DOCTORATE OF EDUCATION (ED.D.)

Overview Information
Goals and Objectives
The Concordia University Doctorate of Education Program focuses on developing reflective practitioners and transformative leaders who

• understand the theoretical bases of practice, are able to turn theory into action, and can utilize skills and strategies to improve practice;
• are critically aware of their own assumptions, seek new, innovative, and productive paradigms that move problem solving beyond current perceived solutions;
• apply organizational skills and strategies, apply capacity-building program analyses, and have a willingness to recognize need and confront it with reason and grace;
• are well grounded with ethical, moral, and faith-based perspectives on truth-telling, service to others, and living with integrity;
• employ professional organizational structures and personal skills to facilitate effective and comprehensive change, communication, decision-making, and problem-surfacing, defining, and solving;
• understand purposeful collaboration, democratic participation, and choice as a guiding style that produces strong and powerful results;
• have the capacity to meld reason and imagination, analysis and hunch, and accept a tolerance for ambiguity;
• see research as a quantitative-qualitative continuum, action inquiry as a model of continuous improvement, and accept and value that truth is fragile and requires grueling effort to discover and sustain;
• have a willingness to think and act critically, unravel dense meaning, and probe complicated projects with sense and clarity;
• view themselves as scholars who are committed to study as intentional, intriguing, and inspiring;
• develop an awareness of their own biases and beliefs as they strive to promote equity in the areas of culture, ethnicity, gender, and sexual orientation, and thereby improve their current practice; and
• recognize the transformative power and inherent limitations of contemporary technology as it is implemented in their professional work.

Admission Requirements
Admission requirements for each graduate program at Concordia University are listed at: www.cu-portland.edu/admission/admission-requirements/graduate-students (https://www.cu-portland.edu/admission/admission-requirements/graduate-students). The requirements may include but may not be limited to:

• Completing an online application
• Submitting confidential Letters of Recommendation
• Submitting official Transcripts
• Submitting a Letter of Intent
• Submitting a résumé
• Submitting a sample of the applicant's scholarly writing
• Attending an interview
• International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

• Official transcripts from a regionally accredited institution or institutions that awarded your master’s degree and any post-master’s credit with a GPA of 3.0 or better.
• Currently, international students may only complete the doctoral program in the online format.
• The Ed.D. program requires the following higher minimums for English proficiency tests:
  • See International Graduate Admission Requirements for possible exemptions.
  • TOEFL (Test of English as a Foreign Language) minimum requirements:
    • 100 (Internet-based),
    • 600 (paper-based)

Submission of application materials
For instructions on how to submit application materials, see the Graduate Admission section of this catalog.

Transfer of Credit
All Candidates
Please Note: All credits must be seven years old or less and enrollment into the Ed.D. program must happen within that same seven year time span in order for the credits to transfer. All credits must 1) have a B- grade or higher (no P grades are eligible to transfer), 2) be at the graduate or doctoral level, and 3) be from an accredited institution in order to transfer.

Ed.D. transfer-in credit will be determined by appropriateness to the concentration and reviewed case-by-case if necessary. A total of 12 graduate credits may be transferred into the Ed.D. program with the following stipulations:

1. Up to six graduate credits if the earned credits are appropriate to the concentration.
2. In the EDDR 790 QUANTITATIVE RESEARCH METHODS/EDDR 791 QUALITATIVE RESEARCH METHODS sequence, up to six graduate credits for Qualitative Research Methods and/or Quantitative Research Methods course work previously completed. Course work transferred in for the research courses need to each be at least three semester credits.
   a. If one research course is transferred, the candidate will take two prospectus writing courses simultaneously with one CU methods course.
   b. If two research courses are transferred, the candidate will take two prospectus courses simultaneously with the first dissertation course. EDDR 709 PROSPECTUS WRITING QUANTITATIVE RESEARCH and EDDR 709 PROSPECTUS WRITING QUALITATIVE RESEARCH are still required.

Oregon and Washington Candidates Only
1. Up to 12 graduate credits earned toward, or in the completion of, the Oregon Professional Administrator License (formerly the CAL) may be transferred into the Ed.D. Administrative Leadership concentration.
2. Up to 12 graduate credits earned toward, or in the completion of, the Oregon Preliminary Administrator License (formerly the IAL) may be transferred into the Ed.D. Professional Leadership, Inquiry and Transformation concentration if the content is equivalent to the coursework in CU’s Preliminary Administrator License program (excluding EDDR 500 PROFESSIONAL PLANNING SEMINAR and EDAD 650 PRELIMINARY ADMINISTRATIVE LICENSE PRACTICUM). Only transfer work or courses earned in the other CU Ed.D. concentrations of Instructional Leadership, Transformational...
Leadership, or Higher Education will apply to the Professional Leadership, Inquiry and Transformation concentration. A Degree Completion Plan (DCP) is required for all students that declare the Professional Leadership, Inquiry, and Transformation concentration.

**Concordia University-Portland Candidates Only**

1. Twelve graduate credits for the Administrative Leadership concentration earned toward, or in completion of, the Oregon Professional Administrator License (formerly the CAL) can be transferred into the Ed.D. Administrative Leadership concentration.

2. Students who have successfully completed the M.Ed. in Educational Leadership or the M.Ed. in Curriculum & Instruction program with a Leadership specialization from Concordia University-Portland will have six of their credits transfer into the Ed.D. Instructional Leadership concentration.

3. Any Concordia University-Portland student who has successfully completed the following MAT courses will be able to transfer up to 3 credits into the Instructional Leadership concentration: MAT 501 ISSUES AND ETHICS and MAT 536 EVALUATION AND ASSESSMENT OF LEARNING: ELEMENTARY or MAT 537 EVALUATION AND ASSESSMENT OF LEARNING: SECONDARY.

4. If any of the following courses have been completed at CU-Portland, up to six credits will transfer into the Instructional Leadership concentration: EDCI 587 THE ETHICAL EDUCATOR, EDGR 506 CHARACTER AND THE ETHICS OF LEADERSHIP, EDGR 520 CURRICULUM DESIGN AND ASSESSMENT, or EDGR 620 SCHOOL AND COMMUNITY PARTNERSHIPS, EDCI 522 A COLLABORATIVE APPROACH TO INSTRUCTIONAL MENTORING, EDCI 593 CASE STUDIES IN LAW AND ETHICS, EDCT 537 ASSESSMENT AND EVALUATION OF TEACHING AND LEARNING.

5. Twelve graduate credits earned toward, or in completion of, the Oregon Preliminary Administrator License (formerly the IAL) can be transferred into the Ed.D Professional Leadership, Inquiry and Transformation concentration. Only transfer work or courses earned in the other CU concentration of Instructional Leadership, Transformational Leadership, or Higher Education will apply to the Professional Leadership, Inquiry and Transformation concentration. A Degree Completion Plan (DCP) is required for all students that declare this concentration.

**Note:**

There are no equivalent master’s level courses here at CU for the Higher Education or Transformational Leadership concentrations.

Oregon candidates seeking an Oregon Preliminary Administrator License must first complete all requirements, including all coursework and the practicum, before matriculating to the Ed.D.

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

**Graduation Requirements**

In order to graduate from the Doctorate of Education program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation).

  • In order to participate in a commencement ceremony, the Application for Graduation must be received by:
    - April 1 for Fall commencement
    - November 1 for Spring commencement
  • Ed.D. candidates participating in commencement must have successfully defended their dissertation at least 14 days prior to the scheduled date of commencement.
  • Successful completion of a minimum of 59 credits
  • Successful completion of all required courses
  • At least a 3.0 cumulative GPA has been earned
  • All required courses have been completed with a grade of “B-” or better
    - No grade below a “B-” will be accepted in a course that counts toward completion of the program. Students who receive a “C” or lower in a required course must retake the course and earn a “B-” or higher for the course to count toward completion of the degree.

Additional degree requirements are required following the dissertation defense, and are described in the Ed.D. Program Handbook. The Doctorate of Education degree is conferred only when all degree requirements have been completed. Candidates must maintain continuous enrollment while completing all degree requirements.

See Academic Information and Policies – Graduate > Graduation Information and Requirements > General for information on graduating and participating in a commencement ceremony.

**Policies**

**Academic Standing Policy for Ed.D.**

Concordia University believes 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.

1. Candidates must earn a grade of B- or better or a ‘Pass’ in each course to receive credit for the course.
2. A letter grade of ‘C+’ or below or ‘No Pass’ means the candidate has failed that course and will be placed on academic probation.
3. A failed course may be repeated once. If the new grade is a B- or better, the candidate returns to good standing.
4. If the repeated course is awarded a ‘C’ or lower in a required course must retake the course and earn a “B-” or higher for the course to count toward completion of the degree.
5. If a candidate fails two courses in succession, they will be dismissed from the program.
6. If a candidate fails two courses, they will be dismissed from the program if the first course failed has not already been retaken successfully.
7. A cumulative minimum GPA of 3.0 must be maintained to remain in good academic standing and earn the degree.
Good academic standing means that the candidate has a grade point average of such quality that they may continue to advance toward program completion.

**Adding & Dropping Courses**

No course can be added after the first week of class. Adding courses must be approved by both the instructor and the student’s academic advisor.

Students may withdraw from a course during the first 5 weeks of the semester. Students will be responsible for any balance that results from a withdrawal calculation, if applicable.

A course running less than 15 weeks (8 weeks) may be dropped before the end of the tenth day without transcript notation. After the 10th day, but before the end of the fifth week, students may withdraw from a class and will be assigned a grade of "W" which will remain a permanent entry on the student’s transcript. After the fifth week students must earn a grade in the class.

Students who stop attending a course without following the above procedure automatically receive a grade of "F".

Courses may not be assigned a “W” grade after the close of the fifth week except under unusual circumstances. Withdrawal after the fifth week in 8 week course requires the approval of the Dean of Students.

**Attendance Policy**

Attendance and punctuality are required for all Ed.D. courses. In situations that necessitate an absence, the student is required to notify the instructor prior to class. Tardiness or absenteeism may affect participation in class. On-ground students who miss more than 25% of the total class time (2 class meetings) must retake the course. Online students are expected to check the course room and Blackboard email at least once daily during the course duration.

**Human Research Protections**

All Concordia doctoral candidates must become well versed in research ethics and all human subjects research must be approved by the Concordia University Institutional Review Board (CU IRB) before it can begin. Human subjects research educational modules provided by the Collaborative Institutional Training Initiative (https://about.citiprogram.org/en/homepage) (CITI) online must be passed during Year Two of the doctoral program.

The CU IRB governs human subject research and grants permission to conduct research. Detailed information on the steps involved in submitting an IRB Application is available at www.cu-portland.edu/IRB (http://www.cu-portland.edu/IRB). The candidate’s IRB Application must be submitted prior to defense of the candidate’s research proposal during Year Two of the doctoral program.

**Readmission Following Dismissal – Ed.D.**

If a student is academically dismissed, the student may appeal that decision by writing to the Graduate Scholastic Standards Committee (gssc@cu-portland.edu)(GSSC). See the Academic Dismissal Appeal 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. Students will be subject to any changes in the program.

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**Curricular Requirements**

**Doctorate of Education (Ed.D.) – 59 credits**

The Concordia Education Doctoral Program is designed as a three-year cohort matriculation process.

- **Year One – Core Curriculum**
- **Year One & Two – Concentration Curriculum**
- **Year Two & Three – Dissertation Curriculum**

**Year One – Core Curriculum (15 credits)**

- Orientation and Residency (Virtual or Campus)
- Comprehensive Connection Paper

**Year One & Two – Concentration Curriculum - Select one (12 credits)**

- LEADING ORGANIZATIONAL CHANGE
- CREATIVITY, INQUIRY, AND INNOVATION
- SCHOLARLY WRITING - STYLE
- SCHOLARLY WRITING - ANALYSIS
- SCHOLARLY WRITING - CONNECTIONS
- SCHOLARLY WRITING - SYNTHESIS
- SCHOLARLY WRITING - ISSUE EXPLORATION
- SCHOLARLY WRITING - IDENTITY
- SCHOLARLY WRITING - STYLE
- SCHOLARLY WRITING - ANALYSIS
- SCHOLARLY WRITING - CONNECTIONS

**Year Two – Research Curriculum**

**Year Two & Three – Dissertation Curriculum**

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**Administrative Leadership Concentration**

The curriculum in the Administrative Leadership concentration encompasses visionary leadership, policy development, leading a “learning” organization, instructional improvement, effective management, inclusive practice, ethical leadership, and political, legal and socioeconomic contexts of leadership and administration. This concentration is designed for people interested in public or private sector professional and institutional management such as chief executives, superintendents, high-level non-school managers, supervisors, owners of NGOs, leaders of organizations formed to administer school functions, program administrators, organizational officers, department heads, law enforcement administrators, health care administrators, and certainly experienced and certificated principals, with at least 3 years administrative experience and current licensure.

Doctoral candidates who successfully complete Concordia’s Ed.D. program with a concentration in administrative leadership “may qualify..."
for waiver of the advanced institutional program or the assessment of advanced competencies* in Oregon, which is otherwise fulfilled by completing a separate Professional Administrative Licensure program, by providing an official doctoral transcript to TSPC for review after graduation (OAR 584-080-022 (4)(A)). Please note: Concordia’s Ed.D. program is not an administrative licensure preparation program.

### Administrative Leadership Concentration

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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDDA 720</td>
<td>GLOBAL ISSUES IN POLICY, PLANNING, AND LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>EDDA 721</td>
<td>NAVIGATING PERMANENT WHITEWATER</td>
<td>3</td>
</tr>
<tr>
<td>EDDA 722</td>
<td>LEADING ACROSS CULTURES AND COMMUNITIES</td>
<td>3</td>
</tr>
<tr>
<td>EDDA 723</td>
<td>MENTORING, SUSTAINING, AND LEAVING A LEGACY</td>
<td>3</td>
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</table>

Total Credits: 12

### Higher Education Concentration

The Higher Education concentration includes an emphasis on both Higher Education Administration and Higher Education Teaching and is designed to prepare servant-leaders for leadership, teaching, and service positions in colleges, universities, community colleges, governmental agencies, educational associations, and other public and private post-secondary educational settings. It is anticipated that graduates of this terminal degree will pursue careers in teaching, admissions, student services, student records, intercollegiate athletics administration, campus facilities, university business offices, institutional advancement, institutional research, and other administrative and support services in higher education.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDDH 730</td>
<td>HIGHER EDUCATION: CURRICULUM AND LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 731</td>
<td>HIGHER EDUCATION: FINANCE AND FACILITIES MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDDH 732</td>
<td>HIGHER EDUCATION: HUMAN ISSUES, ACCOUNTABILITY, AND ADMINISTRATIVE BEHAVIOR</td>
<td>3</td>
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<tr>
<td>EDDH 733</td>
<td>HIGHER EDUCATION LAW</td>
<td>3</td>
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Total Credits: 12

### Instructional Leadership Concentration

The Instructional Leadership concentration develops the knowledge, skills, and capacity to positively impact practice, programs, and policy, no matter the organization or position. Through professional development, systemic innovation, or program facilitation, candidates who plan on leadership roles as team leaders, department heads, instructional coaches, staff developers, mentors, teachers on special assignment, data teams, and so on, will want to enroll in the Instructional Leadership concentration.

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDDL 740</td>
<td>LEADING WITHOUT AUTHORITY</td>
<td>3</td>
</tr>
<tr>
<td>EDDL 741</td>
<td>CREATING A GREATER COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>EDDL 742</td>
<td>GOOD TEACHING IS NOT ENOUGH</td>
<td>3</td>
</tr>
<tr>
<td>EDDL 743</td>
<td>ASSESSING LEARNING FOR STUDENT ACHIEVEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 12

### Professional Leadership, Inquiry, and Transformation Concentration

The Professional Leadership, Inquiry, and Transformation (Pro LIT) concentration enables candidates to design and implement a program of study from existing concentration coursework except Administrative Leadership. This choice, flexibility, and electivity is intended to better match or fit candidates’ purposes, goals, and needs than one concentration alone could. To that end, candidates will apply for the Pro LIT concentration by submitting to the Director of Doctoral Studies a rationale that includes the purpose, goals, and course titles of the 12 credits to be taken. Upon approval candidates can commence Pro LIT coursework at the next available course start. Courses in the Administrative Leadership concentration cannot be selected and no licenses, certification, or endorsements are part of the Pro LIT concentration.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDDT 750</td>
<td>VOICES OF LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>EDDT 751</td>
<td>HOW PROGRAMS REALLY WORK</td>
<td>3</td>
</tr>
<tr>
<td>EDDT 752</td>
<td>MOVING ORGANIZATIONAL KNOWLEDGE</td>
<td>3</td>
</tr>
<tr>
<td>EDDT 753</td>
<td>COMMUNICATION, COLLABORATION, AND CULTURE</td>
<td>3</td>
</tr>
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</table>

Total Credits: 12

### Transformational Leadership Concentration

Transformational Leadership is a leadership and administrative concentration. It is designed for diverse fields of leadership and administration outside of K–12 that may not fit into Instructional Leadership or Administrative Leadership. For example, people wanting to advance in business, organization, and church leadership and management will want this concentration. Leaders in community organizations, non-profits, professional development, consulting, and seminar and conference leaders would choose this concentration.

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<tbody>
<tr>
<td>EDDR 706</td>
<td>RESEARCH WRITING LITERATURE SEARCH</td>
<td>0.5</td>
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<tr>
<td>EDDR 707</td>
<td>RESEARCH WRITING LITERATURE REVIEW</td>
<td>0.5</td>
</tr>
<tr>
<td>EDDR 708</td>
<td>PROSPECTUS WRITING QUANTITATIVE RESEARCH</td>
<td>0.5</td>
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<tr>
<td>EDDR 709</td>
<td>PROSPECTUS WRITING QUALITATIVE RESEARCH</td>
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</tr>
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</table>

Total Credits: 12

### Year Two – Research Curriculum (8 credits)

- Human research protections ethics training must be passed. See Human Research Protections under Policies.
- Initial literature reviewing begins in the research writing courses, which are followed by development of a research prospectus while the candidate matriculates through research methods and prospectus writing courses.
- Approval of a research prospectus by the program.
- Approval of the research by the Concordia University Institutional Review Board (CU IRB) is secured.
- Successful defense of the dissertation proposal.
- The candidate conducts research, keeping the Dissertation Committee apprised.

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<tbody>
<tr>
<td>EDDR 706</td>
<td>RESEARCH WRITING LITERATURE SEARCH</td>
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Total Credits: 8
EDDR 790 QUANTITATIVE RESEARCH METHODS 3
EDDR 791 QUALITATIVE RESEARCH METHODS 3
Total Credits 8

Year Two & Three – Dissertation Curriculum (at least 24 credits)

- The candidate continues to conduct research, keeping the Dissertation Committee apprised. Upon completion of research and documentation of its results, the candidate arranges for an oral defense of their project with the Dissertation Committee.
- A successful defense, required coursework, and completion of all university requirements will result in graduation from the Concordia Doctorate of Education Program, with an earned Doctor of Education degree.

EDDR 798 DISSERTATION (Must take a minimum of eight times) 3
May be repeated for additional credit within the seven-year time limit to earn the degree. Please meet with the Department and Financial Aid for details.

Total Credits 24

Contact Information

College of Education
Department of Doctorate Education
Dr. Marty Bullis, Director
Concordia University + Faubion School – 250 J
503-493-6265
mbullis@cu-portland.edu

CATALOG: catalog.cu-portland.edu/graduate/colleges/coe/edd/
WEBSITE: http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs/doctorate-education