

# Detailed Coursework Overview

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## **Block I: Higher Education Core (15 hours)**

- EDL 5389 Foundations & History of Higher Education Leadership
- EDL 5374 Moral and Faith Development in College Students or EDL 6305 Ethics and Values in Educational Leadership
- EDL 6302 Teaching and Learning in Higher Education
- EDL 6345 Christian Faith and Education or EDL 5399 Faith-Based Higher Education
- EDL 6370 Seminar in American Educational Thought (Great Texts in Higher Education)

## **Block II: Studies and Leadership in Higher Education (18 hours)**

- EDL 5372 Culture and Organization of Higher Education
- EDL 5392 Higher Education and the Law
- EDL 6304 Seminar: Politics, Policy and Governance of Education
- EDL 6385 Higher Education—Business and Finance
- EDL 6363 Advanced Studies in Educational Leadership
- EDL 6306 Student Success in Higher Education

## **Block III: Research and Statistics Total hours required: (15 hours)**

### Required Courses

- EDP 5335 Research in Education (required only for student who have not already taken a similar course)
- EDP 5334 Statistical Methods (if the student has already taken a master's level statistics course, they will be required to take either EDP 6360 Experimental Design I or EDP 6362 Applied Multiple Regression/Correlation Analysis in Education).
- EDP/EDL 6336 Qualitative Methods (required)
- EDL 6335 Research Practicum (required)
- 3 hours of a research elective.
  - EDP 5340 Measurement and Evaluation
  - EDL 6339 Ethnographic Research

In addition to the above required R&S courses, students will choose 3 to 6 hours (depending on whether the student needs to take EDP 5335) from the following (in consultation with his or her advisor). The courses chosen should assist with the publication of the dissertation. *In addition, students can use their cognate or elective hours to take additional research courses.*

- EDP 5340 Measurement and Evaluation
- EDP 6360 Experimental Design I
- EDP 6361 Experimental Design II
- EDP 6362 Applied Multiple Regression/Correlation Analysis in Education
- EDP 6337 Psychometric Theory and Test Construction
- EDL 6339 Ethnographic Research
- EDL 6370 Case Study Research

**Block IV: (6 hours) Electives or Independent Studies.**

Students may take six hours of their choice from within the department or across the university. We particularly encourage taking courses outside the School of Education that may expose students to other fields within the university. For instance, students may wish to take additional courses in management from the business school, particular methods courses from a particular discipline (e.g., history or sociology), or courses about education found in other disciplines (e.g., sociology of education, philosophy of education).

**Block V: Cognate or Independent Studies: (6 hours).**

Students will choose to take six hours from a cognate area within the department or from courses within another department (e.g., educational psychology or curriculum and instruction) or another school (e.g., Arts and Sciences, Business). *The Cognates below are merely samples.* In addition, students may wish to use their elective hours to gain additional expertise in these areas. Example cognates can include: Community College, Research, Faith and Ethics, and Student Development

Community College

- EDL 6386 The Community College
- EDL 6384 Curriculum and Instruction in the Community College

Faith and Ethics

- Two of the following courses not completed in the core
- EDL 5399 Faith-Based Higher Education
- EDL 6345 Christian Faith and Education
- EDL 5374 Moral and Faith Development in College Students
- EDL 6305 Ethics and Values in Educational Leadership

Research

- Two additional quantitative or qualitative methods courses.
- Additional Internship hours (see below)

Student Development

- Two of the following student development courses (if a student has no master's degree he or she will need to take the first two courses of this cognate)
- EDL 5370 College Student Development I (Psycho-Social Development)
- EDL 5371 College Student Development II (Cognitive-Structural Development)
- EDL 5373 College Student Development III (Person-Environment Theories)

**Block VI: Professional Seminar and Internship**

EDL 6V64 Internship in Educational Leadership (3 hours). Students will work with professors to produce a publishable journal article or professional presentation.

**Block VII: Comprehensive Exam (0 hours)**

**Block VIII: Dissertation (Total Hours Required: 9)**

**TOTAL HOURS:**

**72 hours beyond a master's degree**

63 hours of coursework / 9 dissertation hours

# Course Descriptions

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A. Block I: Higher Education Core (Total hours required: 15). The Ph.D. in Higher Education Studies & Leadership is designed to prepare graduates who have the theological, moral, and intellectual foundations that are necessary to provide leadership within the field of higher education for many decades to come. The most appropriate place to begin in order to develop these kinds of leaders is with Foundations of Education. Our modern world has made a sharp separation between the Christian, moral, and intellectual dimensions of education. The curriculum for this program is designed to illuminate and break down this barrier. Future higher education leaders, more than anyone else, should know how the separation of theological, moral and intellectual knowledge came to exist and how to recover a more integrated, multidisciplinary, and holistic approach to higher education.

A central purpose for this block of courses is to provide students with a deep background in the history and philosophy of education. Additionally, the courses within this Block will seek to:

- Raise the intellectual expectations such that students who complete graduate degrees in the SOE encounter some of the most intellectually demanding and rewarding texts ever written.
- Bring the faith and learning conversation that is central to Baylor's mission to all graduate students who complete one of the leadership-focused doctoral programs within the SOE.
- Require students to think deeply and broadly about the history of educational thought, with a specific focus on the historical, philosophical, and theological development of the social sciences that impact higher education.
- Provide graduate students with the background they need to engage in common conversations with their Baylor faculty and other graduate students from across the University.

**EDL 5389 Foundations & History of Higher Education Leadership** explores the foundations of higher education and student affairs through an analysis of historical and contemporary trends and issues. Through this course, students have the opportunity to gain a broad understanding of higher education leadership, its history, and underlying theories and philosophies, utilize archival materials to examine historical themes in higher education, and incorporate historical insight into how they address contemporary issues.

**EDL 5374 Moral and Faith Development in College Students or EDL 6305 Ethics and Values in Educational Leadership.** Each of these courses focuses upon the moral dimension of a particular aspect of higher education which students may choose. The first course gives students an opportunity to explore and evaluate various models of moral and faith development. It also places these recent approaches in historical and Christian context and explores broader sociological and theological models that illuminate how each college campus transmits a particular understanding or tradition of moral, faith, and spiritual development. The second course focuses more upon the moral life of the education

administrator and how he or she can and should approach ethical decision making.

**EDL 6302 Teaching and Learning in Higher Education** This course challenges students to learn about teaching and learning in higher education. It addresses curriculum issues, course development and content, teaching techniques, classroom management, and instructional technology as these topics relate to adult learning, including college and university contexts. Students will develop, assess and enhance teaching skills in addition to relevant learning concepts and theories. They will observe college and university teachers and reflect on their observations. In addition, students will have an opportunity to design a syllabus, lectures, discussion sessions, and learning activities that will relate to instruction they expect to provide in the future. Students will also assess a variety of theories and models to develop their personal philosophy of teaching.

**EDL 6345 Christian Faith and Education or EDL 5399 Faith-Based Higher Education.** Both courses integrate faith and learning, by teaching students about how the Christian faith impacts (and has impacted) all areas of education (including K-12), and by encouraging graduate students to conduct research that intersects with the Christian faith. Students will be challenged to reflect on Baylor's historic mission and how it relates to future challenges in higher education. The second course, provides students a historical understanding of faith-based higher education in America, introduces them to the contemporary conversation about what should be the defining characteristics of faith-based higher education, equips students with an understanding of the range of theological models of faith-based higher education, and helps students to think through and articulate in writing their own initial views about the practices of student development in faith-based education.

**EDL 6370 Seminar in American Educational Thought** This course covers the "Great Books in Higher Education." These books provide an additional way for students to understand the historical, philosophical, and sociological antecedents of current views on education and educational leadership.

- B. Block II: Higher Education (Total hours required: 18). *The purpose of Block II courses is to provide students with the advanced knowledge and skills to study and provide leadership within higher education.*

**EDL 5372 Culture and Organization of Higher Education.** This course provides an overview of the organizational structures and dynamics of higher education leadership, planning, and resource allocation. Particular attention in this course is given to the diversity of post-secondary institutions in the United States, and how varying institutional settings influence organizational behavior, structures and cultural norms of operating. Students should anticipate a rich interaction with related literature. An introductory survey of organizational theories in higher education is also explored.

**EDL 5392 Higher Education and the Law.** This course examines the legal aspects and issues of constitutional, statutory, and case law concerning public and private two-year and four-year colleges, and universities. It also overviews legal issues related to their boards,

administrators, faculty and students. Interpretations, compliance issues, and implications for institutional practice and policy are also addressed.

**EDL 6385 Higher Education--Business and Finance.** This course provides students with a practical knowledge of the business and financial aspects of higher education leadership. Students will gain an understanding of key terminology that will be useful as they relate to financial administrators or seek advancement in the field. Students will learn to identify fiscal challenges facing colleges and will discuss effective means to face these challenges. Topics included are state and federal regulations, legislative issues, tax exempt financing, fund accounting and audits, budgets, legal issues, payroll and personnel, risk management, facilities construction, deferred maintenance, foundations and investments, grant management, and auxiliary enterprises and contracting.

**EDL 6304 Seminar: Politics, Policy and Governance of Education.** This course examines the politics, policy, and governance structures of American higher education. It provides a study and analysis of state, and federal policies and policy issues within secular higher education and an emphasis on the critical dimensions of problem-solutions, power relations, and values and ethics.

**EDL 6363 Advanced Studies in Educational Leadership.** This course overviews the role of leadership in shaping the quality and character of educational institutions. Some of the topics addressed include the identification of personal and organizational values, culture and culture.

**EDL 6306 Student Success in Higher Education.** This course examines the impact college has on students (college-impact models), as well as policies, programs, and practices that promote student learning and development in higher education. Theories concerning environmental or sociological origins of change in college students will be examined. Course topics include several sets of variables (including student, organizational, and environmental characteristics) presumed to influence student success (retention, engagement, achievement, and development).

- C. Block III: Research (Total hours required: 15). *The purpose of the Block III courses within our Ph.D. curriculum is to prepare students to conduct research.* It will provide students with in-depth background and skills to conduct both quantitative and qualitative research. Since block III courses will prepare students to apply both quantitative and qualitative research methods to specific areas within higher education, students will have the opportunity to choose whether they would like to conduct a quantitative, qualitative, or mixed methods study for their dissertation.

Required Courses:

**EDP 5335 Research in Education** (required only for students who have not already had a similar research course). Historical, descriptive, and experimental inquiry. Emphasis on interpretation of research. Use of references and resources; the problem; expression of hypotheses; research design; organizing the review of literature; gathering data; statistical

analysis of data; reporting and discussing findings; drawing conclusions. Writing style will be applied to the student's major field of study.

**EDP 5334 Statistical Methods.** Exercises in the computation of the most commonly employed statistical indices in tabulation, graphic representation, and presentation of data in educational reports. The techniques used are also applicable to other fields. *Note: If the student has already taken a master's level statistics course, either EDP 6360 Experimental Design I or EDP 6362 Applied Multiple Regression/Correlation Analysis in Education will be required.*

**EDP/EDL 6336 Qualitative Research and Data Analysis.** The development of an in-depth understanding of the major methods of inquiry associated with qualitative research will be emphasized. These include participant observation, interviewing, and document analysis. Additionally, an appreciation for the strengths and limitations of engaging in qualitative research and a general understanding of the paradigms that undergird qualitative research and their implications for conducting qualitative inquiry will be cultivated.

**EDL 6335 Research Practicum in Education.** Educational research writing. Emphasis will be placed on the organization of the prospectus, the thesis, the dissertation, and the abstract which are typically required by graduate schools in professional fields. Individualized and critical assistance will be given in the research writing style and composition mechanics befitting the research design chosen.

In addition to learning how to conduct quantitative and qualitative research, doctoral students will have the opportunity to deepen their skills in either one of these fields by taking 3-6 additional hours of research electives. For example, in courses such as "Ethnographic Research," "Case Study Research," and "Historical Research in Education," faculty will teach students how to conduct specific qualitative research studies such as ethnographies, case studies, oral histories, biographies, grounded theories, and autoethnographies.

- D. Block IV: Electives (Total hours required: 6). In this section, students will take two courses of their choice from either inside or outside the department. These courses will give the student the opportunity to pursue courses that relate specifically to their educational needs and interests.
- E. Block V: Cognate Area Concentration (Total hours required: 6). *The purpose of courses in Block IV is to provide students with in-depth subject-matter knowledge of a specific area that they have chosen to study in consultation with their advisor.* As an interdisciplinary degree, students who complete this Ph.D. degree in Higher Education Studies and Leadership can complete some coursework outside of the Department or the School of Education. All doctoral students must identify a cognate area that will serve as their specialization. Higher education is an interdisciplinary field, so high-quality interdisciplinary coursework is crucial to this program. Cognate specialties will provide students with the opportunity to explore the rich array of graduate courses that are available throughout the Baylor campus. Students can complete a minimum of 6 hours of coursework from a variety of Baylor departments (with the approval of the doctoral mentor). Most students will likely choose a single subject-matter field in which to do their cognate work, but interdisciplinary cognates that combine one or

more departments are possible as well (e.g., social science). Cognate area coursework will be designed through careful consultation between each doctoral student and his or her program/dissertation adviser.

F. Block VI: Professional Seminar and Research Internship

**EDL 6V64 Internship in Educational Leadership** (3 hours). In consultation with the program adviser, program students will be expected to complete at least one of the following tasks successfully as part of this requirement: 1) write and submit a proposal to present a paper at a national conference (and if accepted present the paper), 2) attend a national conference in the students' area of specialization and make a presentation on sessions attended to other Ph.D. students, 3) author/coauthor and publish an article in an appropriate professional journal as outlined in the Department of Educational Leadership's list of recognized journals (any level; the coauthor could be a faculty member or other graduate student) and 4) work with a faculty member to write an external grant proposal. Through these activities, you will be provided with opportunities to study higher education, produce high-quality research, engage in the various activities expected of higher education faculty members, network with other professionals in the larger national environment, and gain practical experiences performing tasks necessary to succeed as university faculty. .

G. Block VII: Comprehensive Exam (0 hours)

H. Block VIII: Dissertation (Total Hours Required: 9)

I. Block IX: [Co-Curricular Requirements](#) (0 Credit Hours). Co-curricular requirements are designed to supplement students' formal coursework and promote the consolidation and application of knowledge and skills addressed in program curricula and readings through specified activities in vocation-oriented settings.