

Missouri Baptist University

Handbook

Doctor of Education (Ed.D.) in Higher Education Leadership

Doctor of Education Program

Mission

The Ed.D. program is an outgrowth of the University's mission of "preparing students to serve in a global and culturally diverse society" and the Education Division's mission of developing "reflective, problem-solving professional educators of excellence." The Ed.D. program is a natural extension of academic programs, projects, and community activities that are already in progress.

The added dimension of the educational doctorate is to build a "culture of applied research" which will continue to serve the PK-12 and higher educational community in the St. Louis metropolitan area. The emphasis will be on higher education leaders as change agents who are responsible for creating climates that help administrators and faculty make changes in the context of teaching and learning.

Themes

The Ed.D. program emphasizes the needs of leaders within the following themes:

- Leadership in higher education teaching and learning (as a lens through which decisions are made and problems are solved);
- Applied field research (a component of individual courses as well as the culminating dissertation);
- Diversity (diverse experiences working with diverse populations);
- Technology (the sophisticated use of all forms of technology in data collection and analysis in research and in delivery of instruction);
- Service to the community (following the mission of the University "to prepare students to serve in a global and culturally diverse society"); and
- Reflective practice (the core of the Education Division's *Conceptual Framework*).

These themes reflect the goals of the Ed.D. program. The program prepares leaders who are aware of increased diversity in classrooms, of greater expectations for student learning, and of new opportunities to use technology.

Objectives

Students in the Ed.D. program will:

- Demonstrate the ability to engage in original, field-based inquiry and research related to pedagogy, pedagogical content knowledge, and/or strategies for improving teaching and learning in complex and diverse settings;

- Engage in moral and ethical decision-making using analytical and interdisciplinary methods for assessing the complicated financial, political, and cultural issues and dilemmas facing higher education institutions;
- Demonstrate the ability to use sophisticated technological tools for the collection and evaluation of data to make strategic decisions and changes in policies and processes related to teaching and learning;
- Demonstrate critical reflection in analyzing multi-faceted problems at the higher education level and developing creative solutions for resolving these problems; and
- Demonstrate leadership skills in assessment, problem-solving and both short-term and long-term strategic planning.

Primary Audience

The primary audience for the Ed.D. program consists of educational professionals who aspire to be or who are already serving as vice presidents, deans, department chairs, faculty and administrative staff, although there may be some interest from other staff as well. These individuals must have completed a master's degree.

Admission Requirements

Potential students in the Ed.D. program will be assessed using the following criteria:

- Application – online only – www.mobap.edu/doctorate
- \$50 non-refundable application fee
- Official transcripts (required cumulative GPA of 3.25 in graduate work)
- Personal statement of professional experiences and goals
- Three reference forms
- Curriculum vita
- Writing Sample (graduate level research paper)
- On-site interview with doctoral panel (scheduled on predetermined interview dates after all of the above admission requirements have been satisfied). **Applicant may be required to complete a monitored writing sample.*

Applicants must be reviewed and approved by the Doctoral Applicant Selection Committee. Interviews for potential applicant will be scheduled upon completion of admissions file. No applicant will be considered for admission into the doctoral program until all materials are submitted. An exception may be made for applicants who need financial aid to complete the prerequisite course GRED 703 Statistics and Methods I one quarter prior to entry into the doctoral program. In that case, applicants will be evaluated on a case-by-case basis for provisional admission prior to the interview process. All other documentation must be reviewed before consideration will be given.

Payment of Accounts

All accounts are due and payable prior to the first day of classes each quarter. The University offers a variety of financial aid to assist students in paying accounts, which are described in the catalog section on financial aid, scholarships, military and veterans' benefits. All institutional and external aid applications must be completed and submitted to the Student Financial Services Office at least ten working days prior to the first day of classes. The student is responsible for the accuracy and timeliness of all applications. Should arrangements for payment appear necessary, such arrangements should then be made with the Student Financial Services Office in order to finalize official registration. Payments may be made through MyMBU Access. The University also honors Discover, MasterCard and VISA credit cards.

Program Requirements

The Ed.D. program requires a total of 45 credit hours beyond the master's degree. GRED 703 Statistics and Methods I (3 credit hours) or its equivalent, if taken within the last seven years, may be transferred into the program.

The Ed.D. Curriculum

The Doctor of Education in Higher Education Leadership program consists of the following curriculum:

CORE CURRICULUM (45 Credit Hours)

GRED 703: Statistics and Methods I: (3 credit hours)

HEDD 743: American Higher Education: (3 credit hours)

HEDD 783: College Student Development: (3 credit hours)

EDOC 703: Dissertation Seminar: (3 credit hours)

HERM 703: Advanced Quantitative Research Methods and Statistics: (3 credit hours)

HEDD 773A: Higher Education Internship 75 hours (3 credit hours)

HERM 713 Advanced Qualitative Research Methods and Analysis: (3 credit hours)

HEDD 753: Higher Education Law and Ethics: (3 credit hours)

HEDD 723: Higher Education Leadership and Strategic Planning: (3 credit hours)

EDAD 733: Higher Education Finance: (3 credit hours)

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HEDD 733: Curriculum Development in Higher Education: (3 credit hours)

HEDD 763: Critical Issues in Higher Education and Diversity: (3 credit hours)

ELECTIVES (9 credit hours): Choose three

EDAD 773: Community College Administration: (3 credit hours)

EDAD 763: Enrollment Management in Higher Education: (3 credit hours)

EDAD 753: Student Affairs in Higher Education: (3 credit hours)

EDOC 713: Special Topics (3 credit hours)

HEDD 773B: Higher Education Internship 75 hours (3 credit hours)

Continuous Enrollment

Students will enter the Ed.D. program as a cohort group and move through the program with their assigned group. Students will enroll in each 12-week term until the end of the coursework and completion of the dissertation.

Course Load and Timeline

The load for students enrolled in the Ed.D. in Higher Education Leadership program will be one or two three-hour courses every twelve weeks. The timeline for completion of the entire program for most students is projected to be two and a half years, although some students may take longer to complete the doctoral dissertation. Students who take longer than two and a half years will be required to enroll in a zero credit hour extension with a fee the equivalent to one credit hour for each 12-week term beyond the tenth quarter in the program. It is expected students will begin the process of the doctoral dissertation with the appointment of a Doctoral Committee Chair near the end of the third quarter in the program. The study must be completed within five years after admission into the program.

Grades/GPA

Doctoral level graduate students must earn a grade of B or better in doctoral level courses in order to continue in the Doctor of Education program. A student who receives a grade lower than B will be asked to withdraw from the doctoral program.

A student who receives a grade of XF or F in any class will be asked to withdraw from his/her graduate program.

Field-Based Experience

The course in Higher Education Leadership and Strategic Planning includes a field-based research project. These field experiences will be action research projects requiring students to (a) identify a problem within a higher education setting, (b) obtain the permissions and approval necessary to engage in research, and (c) use appropriate research methods for collecting and evaluating data.

Research Methods Class

The courses in Advanced Quantitative Research Methods and Statistics and Advanced Qualitative Research Methods and Analysis prepare students for the Doctoral Dissertation with an understanding of both quantitative and qualitative research methods.

- Students develop a working knowledge of (a) the key statistical techniques required for various quantitative research designs, (b) the interpretation and reporting of research findings, and (c) the necessary analysis required for completing a quantitative research study.
- Students practice formulating qualitative questions related to problems in the field of education and identify appropriate qualitative procedures. Students construct data collection protocols for interviews and observations, design questionnaires, practice document analysis, and apply coding and classification techniques for organizing and interpreting data.

It is expected that individuals completing the Ed.D. degree will continue to engage in applied research at the higher education level as leaders in the process of teaching and learning.

Residency

Students are required to attend one 3-day professional residency on Missouri Baptist University's main campus in St. Louis, MO. The purpose of the residency is to provide doctoral students with supported and continued participation with cohort members and faculty in activities that drive intellectual and creative inquiry. An expected outcome of the residency is that students will acquire new skills and knowledge to refine their dissertation design, strengthen their research techniques, and develop their leadership principles.

Internship

HEDD 773 Higher Education Internship provides opportunities for students to participate in supervised, professional settings in institutions of higher education. These experiences promote the integration and application of theory and methods gained through the formal program of study, allowing development of competencies that enhance personal and professional growth. The internship also provides on-the-job experiences of reasonable depth and length to strengthen qualifications while broadening the range of career alternatives for the student.

Dissertation

Students must complete a dissertation using either quantitative, qualitative, or mixed methods research. Requirements include, but are not limited to, the following:

- An “original” research design and proposal related to a problem in the area of Higher Education Leadership;
- A comprehensive review of seminal historic and current literature on the problem, beginning with a broad background of research and culminating with literature that most specifically relates to the proposal;
- A high level of conceptual complexity and critical analysis of the problem;
- A scholarly quantitative, qualitative, or mixed research project approved by the student’s Doctoral Dissertation Committee, Proposal Research Application Committee, and the Institutional Review Board (IRB) and conducted appropriately;
- Appropriate interpretation of research findings and conclusions drawn from those findings;
- Articulation and defense of the dissertation in an open presentation before the Doctoral Dissertation Committee, faculty, and other graduate students; and
- Publication of the dissertation through ProQuest.

The Doctoral Dissertation is normally expected to be at least **100** pages with no less than **50** references, unless otherwise directed by the Doctoral Dissertation Committee. The writing style of the American Psychological Association (APA), Sixth Edition, will be followed.

The research study must include a well-formulated statement of the rationale for the study and research methodology; a thorough and analytic review of related research; a concise explanation of the research design; and appropriate analysis of results and conclusions.

Dissertation Committee

The Doctoral Dissertation Committee approves the dissertation proposal and Proposal Research Application before it goes to the Proposal Research Application Committee and IRB and assists the student in the research and writing of the study. The committee consists of two members: a committee chair and one committee member.

The chair of the committee should be selected from the listing of Graduate Faculty designated as eligible to chair committees. Selection of the chair is an interactive process involving both the student and desired chair from among faculty with compatible research interests and experience. Formal dialogue about the student’s study can begin as soon as the chair has been approved by the Associate Vice President for Graduate Affairs or his/her designee.

The full committee is selected by the end of the third quarter. The committee members will have completed an earned Ed.D. or Ph.D. One external committee member may be selected, assuming such individuals meet the requirements for working with doctoral-level students. The

committee chair and committee member must be approved in advance by the Associate Vice President for Graduate Affairs or his/her designee.

Normally, the student's study has received approval of the committee and the IRB no later than the end of the sixth quarter in the program. Specific work on the study, beyond definition, development of the proposed research design, and the review and analysis of relevant historic and contemporary research and scholarship, may **NOT** begin until the IRB has approved the research study.

Institutional Review Board (IRB) Approval

The IRB consists of faculty and qualified staff from MBU's graduate program. This board is responsible for ensuring that all MBU research complies with University and federal guidelines. The IRB reviews all proposed research studies in the Ed.D. program for compliance with the ethical standards of human research. IRB approval is required **before** collection of **any** data.

Support System

The support system for Ed.D. students includes the following:

- Doctor of Education Office (314-392-2335)
- Library Resources Personnel (314-392-2319 or 314-392-2320)
- Financial Aid Staff (314-392-2366).

These individuals are available to listen, influence, recommend, ask questions for clarification, make referrals to other personnel, and generally do what is needed to help students succeed.

Assessment

Assessment of the growth of the Ed.D. student will be ongoing, multi-faceted, and in the form of course-embedded assessments, and Doctoral Dissertation/Oral Defense requirements.

Course-Embedded Assessments

Assessments embedded in the Ed.D. courses include case studies, surveys, professor-made examinations, and projects as well as formative and summative evaluations. These will be based on both program and course objectives and will be reflected in the syllabi of the courses.

Dissertation/Oral Defense Requirements

The Doctoral Dissertation demonstrates the student's ability to engage in independent research by identifying a significant problem or question, developing a sophisticated methodology for analyzing the problem, and subsequently identifying the findings and drawing conclusions related to leadership.

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After completing the dissertation, submitting the final written paper, and gaining final approval from the committee of the research study, the student will defend the research study and conclusions before the dissertation committee, faculty, and other graduate students. The oral defense will be scored based on the following expectations:

- The breadth and depth of the review of literature related to the study;
- The validity of the methodology used in the study;
- The level of critical reasoning used in drawing the conclusions of the research;
- The complexity of arguments used to defend the study; and
- The impact of the study on the field of higher education leadership.

Based on the oral defense, additional revisions to the study may be required, and the chair of the committee will provide stipulations for the suggested changes. The final approved draft will be submitted to the Associate Vice President for Graduate Affairs for final administrative approval, and, if approved, the student will receive a notification from the Associate Vice President indicating completion of the dissertation. The student will then prepare the dissertation for publication.

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Student _____ Semester of Initial Enrollment _____

Cohort _____ E-mail _____

Doctoral level graduate students must earn a grade of B or better in doctoral level courses in order to continue in the Doctor of Education program. A student who receives a grade lower than B will be asked to withdraw from the doctoral program.

	<u>Satisfied/Semester</u>	<u>Grade</u>
PREREQUISITE FOR THE PROGRAM		
GRED 703	Statistics and Methods I Or equivalent within 7 years	_____
REQUIRED CORE: 33 hours		
HEDD 743	American Higher Education	_____
HEDD 783	College Student Development	_____
HEDD 703	Dissertation Seminar	_____
HERM 703	Advanced Quantitative Research Methods and Statistics	_____
HEDD 773A	Higher Education Internship (75 hours)	_____
HERM 713	Advanced Qualitative Methods and Analysis	_____
HEDD 753	Higher Education Law and Ethics	_____
EDAD 733	Higher Education Finance	_____
HEDD 723	Higher Education Leadership and Strategic Planning	_____
HEDD 733	Curriculum Development in Higher Education	_____
HEDD 763	Critical Issues in Higher Education And Diversity	_____
ELECTIVES: 9 hours (choose three)		
EDAD 773	Community College Administration	_____
EDAD 753	Student Affairs in Higher Education	_____
EDAD 763	Enrollment Management in Higher Education	_____
HEDD 773B	Higher Education Internship (75 hours)	_____
EDOC 713	Special Topics	_____

TOTAL: 42-45 HOURS

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Associate Vice President for Graduate Affairs _____ Date _____

NOTE: Not all classes offered at all campuses/online.

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