DEAR ED.D. STUDENT,

Welcome to Concordia University. The Office of Doctoral Studies appreciates your interest in the program. We are excited to join you in this journey of becoming an educational leader.

The mission of Concordia University is to prepare students for the transformation of society. The philosophy of the Concordia Doctoral Program is to prepare transformative educators who engage in:

1. Reflection and analytical thinking
2. Professional discourse
3. Turning theory into practice
4. In-depth project-based study
5. Purposeful collaboration
6. Strategic use of skill and proficiency
7. Creating partnerships
8. A community of learners

This information booklet is a guide and outline of the program. For further information please contact:

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ED.D. STUDENT INFORMATION BOOKLET

This booklet is intended to address those frequently asked questions specific to the Ed.D. Program. For additional information, please refer to the following:

» Concordia University Course Catalog:  
  www.cu-portland.edu/catalog/Catalog.pdf for information regarding financial assistance, tuition and fees, academic polices, course descriptions, etc.

» Concordia University Student Handbook:  
  intranet.cu-portland.edu/students/documents/Student%20Handbook.pdf for academic information, campus resources, behavioral expectations, public safety and campus security, etc.
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GETTING STARTED

Registering for Classes
Class registration will be done for you. **Be sure to check your email frequently.** Email is our primary mode of communication with Ed.D. students. You will receive your class schedules and newsletters via email, as well as notifications, reminders and updates.

HOLDS: A hold on your account will stop the registration process. Holds will also prevent you from accessing your grades through myCU. If you have a hold on your account please address it as soon as possible. Please note: If you are a recent graduate, a hold will be placed on your account for the second semester until a final transcript, with degree line, is received.

Technology Skills
You should have basic knowledge of computer usage and have experience using various programs and applications (such as Microsoft Office Word and Microsoft Office Power Point, and Internet Explorer). For tutorials, please see: kb.cu-portland.edu

Network Account
If you have not already done so, be sure to set up your network account. You will receive a one-time use network access code in the mail. You will use this for your initial access and then choose your own password.

myCU
myCU provides you with access to your grades, financial statements, class schedules, and more. It can be accessed through the Concordia Intranet at intranet.cu-portland.edu/. When updating contact information, it is also necessary to notify your Ed.D. advisor directly.

Student ID Card
You will need to obtain a student ID card in order to have access to the library, gym, and other locations on campus. You may obtain your student ID card at the Help Desk, located on the second floor of Hagen Campus Center next to the computer lab. No appointment is necessary. Online students will have their ID’s mailed to them.
Parking Permits
Parking is free for students, faculty and staff at CU. If you bring a vehicle to CU you MUST have a current parking permit. To obtain a permit, go to: www.cu-portland.edu/services/campus_safety/parking.cfm. This website also has valuable information about parking regulations, fines, and how to obtain your parking pass.

Graduation Applications
Students are required to complete their graduation application form two semesters prior to graduating. These forms will be completed on myCU. Students are responsible for completing the application forms correctly and completely. This form is critical, as it will guarantee your place in commencement.

Textbooks
Each course is given a CRN number which will help you identify the textbooks to purchase for your classes. Textbooks may be purchased at the CU bookstore, The Bookmark, on 29th Street and Ainsworth Avenue or online at cu-portland.bncollege.com and intranet.cu-portland.edu/textbook. Phone: 503-281-0986.

Library Information
The Concordia University Libraries provide students with access to the major databases and journal literature in the field of education. Additionally, one of the librarians is dedicated to the College of Education. The education librarian, Maureen Morasch, is available to help students with a variety of research issues such as focusing a topic, finding literature, and constructing citations. Maureen Morasch can be contacted by email at mmorasch@cu-portland.edu or by phone at 503-280-8674. Library hours are detailed in the following:

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<thead>
<tr>
<th>Day</th>
<th>Summer Term</th>
<th>Fall/Spring Terms</th>
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<tbody>
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<td>7:00 am-1:00 am</td>
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<tr>
<td>Fridays</td>
<td>7:00 am-10:00 pm</td>
<td>7:00 am-10:00 pm</td>
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<td>Saturdays</td>
<td>7:30 am-10:00 pm</td>
<td>7:30 am-10:00 pm</td>
</tr>
<tr>
<td>Sundays</td>
<td>noon-8:00 pm</td>
<td>noon-1:00 am</td>
</tr>
</tbody>
</table>

Concordia Library www.cu-portland.edu/library

Concordia Library Database
libguides.cu-portland.edu/content.php?pid=200595
ED.D. PROGRAM DESIGN

The Concordia Doctoral Program is designed as a four-year phased cohort matriculation process.

Phase I Core Course Curriculum (year 1)
» Residency and Orientation
» Core Course Curriculum – Required of all candidates.
» Comprehensive Connection Paper
» Dissertation Committee Formed

Phase II Concentrations (year 2)
Candidates who transfer in 15 approved post-Master’s credits in a concentration advance to Phase III after satisfying other requirements.

The additional three credits of the required 18 are taken in Phase III.

Candidates who do not transfer in a concentration will take the required concentration classes during Phase II and then advance to Phase III after completion of all other requirements.

Candidates advance to candidacy upon the following:
» Completion of all core courses with no less than a “B” grade in each course, and an instructor’s recommendation.
» Successful completion of the Comprehensive Connection Papers,
» Formation of a Dissertation Committee, and
» Evidence of a solid research question and research design approved by the Dissertation Committee.

Phase III Development of the Dissertation Proposal (year 3)
Development of the Dissertation Proposal begins in the Scholars Before Researchers classes, continued in selected Intense Research Modules, and finished and defended under the guidance of the Committee Chair. Two three-credit religion classes are also required during Phase III.
Phase IV Research and Defense (year 4)

» Approval of the Concordia University Research Committee is secured.

» The candidate conducts research, keeping Dissertation Committee apprised with monthly research updates. The research process cannot be conducted in less than 24 weeks.

» Upon completion of research and writing up of the results, the candidate arranges for an oral defense of his or her project with the Dissertation Committee.

» A successful defense, required coursework, and completion of all paperwork will result in graduation from the Concordia Doctoral Program, with an earned Doctor of Education Degree.

Concordia University Research Committee (CURC) & Collaborative Institutional Training Initiative (CITI)

All Concordia doctoral candidates must become well versed in research ethics. This is accomplished by taking and passing the required Collaborative Institutional Training Initiative (CITI) human subjects research educational modules. CITI modules are available on-line (www.citiprogram.org) any time during Phase II of the doctoral program, but must be passed prior to application to Concordia University Research Committee (CURC) near the end of Phase II. Candidates’ scores are automatically reported to the Director of Doctoral Studies who will in turn inform CURC.

The Concordia University Research Committee governs human subject research and grants permission to conduct research. There are three levels of review: exempt, expedited, and full. Candidates are advised, after a careful reading of the CURC manual, to decide under which level their research falls, and then submit the proper form or forms, accompanied by a brief summary of their proposed research, to Committee Chair Donna Bachand (dbachand@cu-portland.edu) in enough time (30 days) to get approval before starting research.
ED.D. COURSES

Phase I Core and Residency

EDDC 600  The Nine Lives of Scholarly Writing I  1 credit
EDDC 602  The Nine Lives of Scholarly Writing II  1 credit
EDDC 603  The Nine Lives of Scholarly Writing III  1 credit

These are core courses that also meet residency requirements because they meet monthly throughout Phase I. They provide opportunities for doctoral students to develop and refine their scholarly writing during the first year of the education doctorate in order to become more successful writers during and beyond their academic career. Writing craft development occurs through peer writing groups, close study of published texts, and interaction with faculty writers. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising one's own writing are also covered. Students write and revise various genre of scholarly writing throughout the year-long series, culminating in a revised draft of the Comprehensive Connection paper.

Phase I Core Courses

EDDC 605  Transformational Learning  3 credits

Based on the view that an individual's beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their world-view to move away from knowledge transmission towards transformational learning. Candidates will deconstruct conformity to social and cultural canons which have permeated U.S. public schools to a negative effect. They will examine theories that are meant to catalyze social transformation and individual change, and develop their own theory and practice of transformative learning for social change.

EDDC 608  Quantitative Research Methods  3 credits

This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, including descriptive, inferential, and probability statistics, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated. The quantitative research designs of survey, correlation, causal-comparative, and comparative will be examined.
EDDC 611  Qualitative Research Methods  3 credits
The goal of this course is to examine inquiry from a relativistic, but systematic, way of knowing. Candidates will apply qualitative research principles through coherent study of the established methodological designs of narrative, phenomenology, grounded theory, ethnography, and case study. The issues of alternative knowledge claims, validity or trustworthiness, in-depth field work, and data collection and analysis will be examined through these six strategies of inquiry.

EDDC 615  The Ethical Educator  3 credits
This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Educators must also ensure that the institutional policies and practices of their school or organization adhere to the application of ethical practice throughout the workplace. The course will emphasize human subject research issues of harm and deception. This study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that can support or erode ethical practice. As a result of the activities and discussions completed in this course, students will have the opportunity to transform their personal and professional ethical lives and priorities.

EDDC 618  Leading Organizational Change  3 Credits
This course focuses on helping learners internalize the knowledge, attitudes, skills, and values necessary for facilitating organizational improvement in schools and colleges. In particular, it zeros in on the theory and technology of Organizational Development (OD), and the “what, why, and how” of planned change in diverse educational settings from pre-school to graduate school. Additionally, the course content is undergirded by person-centered values, democratic leadership skills, as well as the ideology of service-management, and is aimed at facilitating excellence in student-centered teaching and learning.

EDDC 620  Creativity, Inquiry, and Innovation  3 credits
This course emphasizes the need for organizations to foster an environment where creativity, inventiveness, and entrepreneurship are expectations in the culture. Topics are investigated through popular literature and case studies of individuals who have made significant break-through contributions in the areas of science, music, art, and business. The course will address such questions as “What is the essence of creative work? Can creativity be learned? How critical is it for organizations and leaders to innovate? What conditions are necessary in the workplace to foster an environment where creativity, experimentation, and innovation are welcomed? Who determines what is creative and what is not? Why is innovation more likely found in the commercial and nonprofit sector rather than schools?” Lastly, the course hopes to tap the creative potential within all of us and illustrate its value for our own growth as well as the health of the organization.
Phase II Concentrations

Teacher Leadership Concentration

EDDL 613  Leading Without Authority  3 credits
Leaders influence change and re-shape an organization’s culture most effectively when empowering others, tapping into the talents of colleagues, and leading by example. Those who understand the art of leading without authority – also known as servant leadership – will inspire commitment and leadership development in others. This course examines and provides resources to apply the powerful but often misunderstood approach of leading through the principles of servant-leadership, principles that emphasize leading by serving, leading by example, and recognizing that the more organizational power and influence one has, the more he or she is responsible for the growth and well-being of others.

EDDL 614  Creating a Greater Community  3 credits
This course focuses on the structure and impact of successful and effective family, school, and community partnerships, and introduces candidates to a study of the knowledge, dispositions, and skills needed by school administrators to understand and respond to diverse community systems, interests, and needs. Also examined are relations with K-12 education stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Candidates will discover additional techniques to collaborate effectively with families and community members and to mobilize community resources to benefit students and families. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building, communication, student achievement, and families’ knowledge of the curriculum and educational system.

EDDL 625  Good Teaching is Not Enough  3 credits
This course explores the research and work of David Conley’s four key dimensions (cognitive strategies, content knowledge, academic behaviors, and admission requirements) in college and career readiness, their relationship to the Common Core standards, institutional efforts to implement them, and examines factors that appear to lead to an opportunity gap for students of color, fragile status, and disadvantage.
EDDL 626  Reimagining The Educational Enterprise  3 credits
This course focuses on fostering teamwork among leaders in education who want to create alternatives to traditional schools. Participant will use a comprehensive process to collaboratively create a description of a new and innovative school using research-based conceptual frameworks encompassing school standards, elements of effective schools, educational leadership, and program evaluation. These frameworks contain the building blocks the development of any new school needs, but innovative thinking is achieved through interaction with local students, parents, and communities. Candidates will develop techniques to effectively facilitate new school planning in their own learning community. Additionally, this course will guide leaders in education through a step-by-step process to create “blueprints” for new schools of the future. The school design process bridges the gap between local student needs and new school implementation. Candidates participating in this course will become leaders in the improvement of the current educational system.

EDDL 636  Assessing Learning for Student Achievement  3 credits
The goal of this course is to help candidates develop the understandings and skills needed to validly and reliably assess student learning. Understandings and skills include: Developing and using classroom assessments; basic psychometric statistics; grading; communicating assessment information; testing ethics; locating and evaluating measures; and assessments used for educational policy decisions. The emphasis in the course, however, is implementation, data collection, analysis, and reporting of results on classroom assessment projects. This course presents a rationale for learning-centered assessment and an overview of the tools, techniques, and issues that educators should consider as they design and use assessments focused on learner needs.

EDDL 637  The International Challenge  3 credits
The content of this course focuses on looking outside of the American schooling paradigm to discover what we can learn from educational systems worldwide, and will review the complex issues defining the concepts of schooling and education. As the rapid and interdependent changes of the 21st century present new challenges for education, opportunities to critically examine our current models of education emerge. Candidates will grapple with broader societal issues through the lens of a global environment. As the international community seeks to strengthen its collective efforts, it is crucial to look ahead and chart new paradigms to help guide education forward.
Educational Administration Concentration

EDDA 615  Issues in Policy, Planning, and Leadership  3 credits
This course focuses on learning and its connections to the organizations, institutions, and policy settings in which it occurs. It focuses on the role that leaders play in constructing, guiding, and improving learning in educational organizations through planning and policy decisions. The intent is to develop researchers and practitioners whose main interest is the development of knowledge useful to the improvement of learning in educational organizations through the systematic application of research and theory to practice.

EDDA 619  Navigating Permanent Whitewater  3 credits
Permanent white water consists of organizational events that are surprising, novel, messy, costly, and often unpreventable. Educational leaders are concerned with the subjective feel of these events as much as their objective existence. Experienced executives and others in organizations perceive that what they are trying to do is becoming more complex, problematic, and contingent. In permanent whitewater, leadership is usually exploration and discovery. Organizational members are constantly on process frontiers, where they must find ways of doing something they have never done before yet where there is little precedent to guide them. The feeling of ‘playing a whole new ball game’ thoroughly pervades organizational life. This means that beyond all of the other new skills and attitudes that permanent white water requires, people have to be extremely effective learners.

EDDA 628  Leading Across Cultures and Communities  3 credits
Leading across cultures and communities involves a range of increasingly complex issues – the shifts in cultural practices and racial, ethnic, and linguistic diversity and the implications of these shifts for fostering learning in educational learning communities. Consideration of the factors that put children at a disadvantage, as well as investigating specific family, community, and cultural assets that support high levels of academic, social, and moral development in effective schools are examined. The course prepares candidates to investigate these issues from the individual, school, neighborhood, and community levels in which schools live and operate, as well as the national and international levels where cross-cultural concerns, globalization, immigration, multiculturalism, and citizenship play an increasingly important role.
EDDA 629  Pursuing Teacher Quality: Policy and Practice  3 credits
Pursuing Teacher Quality explores the political and social calls for accountability in public schools that have led policymakers at all levels to seek ways to improve the quality of teaching. Teacher effectiveness has become a prominent component of many school reform efforts including the highly qualified teacher requirement of NCLB, the Common Core Standards, and the renewed interest in merit pay. This course will examine the research base and seminal authors and reports, defining policy, evidence of implementation, and evaluative practices of current efforts meant to improve teacher quality.

EDDA 638  Taking on the System: People, Power, and Politics  3 credits
Education is inherently political. The experience of schooling is aimed at educational achievement as a key to the economic success of individuals and groups. This course examines the politics of education. It considers how institutions such as school boards, legislators, and political leaders interact and react to constituents such as parents, advocates, the media, and the general public, shaping schooling and the consequences for students. Past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts will be topics of the course, examined through the twin lens of political science and educational policy.

EDDA 644  Mentoring, Sustaining, and Leaving a Legacy  3 credits
Great leaders – whether they lead entire organizations or groups within them – leave a legacy that transcends them and cements their contribution to the growth and transformation of their organization. As leaders, whether we realize it or not, we are leaving a legacy with the decisions we make and the actions we take. Our legacy is revealed in how others who work with us, for us, and beside us feel and think about us as a result of having been in our presence. A culture has been created where visible and accountability systems drive clarity, connectivity, and consistency throughout the organization. There are expectations of engagement, production, and satisfaction. Others are inspired to grow, to develop, and to excel. Cultivate qualities that live on in sustainable performance systems because legacy matters.
Phase III Research Course

EDDR 610  Scholars Before Researchers I  2 credits
EDDR 619  Scholars Before Researchers II  2 credits

Scholars Before Researchers is comprised of two-part course taken back-to-back in the first semester of Phase III. The classes are devoted to researching and drafting Chapter One and Two of the dissertation proposal. Course topics include an overview of the literature review process, advanced library research techniques, and methods of organizing and managing the literature. Students will leave the course with a completed draft of their dissertation literature review. The course is taught by the research librarian who is involved in the process from topic formulation through defense.

Phase III Residency

The writing of the dissertation proposal started in EDDR 610 and EDDR 619 Scholars Before Researchers continues throughout Phase III as part of the residency under the direction and guidance of the dissertation chair, culminating with a defense of the proposal at the end of Phase III. The dissertation proposal contains the first three chapters of the actual dissertation. The proposal foreshadows the actual research indicating what the candidate will study, why, and how.

Phase III Religion Courses

EDDT 622  Religion and Dense Meaning: Parables  3 credits
This course explores the nature of sacred texts used by practitioners of religion. Because most sacred texts were developed prior to widespread literacy and printing technologies, they require specific reading skills, particularly in extracting practical meaning from densely written texts. Focusing on the Parables of Christ, this course both explores the content of these parables and appropriate reading/interpretation of these foundational texts.

EDDT 651  Religion and Extremism  3 credits
Throughout history, religion has motivated self-sacrifice on behalf of a greater cause. In this course, candidates will study the scriptures, doctrines, and historical contexts that have inspired such movements and actions of extremism and gain an understanding of the power of religion. They will also develop skills in helping students recognize and deal with these influences in their lives and communities.
Phase III Intense Research Modules

Intense Research Modules concentrate on the specific methodology and data-gathering tools necessary to carry out dissertation research. There are quantitative, qualitative, and mixed-method Intense Research Modules. The dissertation proposal is taught during the module classes, although it may be completed independently with the chair and committee.

Students will choose two of the following eight Intense Research Module Options

EDDR 629  Intense Research Module Action Research  2 credits
The action research module focuses on using social science research methods to foster the continuous improvement of educational practice. Continuous improvement may be conceived as analogous to an equilateral triangle, in which the three sides respectively are reflective practice, action research, and problem solving. Action research is often cooperative inquiry undertaken by educators, schools, and colleges in order to reflect collectively on their own educational practices and to seek ways to work together in improving their practices.

EDDR 639  Intense Research Module Descriptive or Survey  2 credits
Descriptive or survey research involves collecting data to describe conditions, test hypotheses, or to answer questions about people’s opinions on some topic or issue. It is particularly useful to quantify dispositions and as a quantifying complement in a mixed-method design.

EDDR 649  Intense Research Module Experimental Research  2 credits
“When well conducted, experimental students produce the soundest evidence concerning cause-effect relations” (Gay, et al. 2013, p. 251). The focus of this course is on Quantitative Methods of Experimental Research. The goal of the course is for students to understand and demonstrate the value of Experimental Research in Education and the Social Sciences. Students will propose an Experimental Design, conduct a pilot study, and evaluate the outcome of the study.
EDDR 650  Intense Research Module Correlational, Causal-comparative, including Ex Post Facto  2 credits
This course covers two non-experimental quantitative research designs: correlational and causal-comparative, including ex post facto. Correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. In causal-comparative research the researcher attempts to determine the cause or reason for existing or past differences in the behavior or status of groups or individuals.

EDDR 661  Intense Research Module Policy  2 credits
Policy research determines which of the various alternative policies will best achieve a given set of goals. It may be descriptive, analytical, or focus on causal processes and explanations, evaluating existing or new policy, describe best practice, measure social change, or develop projections.

EDDR 692  Intense Research Module Program Evaluation  2 credits
Program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies, and programs. Questions may focus on effectiveness, improvement, or alternatives and usually examine the relationship between current practice and a set criteria, desired outcomes, or aspirations.

EDDR 663  Intense Research Module Narrative, Case Study  2 credits
This course is designed to provide educational leaders with the practical research knowledge of narrative and case study (qualitative) approaches applied to research topics in education. Topics will include the functions of narrative and case study methods. Applications of the two qualitative approaches will be applied to varied topics in educational research.

EDDR 670  Intense Research Module Phenomenological, Ethnographic  2 credits
The focus of this course is on two specific methods of qualitative research: Phenomenology and Ethnography. The goal of the course is for students to understand and distinguish between each of these methods and then conduct a preliminary study choosing either Phenomenological or Ethnographic research methods.
Phase IV Research and Dissertation 6 Credits

EDDR 699A  Dissertation  3 credits
EDDR 699B  Dissertation  3 credits
EDDR 699C  Dissertation  3 credits (if needed)

Chapters Four, Data Analysis and Results, Five Conclusions and Discussion, coupled with any updates and revisions of the proposal, complete the full dissertation and are written under the guidance of the Dissertation Chair during EDDR 699. The dissertation is a scholarly document intended to demonstrate the research competence of the author and to produce greater understanding. It is written in the formal language and style of its discipline or field of study, and it results from a comprehensive, logical, and ethical investigation. The dissertation is an expression of the highest level of critical thought and is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

**COURSE CREDITS**

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<tr>
<td>Core classes</td>
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<tr>
<td>Concentration specific courses in Administrative Leadership and Teacher Leadership. A maximum of 15 credits beyond or post-master’s degree may be transferred in and count toward Ed.D. degree credits.</td>
<td>18</td>
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<td>Two Scholars Before Researchers – Dissertation Proposal Writing</td>
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<tr>
<td>Two Intense Research Modules</td>
<td>4</td>
</tr>
<tr>
<td>Religion Courses</td>
<td>6</td>
</tr>
<tr>
<td>Dissertation – these six credits represent two semesters; continued semesters beyond this would add three credits per semester</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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Transfer-in Credits

All Candidates
Ed.D. transfer-in credit will be determined by appropriateness to the concentration and reviewed case-by-case if necessary. A maximum of 15 graduate credits may be transferred into the Ed.D. program with the following stipulations:

1. Up to nine graduate credits from an accredited institution if the earned credits
   a. are appropriate to the concentration, and
   b. were completed in the last five years

2. Up to six graduate credits from an accredited institution for Qualitative Research Methods and/or Quantitative Research Methods course work previously completed if completed within the last five years.

Oregon and Washington Candidates only
1. Up to 15 graduate credits from an accredited institution earned in the completion of the Oregon Continuing Administrator License (CAL) may be transferred into the Ed.D Educational Administration concentration if coursework was completed within the last five years.

Concordia University, Portland candidates only
1. All 18 graduate credits for the Educational Administration concentration earned in completion of the Oregon Continuing Administrator License (CAL) can be transferred into the Ed.D. Educational Administration concentration if the program was completed within the last five years.

2. Students who have successfully completed the M.Ed. in Educational Leadership or the M.Ed. in Curriculum and Instruction program with a Teacher Leader concentration from Concordia University-Portland within the last five years will have nine of their credits transfer into the Ed.D. Teacher Leadership concentration.

3. Any Concordia-Portland student who has successfully completed the MAT program within the last five years will be able to transfer up to 6 credits into the Educational Leadership concentration.
Note:
Oregon candidates seeking an Oregon Initial Administrator License must first complete all IAL requirements, including all coursework and the practicum, before matriculating to the Ed.D.

Oregon candidates who have an Oregon Initial Administrative License (IAL) and a minimum of three years’ experience in this role can be recommended for the Oregon Continuing Administrator License (CAL) upon completion of the Ed.D. in Educational Leadership with a concentration in Administration.

Oregon candidates currently enrolled in the Continuing Administrator License (CAL) program are eligible to transfer up to 15 credits (18 if Concordia-Portland credits in the past five years) into the Ed.D. program.

Candidates who have completed the Oregon Continuing Administrator License (CAL) program may transfer up to 15 credits (18 if Concordia-Portland credits in the past five years.) into the Ed.D. Educational Leadership program with a concentration in Administration.

The Concordia Ed.D. in Educational Leadership with a concentration in Administration satisfies all CAL requirements, and Oregon candidates who complete the Ed.D. in Educational Leadership with a concentration in Administration and have already earned an Oregon Initial Administrator License (IAL) can be recommended for the Oregon Continuing Administrator License (CAL).

Academic Standing

Concordia University believes that its Ed.D. candidates are enrolled in one of the most innovative and engaging degree programs available. The focus of all programs is on the candidate's success and the transfer of that success to classrooms or the workplace.

To facilitate student success, standards of academic excellence must be maintained and safeguarded. To that end, the University developed the following parameters for academic probation, dismissal, and student readmission in order to support candidates who may find themselves in academic difficulty.
Academic Standing

» Candidates must earn a grade of B or better in each course to receive credit for the course.
» A letter grade of ‘C’ or below means the candidate has failed that course and will be placed on academic probation.
» A failed course may be repeated once. If the new grade is a B or better, the candidate remains in good standing.
» If the repeated course is awarded a ‘C’ or lower, the candidate is dismissed from the program.
» If a candidate fails two courses in succession, he or she will be dismissed from the program.
» If a candidate fails two courses, he or she will be dismissed from the program if the first course failed has not already been retaken successfully.
» A cumulative minimum GPA of 3.0 must be maintained to remain in good academic standing* and earn the degree.

*Good standing means that the candidate has a grade point average of such quality that he or she may continue to advance toward program completion.

Incomplete Grades

Candidates are expected to complete all academic work in whatever length of time is allotted for the course. If candidates cannot complete course requirements by the completion date due to unavoidable or unforeseen circumstances, they may request an Incomplete (“I”) grade from the instructor.

If granted, the candidate and the instructor will determine, and confirm with a student contract, a final completion date which must be met for the passing grade to be issued. In all cases, an Incomplete is given with a back-up grade. If the candidate does not complete the work by the agreed date, the incomplete “I” grade will default to the backup grade.

Instructors may grant a grade of “I” only when a student has completed 75% of the course with a “C” or better. An incomplete grade is not included in the grade point average (GPA).
Adding and Dropping Courses
No course can be added after 10% of the class sessions have convened. In no case may a course be added after the second week. Adding courses must be approved by both the instructor and the student’s academic advisor.

A Candidate may drop a 15-week course during the first two weeks of a semester without transcript notation. For courses less than 15 weeks the candidate may drop during the first week of the course without transcript notation. If a student withdraws from a course after the drop period and before 65% of the class has been completed (between the beginning of the third week and the end of the tenth week for a 15 week course, between the second and fifth week of a 7.5-week course), a grade of “W” (withdrawn) is issued. After the withdraw period, a candidate will not be allowed to withdraw from a course unless unusual circumstances exist.

Attendance Policy
Attendance and punctuality are required for all Ed.D. courses. In situations which necessitate an absence, notify the instructor prior to class. Please note tardiness or absenteeism may affect your grade. On-ground students who miss more than 25% of the total class time must retake the course. Online students need to check the course room and Blackboard email at least once daily during the course duration. Students who have not attended the registered course by the first Friday of any course, and who have not notified their instructors of the reason for their absences, are subject to automatic withdrawal. Students who begin a course, but are subsequently absent or have not posted assignments for 10 consecutive calendar days without notification to the University, are subject to automatic withdrawal.

Re-admission Following Dismissal
If a student is academically dismissed, the student may appeal that decision by writing to the Vice Provost. See the Academic Appeals process for more information. If, however, the student chooses to return to Concordia after an absence of one year or more, the student will need to appeal, as well as apply and pay the current application fee, for re-admission to Concordia.

Special Issues
Please contact your instructor at the first sign of an issue. Waiting until the end of the semester or approaching someone else with the problem does not correct it, solve it, or help develop positive relationships. Be “solution-focused” and solve problems together!
Learning Disabilities & Accommodations
Any student with a documented learning, physical or mental disability who feels his or her disability may impact academic success may be qualified to receive accommodation. Students needing academic adjustments are required to contact the Learning Services Coordinator, no later than the second Friday of the semester for which accommodation is being sought. All discussions will remain confidential.

Please note: You have seven years from the date you begin the program to complete your coursework and dissertation process (should you decide to defer or take a hiatus). After seven years, the coursework is nullified and you would need to restart the program.

CONCLUDING THE ED.D. PROGRAM

Commencement
You will be sent a link from the Registrar’s office with information about graduation, from getting tickets to lining up for the ceremony.

Keep in Touch!
We love to hear from our graduates. Even though you have completed your degree, we still consider you a part of our Concordia family. While it is especially important for us to know about any leadership positions you are offered for tracking purposes, we also want to know about any significant life events. Please keep in touch and let us know what is happening in your life!

Helpful Websites
Concordia homepage  www.cu-portland.edu
Concordia intranet    intranet.cu-portland.edu
Concordia catalog    www.cu-portland.edu/catalog/Catalog.pdf
Concordia Online     education.cu-portland.edu
Collaborative Institutional Training Initiative (CITI)  www.citiprogram.org

Financial Aid Coordinators
Jane Eggers (On-ground student Financial Aid)  jeggers@cu-portland.edu
Silvino Tibi (Online student Financial Aid)    stibi@cu-portland.edu