

Missouri Baptist University

Handbook

Doctor of Education (Ed.D.)

with an emphasis in

Leadership in Teaching and Learning

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 district leaders as change agents who are responsible for creating climates that help administrators and teachers make changes in the context of teaching and learning.

Missouri Baptist University's Commitment to Diversity

Missouri Baptist University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. Missouri Baptist University affirms that an important part of the integration of faith and learning is the recognition that all people are created in the image of God and worthy of respect and dignity. We seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that the University provides to ensure that students understand and appreciate one of the University's core values which is "social change through service and leadership."

Through its curricula and classroom experiences, the university seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches us all.

The goal is to present materials and activities that are respectful of diverse groups including, but not limited to, race, gender, color, national or ethnic origin, age, qualified disability, military service, learning differences, or socioeconomic status.

Themes

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

- Leadership in 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);

2019-2020 LTL Handbook

- 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 in teaching and learning 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 district-wide 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 public and private school systems.
- 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 district and state level and developing creative solutions for resolving these problems.
- Demonstrate leadership skills in assessment, problem-solving and both short-term and long-term strategic planning related to teaching and learning.

Primary Audience

The primary audience for the Ed.D. program consists of educational professionals who aspire to be or who are already serving as superintendents, assistant superintendents, college instructors, and curriculum coordinators, although there may be some interest from building-level leaders and administrators as well. These individuals must have completed the Ed.S. degree or the equivalent in post master’s level study.

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 on a 4.0 scale in the Ed.S. program, or its equivalent, and an overall 3.25 in graduate work);
- Personal statement of professional experiences and goals;
- Research paper completed at the graduate level;

2019-2020 LTL Handbook

- Three reference forms (one from a current supervisor, one from a professional colleague, and one from a university faculty member);
- Professional vita;
- On-site writing assessment and interview with doctoral panel (scheduled on predetermined interview dates after all of the above admission requirements have been satisfied).

Applicants must be reviewed and approved by the Doctoral Applicant Selection Committee. Interviews for potential candidates 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, students 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 24 credit hours beyond the Ed.S. program, or its equivalent. The courses are built on the curriculum of the 30-hour MBU Ed.S. program (see pages 11 and 12). GRED 703 Statistics and Methods I (3 credit hours), or the equivalent, is a requirement for the Ed.D. program. Most students will be able to satisfy the requirements for Statistics and Methods I with previous coursework taken within the last seven years.

The Ed.D. Curriculum

Texts are listed under each course. Contact the professor to confirm current edition and texts have not changed. One course will be located on Main Campus.

Recommended Reference:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

2019-2020 LTL Handbook

- 1. EDAD 743 Introduction to the Dissertation** (3 credit hours)
Maxwell, J. (2017). *No limits: Blow the cap off your capacity*. Nashville, TN: Hachette Book Group USA.

Roberts, C.M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- 2. EDUC 723 Transformational Theories and Applications** (3 credit hour online course)
Northouse, P.G. (2015). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: SAGE Publications.

Reeves, D.B.. (2009). *Leading change in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- 3. GRED 733 Leading Teaching and Learning in Diverse and Emerging Communities** (3 credit hour course)
Texts chosen in class
- 4. GRED 753 Methods of Inquiry II: Quantitative Analysis** (3 credit hours)
Creswell, J.W. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New Jersey: Pearson.
- 5. GRED 763 Methods of Inquiry III: Qualitative Analysis** (3credit hours)
Creswell, J.W. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks: Sage Publications.

Bloomberg, L.D., & Volpe, M. (2016). *Completing your qualitative dissertation*. (3rd ed.) Thousand Oaks: Sage Publications.
- 6. GRED 786 Dissertation** (6 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. program will be one three-hour course every twelve weeks or a total of 12 credit hours by the end of the first year. The timeline for completion of the

program for most students is projected to be two years, although some students may take longer to complete the doctoral dissertation. Students who take longer than two years will be required to enroll in a zero credit hour extension each quarter with a fee the equivalent to one credit hour. It is expected students will begin the process of the doctoral dissertation with the appointment of a Dissertation Committee Chair near the end of the second quarter or early in the third quarter.

Grades/GPA

Doctoral level graduate students must earn a grade of B or better in doctoral level courses and maintain a 3.0 cumulative GPA 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 Research

Two doctoral classes, EDUC 723 Transformational Theories and Applications and EDAD 743 Introduction to the Dissertation, include a field-based research project. These field experiences will be action research projects requiring students to (a) identify a problem within a district setting or topic related to the dissertation study, (b) obtain the permissions and approvals necessary to engage in research, and (c) use appropriate research methods for collecting and evaluating data.

Research Methods Classes

GRED 753 Methods of Inquiry II: Quantitative Analysis and GRED 763 Methods of Inquiry III: Qualitative Analysis prepare students for the Doctoral Dissertation with an understanding of both quantitative and qualitative research methods.

- In Methods of Inquiry II, students develop a working knowledge of (a) the key statistical techniques required for various research designs, (b) the interpretation and reporting of research findings, and (c) the necessary analysis required for completing a research project.
- In Methods of Inquiry III, 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 surveys, 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 district level as leaders in the process of teaching and learning.

Dissertation

Students must complete a six-hour dissertation (GRED 786 Doctoral 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 PK-Grade 12 district-level problem in the area of Leadership in Teaching and Learning;
- 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 project 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.

Doctoral Dissertation Committee

The Doctoral Dissertation Committee consists of three members: a committee chair and two committee members. Normally, the chair of the committee should be selected by the conclusion of the second term in the program or very early in the third term, 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 project can begin as soon as the chair has been approved by the Associate Vice President for Graduate Affairs or his/her designee. Normally, all three members will have completed an earned Ed.D. or Ph.D. Occasionally, however, one of the three may not have completed an earned doctorate, but be an individual who has documented special expertise germane to the proposed study. One external committee member may be selected, assuming such individuals meet the requirements for working with doctoral-level students. The committee chair and committee members must be approved by the Vice President for Graduate Studies, or his/her designee.

The full committee is selected by the end of the third term. The Doctoral Dissertation Committee approves the Doctoral Dissertation proposal before it goes to the IRB and assists the student in the research and writing of the study. Normally, the student's project has received approval by the dissertation committee, the Proposal Research Application Committee, and the IRB no later than the end of the sixth term in the program. Specific work on the project, 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 study.

It is anticipated that the majority of students will have completed their doctoral dissertation by the end of their second year in the program. Students who do not complete the study within this time frame will continue to enroll for one graduate credit hour for each additional term necessary to complete the study. The study must be completed within five years after admission into the program.

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, field-based research evaluations, 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.

Field-Based Research Evaluations

The rubric to assess field-based research projects will consider, although not be limited to, the following competencies:

- The selection of a viable research problem at the district level;
- The use of appropriate research methods for collection and evaluation of the data (includes current technology);
- The use of APA writing guidelines in written research;
- Appropriate conclusions drawn from the field research;
- Proposed applications of research to the P-12 community;
- The projected impact of the research on the P-12 community; and
- The ability to collaborate with P-12 partners on a research project.

Doctoral Dissertation/Oral Defense Requirements

The Doctoral Dissertation, described on pages 7 and 8, 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 in teaching and learning.

After completing the Doctoral 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 leadership in teaching and learning.

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 Ed.D. program. The student will then prepare the dissertation for publication.

2019-2020 LTL Handbook

Missouri Baptist University DOCTOR OF EDUCATION LEADERSHIP IN TEACHING AND LEARNING (Graduate Bulletin 2019-202)

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.

REQUIRED CORE: 24 HOURS

		<u>Satisfied/Semester</u>	<u>Grade</u>
GRE 703	Statistics and Methods I Or equivalent within 7 years	_____	_____
(most students will be able to satisfy the requirement for Statistics and Methods I with previous coursework)			
EDAD 743	Introduction to the Dissertation	_____	_____
*EDUC 723	Transformational Theories and Applications	_____	_____
**EDUC 733	Leading Teaching and Learning in Diverse and Emerging Educational Settings	_____	_____
GRE 753	Methods of Inquiry II: Quantitative Analysis	_____	_____
GRE 763	Methods of Inquiry III: Qualitative Analysis	_____	_____
GRE 786	Dissertation	_____	_____

* Offered on Main Campus

** Online Course

TOTAL: 24 HOURS (with prerequisite)

Student's Signature _____ Date _____

Coordinator of Doctoral Student Services _____ Date _____

Associate Vice President for Graduate Affairs _____ Date _____

NOTE: Not all classes offered on all campuses.

2019-2020 LTL Handbook

Missouri Baptist University EDUCATIONAL SPECIALIST DEGREE SUPERINTENDENT CONCENTRATION (Graduate Bulletin 2019-2020)

Student _____ Semester of Initial Enrollment _____

Campus Attending _____ E-mail _____

EDUCATIONAL SPECIALIST DEGREE REQUIREMENTS: 30 HOURS

Students must have a cumulative grade point average of 3.0 to graduate with a specialist degree.

SUPERINTENDENT TRACK		<u>Satisfied/Semester</u>	<u>Grade</u>
EDUC 613S	Learning Innovations for Continuous School Improvement	_____	_____
EDUC 683S	Ethical Issues for School Leaders	_____	_____
ETOP 623S	Organizational Leadership, Governance And Field Experience	_____	_____
GRED 653S	Data Analysis for Decision Making	_____	_____
EDAD 613S	School-Community Relations	_____	_____
EDAD 633S	District Financial Management/Field Exp.	_____	_____
EDAD 643S	Facilities Planning and Management	_____	_____
EDAD 653S	Personnel Management/Field Experience	_____	_____
ETOP 663S	Advanced School Law	_____	_____
GRED 673S	Capstone for Superintendent Certification	_____	_____

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Associate Vice President for Graduate Affairs _____ Date _____

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

2019-2020 LTL Handbook

Missouri Baptist University EDUCATIONAL SPECIALIST DEGREE CURRICULUM AND INSTRUCTION CONCENTRATION (Graduate Bulletin 2019-2020)

Student _____ Semester of Initial Enrollment _____

Campus Attending _____ E-mail _____

EDUCATIONAL SPECIALIST DEGREE REQUIREMENTS: 30 HOURS

Students must have a cumulative grade point average of 3.0 to graduate with a specialist degree.

CURRICULUM AND INSTRUCTION TRACK		Satisfied/Semester	Grade
EDUC 603CI	Professional Seminar in Education	_____	_____
ETOP 623CI	Organizational Leadership, Governance, and Field Experience	_____	_____
GRED 653CI	Data Analysis for Decision-Making	_____	_____
EDUC 683CI	Ethical Issues for School Leaders	_____	_____
EDUC 613CI	Learning Innovations for School Improvement and Field Experience	_____	_____
EDUC 623CI	Differentiated Instruction	_____	_____
ECTA 643CI	Advanced Curriculum Design, Evaluation, and Field Experience	_____	_____
EDUC 663CI	The Supervisory Process	_____	_____
EDUC 673CI	Teacher as Leader and Field Experience	_____	_____
GRED673CI	Professional Portfolio and Field Experience	_____	_____
EDUC 690CI	Comprehensive Written Exam	_____	_____

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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2019-2020 LTL Handbook

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2019-2020 LTL Handbook

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2019-2020 LTL Handbook

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