

Missouri Baptist
UNIVERSITY



2024-2025

Doctor of Education
Student Handbook



Doctor of Education Leadership Team



Melanie Bishop, EdD

Associate Professor and Vice President
of Graduate Affairs

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Dr. Melanie Bishop is the Vice President for Graduate Affairs at Missouri Baptist University. Her responsibilities include leading all graduate studies at the University.

She collaborates with academic leaders to develop new graduate programs while also ensuring excellence in our existing 22 Master's, 2 Education Specialist, and 3 Doctoral programs. She oversees the graduate advising and doctoral office staff. Dr. Bishop also works closely with the Graduate Admissions office to review enrollment and strategize future growth.

Before her three years of service as the VP for Graduate Affairs, she was the Dean of the School of Education for seven years. Before working at MBU, she worked with future teachers at St. Charles Community College and Lindenwood University. Melanie served on the school board at Westgate Christian Academy and Living Word School District during those years. Before that, she stayed home with her two sons, Roman and Dane. Before having children, Melanie taught for eight years in the Fort Zumwalt, Pattonville, and Rolla School districts as a middle school and high school math teacher.

Melanie has been married to her husband Brian for 26 years. She and her family live in St. Charles County. They enjoy the ocean, kayaking, biking, and the outdoors. Melanie is passionate about preparing the next generation and helping students fulfill their dreams and goals. She feels very blessed to pursue her calling in a faith-based institution where integrating faith and learning is the cornerstone of its mission.



Margaret Miller, MA

Coordinator of Doctoral Student Services

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Margaret Miller is the Coordinator of Doctoral Student Services. She joined the Doctoral Office in January 2022. In her current role, Margaret manages the operations of the Doctoral Office and serves as the academic advisor for doctoral students.

Margaret earned her B.A. in Anthropology and History with a minor in Religion at Augustana College and her M.A. in European Studies at New York University (NYU). Her graduate research examined Central and Eastern European identity and cultural productions with a focus on the production of Austrian identity in cuisine. Prior to joining MBU, Margaret worked at several universities in various administrative positions, served as an English teacher in the Czech Republic, and was a Senior Legal Assistant in Atlanta, GA.

Originally from South City St. Louis, Margaret is married to Micah, and they currently live in Washington state. They recently welcomed the birth of their first child. They love traveling, hiking, cooking, gardening, and spending time together.



Maureen Pederson

IRB Coordinator and Doctoral Office
Assistant

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Maureen Pederson, IRB Coordinator & Doctoral Office Assistant, earned her B.S. in Athletic Training from Quincy University in 2001. She and her husband, Chris, married in 2002 and have four children ranging from elementary to high school age. They live in southern St. Louis County where they enjoy backyard gardening and training their Australian Cattle Dog, Lucy. Exploring the outdoors and being immersed in God's creation through camping and hiking are favorite family activities. They also enjoy cheering one another on from the sidelines and seeing the joy in their kids when they succeed.

In her role as IRB Coordinator, Maureen acts as a liaison between researchers and the IRB Committee. In her role as Doctoral Office Assistant, she provides support and assistance to the Doctor of Education program. Maureen is excited to be a part of the MBU community!



Jane Brown, EdD

Associate Dean of the School of Education Leadership / Assistant Professor of the College of Education
Director, EdD in Leadership in Teaching and Learning

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As the Associate Dean of the School of Educational Leadership and the Director of the Ed.D. in Leadership in Teaching and Learning her responsibility is to oversee the preparation programs for aspiring and current leaders in the areas of building level administration, curriculum and instruction, and district-level leadership roles and responsibilities.

Her formal educational training includes a degree in Elementary Education with an emphasis in Early Childhood Education from Southwest Baptist University, with lifetime certification in both of those areas; a Master of Educational Administration and Principal Certification from Missouri State University; an Educational Specialist in Educational Leadership and Policy Analysis from the University of Missouri – Columbia; and an Ed.D. in Leadership in Teaching and Learning from Missouri Baptist University.

Her teaching and administrative experiences in education include teaching kindergarten, second grade, third grade, and sixth grade over 12 years. Additionally, she was a parent educator in the Parents As Teachers program. Her administrative experiences include two years as an assistant principal, ten years as a building-level elementary principal, three years as a Director of Differentiated Services, one year as an Executive Director of Elementary Schools, and four years as an Executive Director of Early Childhood and Special Education. She worked in higher education for several years as an adjunct, teaching at Missouri Baptist University and William Woods University, while still working as an administrator in public schools.

Jane has been married to her husband Kyle for 40 years and they have two adult daughters, Mikail and Mallory. For pleasure, Jane loves to travel, read, hike, and hang out with her family.



Amy Harrison, PhD

Assistant Professor of Higher Education
Program Director, EdD in Higher
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Amy Harrison (Brinkley) earned her Ph.D. at Saint Louis University in 2016. She also has degrees in English (BA, MAT, MA). In her primary role, she oversees the master's and doctoral programs in higher education and serves on numerous dissertation committees to supervise and guide student research.

Her secondary role at MBU allows her to direct and teach the university's first-year orientation experience called The

Keynote. The goal of that course is to develop conversations around three key intersecting points for MBU students: their identity, a Biblical worldview, and the faith-based mission of MBU. Amy also leads student groups on an annual service trip to First Step Academy, a small school she co-founded in 2015 in Ghana, West Africa. Her research interests include Christian higher education, doctoral pedagogy, narrative inquiry, and child's rights and education in Ghana.

Amy is married to Josh, and they have two children, Kobe and Hailee. Together, they live in a rural Missouri town and enjoy gardening, traveling, and all things the simple life.

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MBU Commitments and Value Statements

Mission

The Ed.D. programs are an outgrowth of Missouri Baptist University's (MBU) mission of "preparing students to serve in a global and culturally diverse society" and the School of Education's mission to develop "reflective, problem-solving professional educators of excellence." The Ed.D. programs are a natural extension of academic programs, projects, and community activities that are already in place.

The added dimension of the educational doctorate is to build a "culture of applied research" to serve the Pk-12 and higher education community locally, nationally, and internationally. The emphasis will be on creating climates that help administrators and faculty make changes in the context of teaching, learning, and leadership.

Commitment to a Biblical Worldview

The first core value of Missouri Baptist University is that "We are serious and intentional about our Christian faith." Thus, MBU commits itself to a Biblical worldview that drives our teaching, leadership, and service toward the MBU community and beyond. While MBU does not require students to share the same worldview or belief system, it is the position from which we approach the most fundamental questions about who we are and who are constituents are.

According to Genesis 1:27, that humans are created in the very image of God, the biblical worldview compels MBU to serve one another with equality, reconciliation, and justice because each person is an image bearer of God. That is the foundation of our beliefs regarding creation and our response as scholars and practitioners to the ultimate end—restoration and reunification of creation to a holy, triune God.

Commitment to Diversity

MBU is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. MBU 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 are thus worthy of respect of dignity. MBU administration, faculty, and staff seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that MBU provides to ensure that students understand and appreciate one of the University's core values of "social change through service and leadership."

Through its curricula and classroom experiences, MBU seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches all its members. As such, MBU faculty endeavor 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.

Doctor of Education (Ed.D.) Programs Overview

Missouri Baptist University supports two doctoral programs, both with a distinct focus and unique curriculum. Through their curriculum, instruction, and research practices, the Ed.D. in Higher Education Leadership and the Ed.D. in Leadership in Teaching and Learning both support MBU's Core Values:

1. We are serious and intentional about our Christian faith.
2. We will freely and responsibly search for truth.
3. We strive for excellence.
4. We believe in the importance and cultivation of character.
5. We believe in social change through service and leadership.

Ed.D. in Higher Education Leadership

A doctorate in Higher Education Leadership from MBU is preparing the next generation of higher education administrators to steer institutions with vision and integrity. The opportunities and challenges of governing higher education in the 21st-century demand from its leaders a well-informed position on a range of issues, which our program is designed to do through a unique practitioner-scholar model. MBU's faculty emphasize the practical application of scholarly knowledge, thus enabling students to make substantive contributions to the field and their institution.

The courses reflect an integrated approach to higher education leadership: adult education, human resource development, and organizational management. The program's philosophy is modeled in andragogy where students are given a considerable amount of latitude in their learning process. The curriculum has been uniquely and intentionally designed so that students will work on their dissertation within the coursework, guided tightly by faculty and their committees. This unique and supportive approach allows students to complete the degree—dissertation included—in 2.5 years.

Graduates of this terminal degree will be prepared to lead the evolving industry of higher education and address prominent issues expected to face the next generation of college and university administrators.

Program Delivery - Online

The Ed.D. in Higher Education Leadership is a 42-credit hour program offered online with classes rotating every 12 weeks. Students can complete the program and the dissertation within 2.5 years. Students are required to attend a 3-day Doctoral Residency and Professional Development Retreat on MBU's main campus during their first summer to satisfy the residency requirement.

Primary Audience

The primary audience for the Ed.D. program consists of educational professionals who aspire to be or who are already serving as presidents, vice presidents, deans, department chairs, as well as faculty and administrative staff in colleges, universities, other post-secondary education settings, and other non-profit ventures. To be considered for admission, applicants must possess a completed master's degree.

Ed.D. in Leadership in Teaching and Learning

The Doctor of Education (Ed.D.) in Leadership in Teaching and Learning program is a practical degree program that builds on an earned Specialist Degree or its equivalent. It is designed to meet the needs of professional administrators and leaders in areas such as curriculum and instruction at the PK-Grade 12 district level. The program emphasizes the development of leadership in teaching and learning strategies that assist schools in promoting a culture of learning, inquiry, innovation, continuous improvement, and equity. The focus on leadership in teaching and learning in this program places achievement in the broader context of scholarship and lifelong learning.

The added dimension of the educational doctorate is to build a "culture of applied research" which will continue to serve both the PK-Grade 12 and higher educational community.

Program Delivery – Face-to-Face

The Ed.D. in Leadership in Teaching and Learning is a 24-credit hour program with 7 courses. The primary delivery method of 4 of the courses is face-to-face, 1 course is primarily online, and 2 courses are independent as the candidate works on focused dissertation writing. Classes meet one night per week.

Primary Audience

The primary audience for the Ed.D. in Teaching and Learning 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. To be considered for admission, applicants must have a completed EdS degree or the equivalent in postmaster's level study.

ABD in Leadership in Teaching and Learning

The ABD in Leadership in Teaching and Learning program will allow those are who are All But Dissertation (ABD) to complete their Doctor of Education (Ed.D.) with an emphasis in Leadership in Teaching and Learning. For additional information on the Ed.D. in Leadership in Teaching and Learning, please see the section above.

Program Delivery – Face-to-Face

The ABD in Leadership in Teaching and Learning is a 9-credit hour program with 3 courses that builds on an earned Specialist Degree or its equivalent, and previous coursework. The primary delivery method of 2 of the courses is face-to-face and 1 course is independent as the candidate works on focused dissertation writing. Classes meet one night per week.

Primary Audience

The primary audience for the Ed.D. in Teaching and Learning 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. To be considered for admission, applicants must have a completed EdS degree or the equivalent in postmaster's level study and coursework towards and Ed.D.

Program Themes

The Ed.D. programs emphasize the needs of learners within the following themes:

- **Leadership in Teaching and Learning** – used 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;
- **Innovation** – active engagement in applying new knowledge and understanding within continuous improvement to drive effective change;
- **Service to the Community** – following the mission of MBU to “prepare students to serve in a global and culturally diverse society”; and
- **Reflective Practice** – The core component of the School of Education’s Conceptual Framework.

These themes reflect the focus of the Ed.D. programs to prepare today’s leaders in the areas of visionary leadership, instructional leadership, relational leadership, managerial leadership, and innovative leadership.

Program Objectives

Students in the Ed.D. programs at Missouri Baptist University will:

- Demonstrate the ability to engage in original, field-based inquiry and research;
- Engage in moral and ethical decision-making using analytical and interdisciplinary methods for assessing the complicated financial, political, and cultural issues and dilemmas facing education systems;
- Demonstrate the ability to collect and evaluate data to make strategic decisions and changes in policies and processes in diverse educational settings;
- Demonstrate critical reflection in analyzing multi-faceted problems 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.

Missouri Baptist University Graduate Bulletin

The Missouri Baptist University Graduate Bulletin, updated annually, contains general information about the Ed.D. programs and the curriculum for each concentration. Doctoral students are subject to the graduation requirements of the bulletin from their first quarter of the Ed.D. program.

The Doctor of Education Student Handbook should be considered an official supplement to Missouri Baptist University's Graduate Bulletin. The Ed.D. Student Handbook contains policies, procedures, and other additional information that govern the Ed.D. programs. The student is responsible to comply with the regulations contained in the Ed.D. Student Handbook, as well as the [MBU Graduate Bulletin](#) and [Spartan Virtues](#), which is the central document for the rights, responsibilities, Code of Conduct, and other policies governing students. Both documents are available on MBU's website.

Section Highlights

1

Students are subject to the graduation requirements of the catalog from their first term of the EdD program.

2

The student is responsible to know and comply with the EdD student handbook, the mbu graduate bulletin, and the mbu student handbook.

3

Students are expected to respond and adhere to all written and oral communication by the EdD Office.

4

Students should provide and maintain a valid email, current physical address, and phone number with the EdD Office.

In addition to the official institutional documents mentioned above, the student should respond to and abide by any oral and direct written communication from the Doctoral Office. All students must maintain a valid email address, current physical address, and contact numbers with the Doctoral Office in order to expedite official communication.

General Information

myMBU and MBU Student Email

myMBU is the landing page for students and faculty to access relevant forms, email, and Canvas, the University-sponsored Learning Management Section (LMS). Upon starting the doctoral program, students should use only their MBU student email to communicate with MBU faculty and staff. In addition, all communication from MBU will only be sent to the student's MBU email. See [Appendix A](#) for more details.

Canvas

Canvas is the designated LMS for all MBU coursework. See [Appendix B](#) for tips and tricks to navigate and use Canvas.

Library Resources for Doctoral Students

Print Collections

- [MBU Library Catalog](#) contains over 31,000 books, DVDs and more.
- [MOBIUS Catalog](#) contains over 31 million items from libraries across Missouri. Requested materials arrive within 3-5 business days.

Digital Collections

- [EBSCO eBooks](#) contains more than 200,000 eBooks available on and off campus.
- [Journals A-Z lists all print and electronic journals, available through MBU.](#)
- [Research Databases](#): To access, visit libguides.mobap.edu and click on [Databases](#).
- [Interlibrary Loan \(Article Requests\)](#) enables you to request articles not available through MBU. Articles will be delivered as PDFs via MBU email.

Services

- [Chat Services](#) are available 24hrs during the week and most hours during the weekend.
- [Citation Assistance](#) will review documentation for citation related errors.
- [Data Management Services](#) assist with the storage, preservation, sharing, and description/formats of research data.

- Digital Literacy instruction assists in understanding how to effectively research using databases and other digital formats.
- Intellectus Qualitative and Intellectus Statistics aids students in reviewing their data. There is a required quarterly lab fee for each course for these data tools to assist students in their research.
- Publishing Assistance is provided to assist in publishing graduate scholarship in academic journals.
- Reference Services help with research strategies through one-on-one guidance.
- Zotero Resource Manager is available to assist with storing documents and research data for easy citation and documentation. More info at libguides.mobap.edu/Zotero.

Contact Information

- Email: library@mobap.edu
- Voice: 314-392-2320
- Web: libguides.mobap.edu

Academic Advising

The Coordinator of Doctoral Student Services in the Doctoral Office is the academic advisor for all Doctoral students. The Doctoral Office and its staff report directly to the Vice President for Graduate Students, whose position is responsible for the vision and implementation of all academic advising policies and procedures for graduate students. The Coordinator of Doctoral Student Services plays a central role in the academic life of the student to ensure that each student is meeting policy and procedural requirements.

Students should prioritize the communication that comes out of the Doctoral Office, specifically as it relates to course scheduling, registration, and other important notices and updates.

Other Relationships

Program Director – the program director acts as the appointed faculty mentor for students. The relationship is marked by professionalism and service toward the student’s goals and general well-being. Students should consult with the program director at their discretion on any issue related to the academic and professional life of the student.

Faculty – similarly, faculty in the program should serve as mentors for students in a relationship that is marked by professionalism and service.

Dissertation Committee Chair – this relationship is also one marked by professional mentorship at its most essential level within the unique parameters of the faculty and student relationship. Dissertation Committee Chairs are expected to shepherd and mentor students through the dissertation process in a way that is supportive, challenging, and instructive.

Dissertation Committee Member(s) – Dissertation Committee Members play a critical role in the success of the student, though it is secondary to the Committee Chair. Dissertation Committee Members are expected to be supportive, challenging, and instructive, though they serve the dissertation committee under the leadership of the Chair.

Conduct

In accordance with the [MBU Professional Behavior Policy in the Graduate Bulletin](#), students should maintain professional and respectful conduct in all forms of communication while representing MBU. Students who do not maintain professional and respectful conduct may be subject to disciplinary measures as stated in the Graduate Bulletin.

Academic Records

The Missouri Baptist University Records Office keeps complete official academic records for all Ed.D. students. The Doctoral Office also keeps unofficial records of the student's progress. To maintain the privacy of the student, access to academic records is limited to program faculty and administrative staff. A student may request to view his/her academic records under FERPA as stated in the Graduate Bulletin.

Assessment

Assessment of the growth of the Ed.D. student will be on-going, multi-faceted, and in the form of course-embedded assessments, field-based research evaluations, the Pre-Proposal Defense, and the Doctoral Dissertation Defense requirements.

Course-Embedded Assessments

Assessments embedded in the Ed.D. courses include case studies, surveys, faculty-made exams, course papers, 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 course syllabus.

Payment of Accounts

All accounts are due and payable prior to the first day of classes each quarter. MBU offers a variety of financial aid to assist students to pay balances, which are described in the Graduate Bulletin section, [Financial Support Information](#). 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.

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.

Dissertation Continuation – GRED 770

Should students not complete their dissertation by the end of the coursework, they will be required to enroll in a 0-credit hour extension each quarter with a fee the equivalent to one credit hour until the final approval of the dissertation. This enrollment will satisfy the Continuous Enrollment policy. It appears as GRED 770 Dissertation Continuation. Please note this course is not eligible for financial aid.

Leave of Absence

MBU's Ed.D. programs do maintain a continuous enrollment policy, which is explained above. When in the case of extreme and extenuating circumstances, a student may request a leave of absence from the program. Approval of the request is at the discretion of and approval of the program director. Any absence that exceeds one year is considered an extended absence and requires further guidelines to re-start the program. See the Graduate Bulletin section "[Readmission After an Extended Absence](#)" for further details.

Deferred Enrollment

Upon admission to the Ed.D. program, a student may defer their enrollment for a period of up to one year. After one year, the student must re-apply for admission to the Ed.D. program.

Grades and GPA Policies

Doctoral students must earn a grade of B or higher in doctoral course and maintain a 3.0 cumulative GPA in order to continue in the Ed.D. program. A student who receives a grade lower than a B will be withdrawn from the doctoral program.

The grading scale for graduate and doctoral students follows the uniform scale:

| | |
|---------------------|----------|
| 93-100 | A |
| 85-92 | B |
| 75-84 | C |
| 74 and below | F |

Please see the [Policies and Procedures](#) section in the Graduate Bulletin for more information.

Plagiarism and AI

Plagiarism is theft of another person's words or ideas, and it will not be tolerated by the MBU doctoral program. All original ideas and writings must be cited according to the APA style of referencing. A lack of citation or omission of a proper acknowledgement of sources constitutes plagiarism, regardless of professed intent. Paraphrasing of another person's work, in which the work is altered, or certain words or phrases are changed, does not make the original effort and thereby, constitutes plagiarism.

The use of AI processing tools, such as Chat GPT or similar platforms to assist with coursework creation is discouraged at MBU unless otherwise specified in the assignment instructions or on the syllabus. Prior instructor approval is required before incorporating such tools into coursework. Unauthorized use of AI language processing tools constitutes academic misconduct, subject to disciplinary measures. Any use of AI without previous authorization from the instructor and without proper citation may be considered plagiarism and thus subject to MBU's discipline policy related to academic misconduct.

Doctor of Education Curriculum

The Ed.D. in Higher Education Leadership consists of 42 credit hours beyond the master's degree. See [Appendix C](#) for the course sequence that lists each course in the curriculum.

The Ed.D. in Leadership in Teaching and Learning consists of 24-credit hours beyond an EdS degree, or its equivalent. See [Appendix D](#) for the course sequence that lists each course in the curriculum.

The ABD in Leadership in Teaching and Learning consists of 9-credit hours beyond coursework for an Ed.D.. See [Appendix E](#) for the course sequence that lists each course in the curriculum.

All courses and their descriptions can be found on MBU's Doctor of Education website at mobap.edu/doctorate by clicking on the respective program.

Prerequisite Requirements

Ed.D. in Higher Education Leadership

The Ed.D. in Higher Education Leadership does not have a prerequisite requirement for entry into the program.

Ed.D. in Leadership in Teaching and Learning

The Ed.D. in Leadership in Teaching and Learning requires a prerequisite for entry into the program. GRED 703 Statistics and Methods I or its equivalent, if taken within 7 years of entry into the program, may be transferred in to satisfy the prerequisite requirement.

ABD in Leadership in Teaching and Learning

The ABD in Leadership in Teaching and Learning requires the completion of previous coursework in an Ed.D. program.

Course Load and Timeline

Ed.D. in Higher Education Leadership

The load for students enrolled in the Ed.D. in Higher Education Leadership program will be two courses for the first four quarters and one course for the remaining six quarters. The timeline for completion of the entire program 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 twelfth quarter in the program. Students will begin the process of the doctoral dissertation with the appointment of a Doctoral Committee Chair within the fifth quarter of the program. The study must be completed within five years after admission into the program.

Ed.D. in Leadership in Teaching and Learning

The load for students enrolled in the Ed.D. in Leadership in Teaching and Learning 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. 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. The study must be completed within five years after admission into the program.

ABD in Leadership in Teaching and Learning

The load for students enrolled in the ABD in Leadership in Teaching and Learning will be one three-hour course every twelve weeks, or a total of 9 credit hours by the end of nine months. The timeline for completion of the program for most students is projected to be one and a half years, although some students may take longer to complete. Students who take longer than one and a half years will be required to enroll in a zero-credit hour extension each quarter with

a fee the equivalent to one credit hour. Students will begin the process of the doctoral dissertation with the appointment of a Dissertation Committee Chair in their first course. The study must be completed within five years after admission into the program.

Guidelines for the Dissertation

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

- An original research design and proposal related to a problem within the student's respective field;
- 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-methods research project approved by the student's Doctoral Dissertation 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 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), Seventh 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.

The Dissertation Committee

The function of the dissertation committee is to guide and advise students through the process of writing a dissertation. Committees in the Ed.D. in Higher Education Leadership require two committee positions (i.e., Chair and Second Member). Committees in the Ed.D. in Leadership in Teaching and Learning require three committee positions (i.e., Chair, Second Member, and

Third Member). Committees in the ABD in Leadership in Teaching and Learning require two committee positions (i.e., Chair and Second Member).

This section of the Ed.D. Student Handbook will articulate the steps in the dissertation process, as well as a brief description of the roles of each stakeholder.

Role of Missouri Baptist University

MBU is responsible for creating a culture of research to support student research by providing resources through various mechanisms such as the Kellogg-Jung Learning Center, the Doctoral Office and its staff, Dissertation Committees, Program Curriculum, IRB Committee, and Outside and Expert Readers. The institution also supports faculty committees charged with developing policies for research to ensure accountability and quality control.

Role of The Dissertation Committee

The dissertation committee serves as a support to students as well as a bridge between the institution's expectations and the student's work. Committee members work with institutional support staff and faculty directly to offer feedback and suggestions, as MBU is committed to a student-centered dissertation model.

Role of The Doctoral Student

The dissertation is a product of the student's own intellect and passion. Students should lean on committees for support and guidance, but the dissertation belongs to the student. The student is going to be one who must defend it, and it will bear their name. An audience of their peers will assume this is their work, completed with guidance and suggestions, but ultimately the intellectual property of its sole author. Thus, it is important that the student maintains ownership over their research.

Committee Communication

The Doctoral Office suggests at least one initial meeting (in-person, phone, or virtually) to discuss the student's topic and ensure that all members are on the same page. This meeting should also establish guidelines for communication. Some general suggestions include:

- The Chair will guide the process and is really the leader of the committee. The student should follow the lead from the chair as to when to involve other members by sending them drafts and seeking their input. Chairs will often review a draft multiple times before sending it to committee members for review. Members should feel free to give thorough and robust feedback, but it is the Chair's responsibility to ensure that Members are receiving clean, polished drafts.

- Upon receipt of the student's chapters, committee members should acknowledge the student's communication and inform the student when you expect to return feedback, usually 2-3 weeks.
- The student should expect to make **multiple revisions** to chapters.

The Dissertation Steps

The dissertation is composed of nine steps. These steps happen at different junctures for each program. Please refer to [Appendix C](#), [Appendix D](#), and [Appendix E](#) for specific milestone timelines. Any questions about the details listed below should be directed to the Doctoral Office at doctoraloffice@mobap.edu.

Step 1: Committee Selection and Approval

Students submit a Petition for Dissertation Committee Form (see [Appendix F](#), [Appendix G](#), and [Appendix H](#)) to the Doctoral Office via SignNow. This form initiates the selection and assignment of the dissertation committee. Students are encouraged to identify committee members whom they feel will be a good fit for them. If they do not have a preference, the Doctoral Office and the Program Director will assign the committee members.

Members and Credentials

Committee chairs must be MBU faculty and must possess a terminal degree. The second member should also be MBU faculty, but they may be from outside MBU when appropriate. The third member does not have to be a faculty member at MBU but should possess sufficient credentialing and experience. All positions are at the discretion and approval of the Ed.D. Program Director.

The Ed.D. in Higher Education requires two positions: Chair and Second Member.

The Ed.D. in Leadership in Teaching and Learning requires three positions: Chair, Second Member, and Third (or Outside) Member.

The ABD in Leadership in Teaching and Learning requires two positions: Chair and Second Member.

Outside Committee Member

One committee member can be from outside MBU. The Doctoral Office encourages partnering with someone with whom you have a professional relationship who can serve in a mentor role on the committee as well. The outside member should have a terminal degree, but an exception can be made if the outside member is an expert in the field of research yet does not

possess a terminal degree. To have the outside member become fully approved as a member of the committee, the following information must be submitted to the Doctoral Office:

- Contact Information: home address, phone number, email, the last four digits of the social security number.
- Credentials: curriculum vitae and a photocopy of an unofficial transcript from the school where the terminal degree was awarded.

GREED 780 – Dissertation Committee Communication

Upon approval of the dissertation committee, the student and the committee will be provided a course in Canvas, GREED 780 Dissertation Committee Communication. This course provides information and forms related to the dissertation, as well as opportunities for communication and submission of chapters. However, committees are not required to use this shell to communicate and submit and provide feedback to chapters. If the committee does not prefer to use Canvas, the student and the committee are advised to use MBU email to share drafts and communicate. All versions of dissertation drafts should use Microsoft Word. Google Drive and other file types are prohibited.

The only required use of this shell is when the student is ready to submit the final version of their dissertation, and it is checked for plagiarism through Unicheck, a plagiarism detection platform. The student can submit their paper as many times as needed to see their results and update their dissertation. Once the final draft of the dissertation has been approved by the full committee, the student will submit that draft in the submission link labeled “Chair,” and it will be added to the permanent database.

Step 2: Pre-Proposal Defense (PPD)

The Pre-Proposal Defense requires students to work with their committee and a team of MBU coaches to design an approved proposal for a study that satisfies the Conceptual Framework for the Ed.D., pursuant to MBU’s model (See [Appendix I](#)). The PPD is a collaborative effort between MBU faculty, students, and dissertation committees to ensure methodological standards and alignment. The PPD has two distinct features:

The Pre-Proposal Defense Form

The PPD form should be submitted to the Doctoral Office when the student’s committee has approved its content. Committee Chairs are encouraged to reach out to PPD Coaches with questions they may have. The PPD Coaches serve in a supportive and advising role and are not official members of the dissertation committee.

The Pre-Proposal Defense

Once the PPD form is submitted, the Doctoral Office will coordinate with the student, the Committee Chair, and MBU's PPD Coaches to schedule a virtual meeting to discuss, review, revise (when appropriate), and approve.

The PPD form is located in [Appendix J](#).

The PPD checklist is located in [Appendix K](#).

Step 3: Proposal Submission and Approval

Once the student has passed the PPD milestone by receiving approval from the PPD committee, they should begin drafting chapters 1-3 of their dissertation. These chapters are referred to as the *proposal* because they make a proposition to do research in the future. In addition to chapters 1-3, the proposal should also include the following elements:

- Title page;
- Abstract;
- Acknowledgements;
- Dedication;
- Table of Contents;
- Table of Tables and Table of Figures (if applicable);
- References; and
- Appendices (if applicable)

Note: the abstract, acknowledgements, dedication, table of contents, and references may be incomplete at this point, but the student should at least include a page holder.

- The student will submit their proposal to the Doctoral Office. Once the Doctoral Office receives committee approval, the proposal will be sent for review to an outside reader who does an editing review for APA, grammar, and mechanics. The outside reader will also perform a reference check, as well as some other technical formatting guidelines.
- Feedback from the outside reader is sent to the Committee Chair, who shares with the student. Any revisions do not need to be re-submitted to the Doctoral Office. The outside reader will re-read the first three chapters during the final reading.
- Students should refer to the Current Ed.D. Student webpage for current proposal templates and formatting guides. Students are also highly encouraged to review dissertations published on ProQuest Open Access.

Note: neither approval of the PPD nor approval of the Proposal gives students permission to begin collecting data for their study. **Students are not allowed to begin data collection until their study has been approved by MBU's Institutional Review Board (IRB).**

Step 4: Institutional Review Board (IRB)

Prior to collecting any data, the student must receive approval from IRB, which can take 4-6 weeks. IRB submission and approval includes many stages, so please read these carefully below.

IRB Training

- All students and committee members must complete an IRB training prior to approval of the IRB application. Training instructions are located in [Appendix L](#).
- All students and committee members must have on file a Certificate of Completion of the IRB training.
- Certificates are valid for three years.

Application Preparation

- Student completes Non-Course Based Research IRB Application, <https://www.mobap.edu/institutional-review-board/>.
- Refer to the IRB Information for Researchers and Committee Members to avoid common mistakes on the application. The IRB webpage also provides template forms researchers may use.

Application Submission

- Submit the application in Word format to irb@mobap.edu.
- SignNow will be used to obtain the researcher and committee chair signatures, so that page does not need to be signed.
- Include all supplemental materials – site approval letter to conduct research, consent letters, surveys, questionnaires.
- Reference the appendices within the application.
- Committee Chair will be sent an email to confirm approval of submission.

IRB Screening

- When the IRB application is received, the student will receive a detailed email outlining the next steps of the process, including the screening.
- Student makes revisions from the initial screening and returns application.
- Application is sent to the IRB screener who provides feedback with comments. Student should expect to make revisions. Student returns revisions, revisions are sent back to the screener, and follows this pattern until the screener approves.
- IRB application is submitted to the IRB committee. Student is notified each time the application is submitted. Student is notified if revisions are requested.

IRB Approval

- IRB reviews the application and votes to approve or “revise and re-submit.” Revisions are sent to the Committee Chair, who communicates them to the student.
- When approved, approval letter is sent to the Committee Chair, who shares with the student.
- Student may now gather and analyze data.

Step 5: Committee Approval of Chapters 1-5

- Once students receive IRB approval, they are cleared to collect data and should use that data to write chapters four and five.
- Student submits chapters to committee for feedback and review.
- Student uses the revised chapters 1-3 and changes the future tense to past tense in reference to their own study.
- Student should submit the paper to “Unicheck – Student” to confirm the score is less than 20%.
- When the full committee approves all five chapters, the entire paper, student moves onto the next step – MBU Expert and Final Reader.
- **Note: To be considered eligible to participate in commencement, the student must submit the committee-approved final dissertation to the Doctoral Office (doctoraloffice@mobap.edu) by January 31 to start the final steps of the dissertation.**

Step 6: MBU Expert and Final Reader

After the entire committee approves the entire paper, the paper is submitted to be reviewed by the MBU Qualitative and Quantitative Experts and the Final Reader for grammar and APA.

Final Paper Submission

- Student submits the final paper to doctoraloffice@mobap.edu.
- All members of the committee will receive an email asking for a reply, confirming approval of the final paper submission.
- Student should submit the final paper through “Unicheck – Chair.” This will put the paper in the permanent database. The Chair will receive the results and confirm it is less than 20%.

MBU Expert

- The dissertation is submitted to the MBU Experts for review of chapter four, methodology. If none or minor revisions are requested, the paper will move onto the Final Reader. If major revisions are requested, the Doctoral Office will return the paper to student to make the revisions prior to submission to the Final Reader.

Final Reader

- The dissertation will be reviewed by an outside Final Reader. Ideally, this will be the same outside reader that reviewed the proposal. The reader will identify errors in grammar and APA. The reader has two to three weeks to read, review, and provide feedback. The student will be provided feedback, make the revisions, and resubmit. The reader will confirm the revisions. Any revisions not corrected will be resubmitted to the student for correction; this process will continue until the Final Reader approves.
- When the Final Reader approves the revisions, the student will be sent an email about scheduling the oral defense.

Step 7: Oral Defense

The student will defend the research study and conclusions before the dissertation committee, faculty, and other graduate students.

Oral Defense Scheduling

Student will receive email instructions for scheduling the oral defense from the Doctoral Office.

- All committee members must attend.
- Oral Defense is scheduled at least two weeks in advance.
- Doctoral Office sends an email invitation to Faculty and Ed.D. students. No family or friends are permitted to attend.
- Doctoral Office sends a confirmation email and calendar invite of the scheduled day and time.
- Student will receive the graduation application and degree sheet.

Oral Defense Preparation:

- Student receives a preparation email that includes a guidelines handout to prepare.
- Student works with Committee Chair to prepare.

Oral Defense Presentation:

- Presentation should be between 25 – 30 minutes in length.
- Any handouts at the defense are the responsibility of the student. A copy of the abstract is required. A biography is recommended. If the oral defense is conducted virtually, a copy of the presentation is also recommended.
- Committee and Doctoral Office Representative ask questions. Attendees may ask questions via the Doctoral Office Representative.

Post-Oral Defense:

- The committee will convene in private to discuss the defense and will render the following decision: pass, pass with revisions, or fail. Once the committee has made this determination, the student will return and be given the committee's decision, along with feedback, when appropriate.
- Committee and Student complete the required paperwork.
- If the Committee requests any revisions to the dissertation, student will update the dissertation using the version approved by the Final Reader.

Important Notes:

- If the student does not pass the first Oral Defense, the student will work with the committee to schedule and complete a second Oral Defense after completion of the first attempt. The second Oral Defense is the final attempt granted. The second Oral Defense must be scheduled within six months of the first attempt.
- The Oral Defense is not the final step in the Dissertation. The dissertation will be reviewed and approved before the final approval and degree conferral is bestowed.

Step 8: Final Submission

The dissertation is reviewed by the Director of the Ed.D. program that the student is enrolled in and the Vice President for Graduate Affairs.

Final Paper Submission:

- After the successful oral defense, Student receives an email from the Doctoral Office to submit the final dissertation.
- Director of the Doctor of Education program reviews and approves the dissertation.
- Vice President for Graduate Affairs reviews and approves the dissertation.
- Review and approval can take 2-4 weeks.

Final Paper Approval:

- Ed.D. in Higher Education Leadership students: HERM 783 grade is awarded an A.
- Ed.D. in Leadership in Teaching and Learning students: GRED 786 grade is changed to 'A'
- ABD in Leadership in Teaching and Learning students: GRED 773 grade is changed to 'A'
- Doctoral Office sends out an email to Faculty and Students with approval of the dissertation, announcing MBU's newest "Doctor of Education."
- Degree will be conferred at the end of the quarter in which the Dissertation receives final approval.

Step 9: Polishing & Publication

Polishing:

- Student will receive an email with instructions for polishing and publication.
- Polishes include feedback from the Program Director and Associate Vice President and formatting items for publication.
- Student will receive the dissertation with the approval page inserted.
- Student will be asked to:
 - Make requested revisions within text
 - Update approval page
 - Answer question about figures and tables
 - Provide de-identification information
- Doctoral Office will work with the student to complete the requested polishes. Approved dissertation will be named Last Name_First Name_FINAL. When approved, student will receive instructions for publication.

Publication:

- Publication will take place through ProQuest
- Through ProQuest, student is required to purchase a copy for the MBU Jung Kellogg Learning Center.
- Student will be provided Publishing to ProQuest for MBU Doctoral Graduates to assist in uploading to ProQuest.
- Student will log into UMI ETD Administrator (www.etsdadmin.com/mobap) or through the link on the MBU website.
- Student will follow the prompts to upload dissertation onto ProQuest.
- Doctoral Office will monitor and release publication.

Diplomas & Transcripts:

- Degree conferral occurs at the end of the quarter in which the final approval is given.
- Diplomas and transcripts are available at the end of the quarter after degree conferral.
- Balances must be zero before transcripts are released.
- To send the diploma, the following must be satisfied:
 - Degree conferred
 - No holds on student account
 - Zero balance

Commencement

- Commencement at Missouri Baptist University occurs once a year, in the spring.
- Upon completing this important milestone, you will walk in commencement and be hooded by your Committee Chair.
- Depending on when you complete your dissertation, your degree will be conferred at the end of that quarter, but you may walk in the following year's commencement.
- **To be considered eligible to participate in commencement ceremonies, the student must submit the committee approved final dissertation to the Doctoral Office (doctoraloffice@mobap.edu) by January 31, to start the final steps of the dissertation.**

Websites to Bookmark

- Doctoral Students: <http://www.mobap.edu/academics/current-doctoral-students/>
- Canvas: <https://mobap.instructure.com/login/ldap>
- IRB: <http://www.mobap.edu/student-life/institutional-review-board/>
- Intellectus Qualitative: <https://intellectusqualitative.com/>
- Intellectus Statistics: <https://www.intellectusstatistics.com/>
- Kellogg-Jung Learning Center: <https://libguides.mobap.edu/iklc>
- MBU: <http://www.mobap.edu>
- Records: <http://www.mobap.edu/academics-overview/academics-records-registrar/>
- Student Portal: <https://portal.mobap.edu/student/login.asp>

Appendices

Appendix A: myMBU



Learn. Life. Access.

How do I get to myMBU?

Go to www.mobap.edu and click on "myMBU" in the top right corner. When you are redirected to a new page, log in using your MBU username and password. Your username is your student ID email address. Click on the link to access the [Password Help Center](#) to reset your password.



What is myMBU Access? myMBU Access, is MBU's 24-hour self-service web portal which assists students with their student account.

Here is what you can do:

- Pay your bill
- Print an unofficial copy of your transcript
- Change your local address
- View documents received a needed for admission
- View required course material
- Review, accept, or deny your financial aid
- View holds on your student account
- Access the MBU Student Handbook
- View and print your 1098T tax form
- View your class attendance that has been recorded by your professors

What is myMBU Learn? myMBU Learn is MBU's learning management system called Canvas. This is where you can access your course materials and syllabi as well as complete and turn in assignments.



What is myMBU student email? Your student ID number is your student email address: studentID@mobap.edu. Your student email account is very important because it is the only account that several offices on campus will communicate with you through. You are required to check and maintain your email while attending MBU. If you have questions about accessing your email please contact IT.

What is Self-Service Resources? Self-service resources has several useful links all in one place! Library resources, course schedule, IT help desk, campus calendar and much more. Check it out!



I have questions – who should I contact?

Records (314) 392-2232

- Transcripts
- Course Listings
- Grade Information

Financial Services (314) 392-2366

- Billing
- Financial Aid

Graduate Admissions (314) 392-2327

- Admissions documents
- Enrolling in your first semester
- Application status

IT Staff (314) 392-2377

- Temporary passwords
- Password Help
- Account Access questions

Appendix B: Canvas

Student Tips and Tricks for Canvas

Want to access course information and course requirements early? Interested in getting a head start on the semester?

Did you know that all of your online course materials and the course materials for many of your on campus courses are made available to you on *the Friday before the first day of classes!* MBU students wishing to access their course materials should do so by visiting the [MBU student portal](#). Once signed in, click on the MyMBU Learn icon, enter the appropriate username and password, and review the instructor's postings for each class.



Course Syllabi

Your Missouri Baptist University Instructors want to communicate their course expectations and information to you through the course syllabi! In addition to listing course objectives and requirements, course syllabi are automatically populated with assignment dates and events in each of your Canvas online course shells. To learn more about course syllabi, please click [HERE](#).



Mobile Technology

Accessing class information and completing course assignments is now easier than ever!

There is a student app for Canvas! You can access your Canvas course shells through your Android/iOS device.

If you wish to download Canvas to your android device click [HERE](#) for directions. If you wish to download Canvas to your iOS device, please click [HERE](#).



Wanting More?

Want to know more about how to make the best possible use of the Canvas LMS? Please be sure to visit the [Canvas Student Guide - Table of Contents](#) and/or the [Canvas Video Guide](#) for students!



Appendix C: Higher Education Leadership Milestones

| Ed.D. in Higher Education Leadership – Milestones | | | |
|---|----------|---|---|
| Session | | Class | Dissertation Milestones* |
| 1 | HEDD 743 | American Higher Education | |
| | HEDD 753 | Higher Education Law & Ethics | |
| 2 | HEDD 783 | College Student Development | |
| | HEDD 763 | Critical Issues in Higher Education and Diversity | |
| 3 | HEDD 703 | Dissertation Seminar | |
| | EDAD 733 | Higher Education Finance | |
| 4 | EDAD 763 | Enrollment Management in Higher Education | |
| | HEDD 723 | Higher Education Leadership and Strategic Planning | |
| 5 | HERM 723 | Research I: Intro to Scholarly Inquiry | Committee Assigned |
| 6 | HERM 733 | Research II: Survey of Methodology & Design | Develop PPD Form and Proposal |
| 7 | HERM 743 | Research III: Application of Methods | |
| 8 | HERM 753 | Research IV: Research Hours and Proposal Capstone | PPD Submission and Approval |
| 9 | HERM 763 | Research V: Analyzing and Reporting Data | IRB, Data Collection & Analysis, Completion of Dissertation, and Oral Defense |
| 10 | HERM 783 | Research VI: Research Hours & Final Dissertation Capstone | |
| 11 | | Research Term #1 | |
| 12 | | Research Term #2 | |

* Note: these are approximate guidelines. Each dissertation journey is unique.

Appendix D: Leadership in Teaching & Learning Milestones

| Ed.D. in Leadership in Teaching & Learning Milestones | | | |
|---|---------------|--|---|
| Session | Course Number | Course Name | Dissertation Milestones* |
| 1 | EDAD 743 | Introduction to the Dissertation | |
| 2 | EDUC 723 | Transformational Theories and Applications | |
| 3 | EDUC 733 | Leading Teaching and Learning in Diverse and Emerging Educational Settings | Committee Formation & Approval |
| 4 | GRED 753 | Methods of Inquiry II (Quantitative Analysis) | Pre-Proposal Defense & Proposal |
| 5 | GRED 763 | Methods of Inquiry III (Qualitative Analysis) | |
| 6 | GRED 786 | Dissertation | IRB Approval & Data Collection & Analysis |
| 7 | | Research Term #1 | MBU Expert & Final Reader |
| 8 | | Research Term #2 | Oral Defense & Final Approval |

*Note: these are approximate guidelines. Each dissertation journey is unique.

Appendix E: ABD Milestones

| ABD in Leadership in Teaching & Learning Milestones | | | |
|---|---------------|---|---|
| Session | Course Number | Course Name | Dissertation Milestones* |
| 1 | GRED 753 | Methods of Inquiry II (Quantitative Analysis) | Committee Formation & Approval |
| 2 | GRED 763 | Methods of Inquiry III (Qualitative Analysis) | Pre-Proposal Defense & Proposal |
| 3 | GRED 773 | Dissertation | IRB Approval & Data Collection & Analysis |
| 4 | | Research Term #1 | MBU Expert & Final Reader |
| 5 | | Research Term #2 | Oral Defense & Final Approval |

* Note: these are approximate guidelines. Each dissertation journey is unique.

Appendix F: Higher Education Leadership Petition



Petition for Dissertation Committee
Higher Education Leadership

DATE: _____ **Ed.D. PROGRAM:** Higher Education Leadership

STUDENT: _____

STUDENT ADDRESS: _____

STUDENT PHONE: _____ **STUDENT ID:** _____

TENTATIVE TYPE OF STUDY:

QUANTITATIVE

QUALITATIVE

MIXED METHODS

TENTATIVE TITLE OR TOPIC:

REQUEST FOR COMMITTEE CHAIR

NAME:

RATIONALE FOR COMMITTEE CHAIR:

REQUEST FOR COMMITTEE MEMBER

If from outside MBU, provide credentials, contact information, and written approval.

NAME:

RATIONALE FOR COMMITTEE MEMBER:



Petition for Dissertation Committee
Higher Education Leadership

STUDENT SIGNATURE & DATE:

Signature *Date*

Assigned: Chair: _____

Member: _____

COORDINATOR OF DOCTORAL STUDENT SERVICES SIGNATURE & DATE:

Signature *Date*

DIRECTOR SIGNATURE & DATE:

Signature *Date*

Appendix G: Leadership in Teaching & Learning Petition



Petition for Dissertation Committee
Leadership in Teaching & Learning

DATE: _____ **Ed.D. PROGRAM:** Leadership in Teaching and Learning

STUDENT: _____

STUDENT ADDRESS: _____

STUDENT PHONE: _____ **STUDENT ID:** _____

TENTATIVE TYPE OF STUDY:

QUANTITATIVE

QUALITATIVE

MIXED METHODS

TENTATIVE TITLE OR TOPIC:

REQUEST FOR COMMITTEE CHAIR

NAME:

RATIONALE FOR COMMITTEE CHAIR:

REQUEST FOR COMMITTEE MEMBER 1

NAME:

RATIONALE FOR COMMITTEE MEMBER 1:



REQUEST FOR COMMITTEE MEMBER 2

If from outside MBU, provide credentials, contact information, and written approval.

NAME:

RATIONALE FOR COMMITTEE MEMBER 2:

STUDENT SIGNATURE & DATE:

Signature *Date*

Assigned: Chair: _____

Member 1: _____

Member 2: _____

COORDINATOR OF DOCTORAL STUDENT SERVICES SIGNATURE & DATE:

Signature *Date*

Appendix H: ABD in Leadership in Teaching & Learning Petition



Petition for Dissertation Committee
ABD in Leadership in Teaching & Learning

DATE: _____ **Ed.D. PROGRAM:** Leadership in Teaching and Learning

STUDENT: _____

STUDENT ADDRESS: _____

STUDENT PHONE: _____ **STUDENT ID:** _____

TENTATIVE TYPE OF STUDY:

QUANTITATIVE

QUALITATIVE

MIXED METHODS

TENTATIVE TITLE OR TOPIC:

REQUEST FOR COMMITTEE CHAIR

NAME:

RATIONALE FOR COMMITTEE CHAIR:

REQUEST FOR COMMITTEE MEMBER 1

NAME:

RATIONALE FOR COMMITTEE MEMBER 1:



Petition for Dissertation Committee
ABD in Leadership in Teaching & Learning

STUDENT SIGNATURE & DATE:

Signature _____ *Date* _____

Assigned: Chair: _____

Member 1: _____

Member 2: _____

COORDINATOR OF DOCTORAL STUDENT SERVICES SIGNATURE & DATE:

Signature _____ *Date* _____

Appendix I: Conceptual Framework for the Ed.D.

Conceptual Framework for the Dissertation



Chapter 1

Background
Problem
Purpose
Research Questions
Paradigmatic Framework



Chapter 2

Theoretical Framework
Relevant Literature



Chapter 3

Methodology
Design
Data Collection Techniques
Data Analysis Techniques
Sampling

Appendix J: Pre-Proposal Defense (PPD) Form

Pre-Proposal Defense Form

Doctor of Education Office

Missouri Baptist University

| | |
|-----------------------|---|
| | Type answers within the rows below. Cells will expand upon typing. |
| Date | |
| Student's Name | |
| Student's ID | |



Directions: In the fields below, students will provide an explanation to the categories of the dissertation that are identified as the conceptual framework for the Ed.D. at Missouri Baptist University. The committee will only review forms that are brief and concise in their explanations. That is, students should not copy paragraphs from their proposal. Instead, when an explanation or summary is appropriate, they should aim to articulate their response in no more than 6-8 sentences and cite the appropriate literature throughout.

| | |
|---|--|
| Proposal Title (can be tentative and subject to change). | |
| Provide your problem statement here with evidence cited from the literature. | |
| Identify your study's paradigmatic framework and explain why this is appropriate for your study. | |
| Provide your study's purpose statement here. | |
| Provide your study's research question(s) here. (<i>i.e., broad question derived from problem/purpose</i>) | |

| | |
|--|---|
| <p>*If quantitative, you will need the hypothesis in addition to the research question(s). (<i>i.e., null and alternative format for each quantitative RQ</i>)</p> | |
| <p>Identify and summarize your study's theoretical framework and explain how that theory is connected to your study's purpose. Cite the appropriate literature.</p> | |
| <p>Identify your study's methodology here. Cite the appropriate literature.</p> | |
| <p>Identify the study's design here. Your design should be appropriate for the methodology you've mentioned above. Cite the appropriate literature.</p> | |
| <p>Identify which sampling technique are you using and how will you recruit participants for your study. Cite the appropriate literature.</p> | |
| <p>Explain how you will gather data for your study (<i>i.e., interviews, surveys, questionnaires, focus groups, observations, archival data, testing, assessment, etc.</i>) AND how each source of data will help answer your question or test your hypothesis.</p> | |
| <p>Explain your data analysis plan. Cite the appropriate literature.</p> | |
| | Type the names of the individuals below. |
| Principal Investigator (Student) | |
| Committee Chair | |
| Committee Member | |

| | |
|------------------------------------|--|
| Committee Member (when applicable) | |
|------------------------------------|--|



Student: please submit this form as a WORD document to the Doctoral Office at doctoraloffice@mobap.edu. The Doctoral Office will follow-up with a request for electronic signatures, indicating the approval of the Pre-Proposal Defense.

| | |
|--|--|
| Your signature indicates that you have participated in all the required processes and approve the research plan. | |
| Principal Investigator (Student) | |
| Dissertation Committee Chair | |
| Ed.D. Program Director | |
| PPD Coach and Methodologist | |
| PPD Coach and Methodologist | |

Appendix K: Pre-Proposal Defense (PPD) Checklist

PRE-PROPOSAL DEFENSE (PPD) CHECKLIST*

Phase 1: Committees and Coaches

- Student submits Petition for Dissertation Committee form to EdD Office.
- EdD Office and Director finalize Committee and PPD Coaches. EdD Office notifies student and Chair.
- Student and Committee work on PPD form and Conceptual Framework. The Committee approves the PPD form but may also refer to PPD Coaches for collaboration.

Phase 2: Pre-Proposal Defense Meeting

- Student submits PPD form to EdD Office.
- EdD Office sends out submitted PPD form to PPD Coaches and Committee.
- PPD meeting is scheduled with student, Chair, and PPD Coaches - feedback is provided.

Phase 3: Revisions and Final Approval

- Student revises PPD form after meeting, as needed, and sends revised version to EdD Office.
- Upon submission of final version of PPD form, EdD Office distributes PPD form for electronic signatures from student, Committee Chair, and Program Director.
- EdD Office notifies student of final approval of the Pre-Proposal Defense once all signatures are collected on PPD form.

*Each Milestone ● is Listed in Sequential Order.

Appendix L: Human Subjects Research Training Instructions



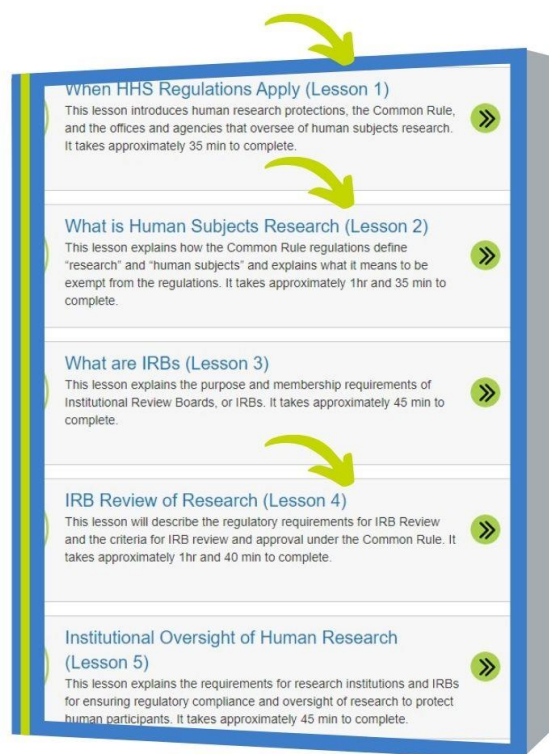
Human Subjects Research Training

MBU's Institutional Review Board (IRB) requires all researchers and committee members to complete and provide proof of successful completion from a Human Subjects Research training program. Per the IRB, training is valid for three years. Please follow the instructions to complete this training.

Please read all directions before you begin.

Completing the Training

1. The IRB requires researchers to complete Lessons 1, 2, and 4. You cannot stop and start again once you begin a lesson, but you can take a break between lessons. Each lesson states the estimated time it will take to finish and includes a bar to track your progress.
2. Click [here](#) to access the [Human Subjects Research Training](#).
3. When you land on the training webpage, click the green arrow next to Lesson 1 to begin.
4. Note key information while you closely read content and watch videos. You will be required to answer questions about the content throughout the lesson.
5. Save your certificate (see instructions on the following page).

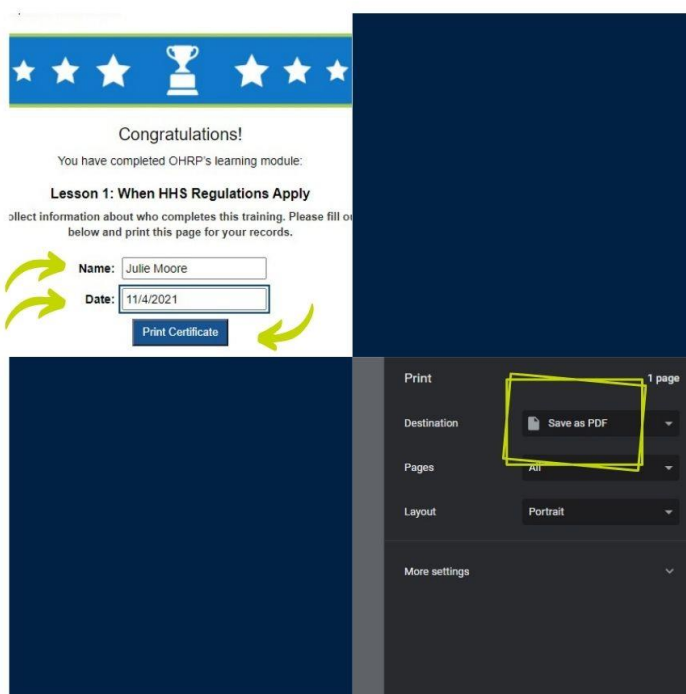


Direct all questions to Maureen Pederson, IRB Coordinator, at maureen.pederson@mobap.edu or (314) 392-2335

Human Subjects Research Training

Saving Your Certificates

- **IMPORTANT NOTE:** You cannot return to the Certificate screen later, so be sure you save your Certificate after completing each lesson, or else you will have to complete the lesson again.
- On the Conclusion screen, enter your Name and Date, then click the blue "Print Certificate button."
- To save your certificate as a PDF file, change the "Destination" to "Save to PDF." Click "Save." Name your certificate and save it to a place that is easy to find, such as your desktop. You may print your certificate for your personal records if you wish.
- After saving your certificate, click "Quit Lesson" to return to the Menu.
- Follow the same instructions from above for Lesson 2 and Lesson 4, saving your certificate after each lesson.
- After completing Lessons 1, 2, and 4, submit your three certificates to IRB@mobap.edu.



Direct all questions to Maureen Pederson, IRB Coordinator, at maureen.pederson@mobap.edu or (314) 392-2335