learning environments that meet the needs of special and exceptional populations;
- e) Ensure the supervision of instruction;
- f) Develop assessment and accountability systems to monitor student progress; and
- g) Develop instructional and leadership capacities through professional development.

3. Ensure the management of the organization, operation, and resources to establish a safe, efficient, and effective learning environment demonstrating the ability to

- a) Monitor and evaluate the management and operational systems;
- b) Align and use human, fiscal and technological resources using proactive management strategies;
- c) Manage facilities, equipment, and support systems to ensure effective learning environments;
- d) Ensure laws and policies are effectively applied, protecting the rights and confidentiality of all.

4. Collaborate with families and stakeholders, responding to diverse community interests and needs, and mobilize community resources demonstrating the ability to:

- a) Collect, analyze and apply community data pertinent to educational improvement;
- b) Develop effective consensus building, group processing, and conflict resolution skills;
- c) Build and sustain positive relationships with families, community partners and stakeholders;
- d) Promote understanding, appreciation and use of the community's diverse resources; and
- e) Effectively apply laws to provide services for handicapped and special needs populations.

5. Act with integrity, fairness, and in an ethical manner demonstrating the ability to

- a) Model professional integrity, fairness, and ethics treating all persons fairly and with dignity;
- b) Safeguard the values of democracy, equity and diversity; and
- c) Consider moral and legal issues in decision making.

6. Understand, respond to, and influence the larger political, social, economic, and cultural context demonstrating the ability to

- a) Address the political, social, economic, and cultural context of the educational organization;
- b) Work with a board of education/directors understanding the political realities of such entities;
- c) Work with governing boards in the development of policies and practices; and
- d) Address trends, issues, and changes occurring in the school community.

APPENDIX D
DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP
Field Experience Contractual Agreement

A Baker University candidate 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 (Mentor) during the field experience and a University School of Education supervisor (Supervisor).

Each of the two field experiences consists of a minimum of sixty (60) clock hours at the educational site. Field experience activities must relate to the leadership program objectives and/or performance indicators. Time is distributed across the six program standards. A candidate is required to have significant exposure to a wide array of administrative activities within the educational setting under the joint supervision of the Mentor and Supervisor.

The 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.

_____ requests to participate in Field
(Date) (Printed Candidate Name)
Experience (1 or 2) _____ - This experience will occur at _____
(Term or Year) (Educational Site)
under the guidance of _____.
(Educational Administrative Mentor)

Approval signatures

_____ Educational Administrative Mentor	_____ Date
_____ Coordinator of DFE	_____ Date

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

(Candidate Signature) (Major Advisor Signature)

Return to Dr. Brad Tate, Baker University School of Education, 8001 College Blvd., Overland Park, KS 66210.

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

Instructor ratings imply the candidate has demonstrated in the course taught the following performance in each of the professional skills areas listed in the rubric below.



Ed.D. Prof. Skills Survey

Problem Solving and Critical Thinking Skills	The student's critical thinking and problem solving skills do not meet expectations for graduate study.	The student's critical thinking and problem solving skills are somewhat limited.	The student demonstrates adequate ability to think critically and solve problems.	The student demonstrates the ability to think critically and use problem solving skills in the decision making process.	The student's critical thinking and problem solving skills in the decision making process are well-developed and advanced for a person at this stage of development.	
Written Communication	The student's written communications do not meet expectations for graduate study.	The student's written communications demonstrate limited skill.	The student demonstrates an adequate ability to express ideas, uses writing conventions with few errors, adequate organization and focus.	The student demonstrates the ability to express ideas clearly, using good writing conventions, organization, and focus.	The student demonstrates an exceptional ability to express ideas and to write in ways that are compelling for the reader. All writing is without flaw.	
Oral Communication	The student's oral communications do not meet expectations for graduate study.	The student's oral communications demonstrate limited skill.	The student demonstrates an adequate ability to interact with others.	The student demonstrates the ability to communicate with others and a commitment to interact with, encourage, and empower others to communicate.	The student demonstrates an exceptional ability for communicating with others in ways that are appropriate for the setting. Speaking and listening skills are balanced.	
Professional Responsibility and Organizational Skills	The student's organizational skills do not meet expectations for graduate study.	The student's organizational skills are somewhat limited.	The student demonstrates adequate ability to plan and meet time demands.	The student demonstrates the ability to plan, schedule, use resources, prioritize personal work load, and meet time demands.	The student demonstrates planning skills that exceed most. Uses of resources, prioritization of work load and time demands enhance and compliment the student's overall leadership abilities.	
Problem Solving and Critical Thinking Skills	The student's critical thinking and problem solving skills do not meet expectations for graduate study.	The student's critical thinking and problem solving skills are somewhat limited.	The student demonstrates adequate ability to think critically and solve problems.	The student demonstrates the ability to think critically and use problem solving skills in the decision making process.	The student's critical thinking and problem solving skills in the decision making process are well-developed and advanced for a person at this stage of development.	

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

PROGRAM STRANDS
Leadership Practices
Critical Thinking and Problem Solving
Communication and Collaboration
Beliefs, Values and Ethical Issues
Enriching Through Diversity

Program Objectives/Indicators	9000 Fnd	9001 Collab	9002 Div	9003 PLC	9004 Curr	9005 Law	9006 HR	9007 Mgt	9008 Eval	9010 Rsch	9011 Stat
1. Vision of learning shared by all											
1A. Shared vision, mission	S	F		F	F						
1B. Use data	F	F		F	F				F	S	F
1C. Create plans		F			F			F	S		
1D. Continuous improvement				F					S		
1E. Monitor progress			F	F					S		
1F. Leadership positions	S										
2. Culture conducive to learning											
2A. Culture of collaboration	F			S							
2B. Curricular programs			F	F	S				F		
2C. Learning environments			F	F				S			
2D. Supervise instruction					F		S				
2E. Assessment systems				F	F				S		
2F. Leadership capacities				S	F		F				
2G. Maximize time							F	S			
2H. Technologies			F	F	F			S			F
2I. Monitor impact					F				S	F	
3. Effective learning environment											
3A. Monitor operations							F	S			
3B. Use resources							S	S			
3C. Safety						F		S			
3D. Distributed leadership	S			F			F				
3E. Focused learning time							F	S			
3F. Legal issues			F			S	F	F			
4. Collaborating with diverse community											
4A. Community data	F	S									F
4B. Diverse resources		S	F		F				F		
4C. Relationships with families		F	S								
4D. Community partners		S									
4E. Group process skills	S	F		F	F		F		F		
4F. IDEA, 504, and PL 94-142			S					F			
5. Acting with integrity											
5A. Academic accountability			F	S					F		
5B. Model ethical behavior	S					S	F		F		
5C. Safeguard values			S			F					
5D. Moral consequences	F					S	F				
6. Influencing larger context											
6A. Advocate for children	F		S								
6B. Influence decisions	F	F				S					F
6C. Emerging trends	S							F		F	
6D. Skills with governing boards	S					S					

S=Summative – course responsible for primary assessment of Program Objective and Indicator.

F=Formative – course responsible for inclusion of content addressing Program Objective and Indicator.

Content may also be integrated in other courses. Assessment of multiple Program Objectives may be combined into single artifacts within courses.

8/2008