



CONCORDIA  
UNIVERSITY  
PORTLAND • OREGON



# CONCORDIA UNIVERSITY–PORTLAND ONLINE Ed.D. PROGRAM HANDBOOK

2017 – 2018

## **CONCORDIA UNIVERSITY MISSION STATEMENT**

*Concordia is a Christian university preparing leaders for the transformation of society.*

## **COLLEGE OF EDUCATION MISSION STATEMENT**

*With Christ as our teacher, the College of Education prepares educators to serve diverse communities, promote moral leadership, demonstrate effective teaching skills, and encourage life-long learning.*



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## OVERVIEW

### Introduction to the Doctorate of Education

Welcome to Concordia University and the Doctorate of Education program. We are a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously-researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. You are a vital new member of this community and this handbook will provide you with an introduction to the philosophical and conceptual propellants that fuel Concordia's vibrant program, as well as the practical, concrete processes that can support your development as a scholar-researcher and your matriculation toward the completion of your degree.

The program is designed to increase your knowledge-base and capabilities for scholarship, while thoughtfully and purposefully developing your skill and expertise as an applied researcher. By the completion of the program you will possess a broad set of gifts that will enable you to bring increasing, positive benefits to the world.

The Concordia doctoral faculty believe that a good starting point for your doctoral journey is to understand the conceptual framework that communicates in a concise fashion the principles that are important to our doctoral program.

### Conceptual Framework

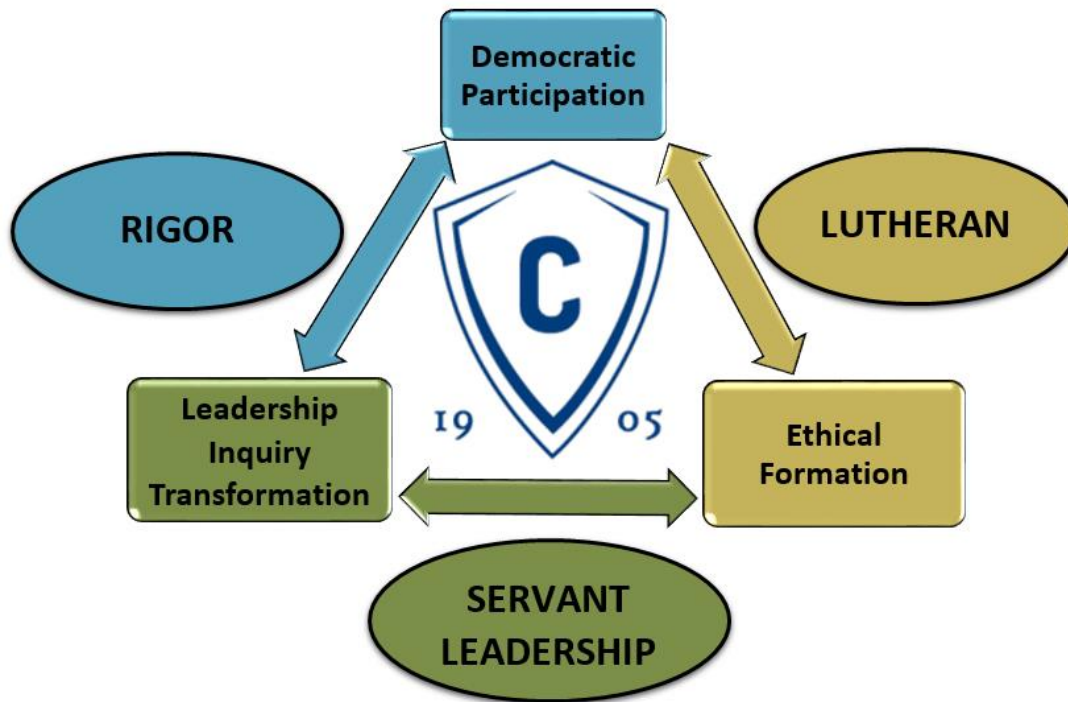
The Concordia doctoral program conceptual framework is founded on the following core principles which support the program's unique and active engagement of learners and society.

**Democratic Participation:** John Dewey's philosophical perspectives have guided Concordia's doctoral program from its inception. A Deweyan approach to education emphasizes: democratic participation among a pluralism of perspectives; development of individual human capacities guided by a spirit of human sympathy; organic, contextual advancement of knowledge; and reliance on inductive, scientific investigations of the world that acknowledge that truth is difficult to discover and can only be found through sustained, practical, responsive investigations within local environments. [Aligns to the Concordia Core Theme: Rigor]

**Ethical Formation:** Theory and practice come together in a program emphasis on ethical formation of the individual with the goal of improved professional and personal action. The candidate's first course, The Ethical Educator, immerses them in what Albert Borgmann (2004) calls "real ethics." Like Deweyan education, this requires intellectual questioning, practical action, and the formation of dynamic moral habits that influence local communities. Throughout the program, critical ethical reflection and sustained moral action in organic contexts are emphasized over disengaged systems of policy and rule. This leads to knowledgeable and informed ethical engagement of individuals and communities through practical social science research. [Aligns to the Concordia Core Theme: *Lutheran*]

**Leadership, Inquiry, and Transformation:** These three vital dispositions are cultivated with care and intent in Concordia doctoral candidates. Each Concordia disposition implies movement. *Leadership* is movement with other human beings. *Inquiry* is an intellectual and pragmatic "seeking," which sees "knowledge as an event," in Deweyan fashion. And *transformation* is continuous movement across static forms of daily life, so as to produce meaningful change in ones' self, community, and society. [Aligns to the Concordia Core Theme: *Servant Leadership*]





## Program Philosophy and Guiding Principles

We believe in creating transformative educators who

- engage in reflection, analysis, and synthesis;
- cultivate professional discourse;
- turn theory into practice;
- participate in in-depth, project-based study;
- collaborate purposefully;
- strategize with skill and proficiency;
- create partnerships; and who
- pursue practical research with diverse communities of learners.

## Program 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.

## Pedagogical Approach

The Concordia doctoral program is a skill-based, rather than content-driven, course of study. Developing skills is a continual, iterative, spiral-shaped process that builds over time and that is sharpened through practice and effective feedback. Concordia's doctoral professors accept candidates where they are and move them steadily toward proficiency. We recognize that scholars are developed, not born with full abilities.

We develop skills in critical thinking, critical stance, professional discourse, collaboration, technical and academic writing, bias, synthesis, problem-formulation, problem-surfacing, problem-solving, logical argumentation, and decision making.

## Program Design

The Concordia doctoral program is designed as a four-year phased, cohort matriculation process. The candidate experiences a gradual release into independent research, meaning Phases I-III contain increasing opportunities for independent scholarship and research, which prepares the candidate for fully independent research and writing during Phase IV.

- Phase I:** Core Candidacy: Residency and Core Curriculum
- Phase II:** Specialization Candidacy: Specialization Curriculum
- Phase III:** Research Candidacy: Research Curriculum and Dissertation Proposal
- Phase IV:** Dissertation Candidacy: Research Field Experience and Dissertation

## Doctoral Program Cohort Overview

The doctoral program is built around four phases: Phase I: Core Candidacy; Phase II: Specialization Candidacy; Phase III: Research Candidacy; and, Phase IV Dissertation Candidacy. Core Candidacy cohorts remain together through Phase I, but then members separate into individual specializations,



which candidates select. Specialization Candidacy Cohorts remain together through Phase II, but then members separate based on the candidates' choices of Faculty Chairs to advise them during the research and dissertation phases. The program offers choice to candidates at each of these stages in order to support specific academic goals and needs. These opportunities for choice offer autonomy and self-direction of one's program of study, while building increased independence that is a disposition required in Phase IV.

The Faculty Chair/Candidate relationship is critical during Phases III and IV and the doctoral program supports candidate choice of their dissertation advisor in order to provide the best possible "fit" for their research project. Selecting a Faculty Chair is a personal and project-specific decision. Phase III cohorts remain together under the guidance of individual Faculty Chairs until graduation, and chairs work to build collaborative teams of scholar-researchers among their advisees. The collaborative candidate interactions in Phase III build strength and independence in candidates as they move toward fully independent research in Phase IV of the program.

During Phase IV each candidate is responsible for directing an independent social science field study. This research field experience, is where candidates perform independent research. The Dissertation Candidacy cohort remains together in the Phase IV, but the focus at this stage is on each candidate working with their dissertation committee and Faculty Chair to move toward the completion of their research study and dissertation.

Overall this transitioning cohort model prepares candidates for independence as a field researcher. Each cohort transition and the building of collaborative relationships throughout the program works to support this "gradual release into independent research."

## PROGRAM DETAILED DESCRIPTION AND REQUIREMENTS

### Advancement to *Core Candidacy*

Applicants are advanced to *Core Candidacy* upon admission into the program.

#### Taskstream

Candidates will be required to use Taskstream during their matriculation through the program in order to: submit critical assessment artifacts; submit milestone confirmations; build their electronic portfolio; and fulfill administrative requirements necessary for graduation. Instructions for using Taskstream are available throughout the candidate's program experience and are integrated directly into Concordia University's Learning Management System. Brief descriptions of Taskstream Touchpoints are indicated throughout this handbook.

#### Orientation

Orientation is an evening session scheduled prior to the start of core classes for on-campus candidates or online modules available to online candidates. Candidates are introduced to Concordia's unique residency, library resources (including the research librarian), online learning, and technology support. This may also be a time for goal-setting, establishing cohort norms, and discussing program expectations.

#### Phase I: *Core Candidacy*

The Core Candidacy includes: completion of 21 core credits; completion of residency requirements; and successful completion of the Comprehensive Connection Paper.

##### 1. Core Coursework: Completion of 21 Core Credits

Ed.D. Core Classes		
Course Number	Course Title	Credits
EDDC 605	Transformational Learning	3
EDDC 608	Quantitative Research Methods	3
EDDC 611	Qualitative Research Methods	3
EDDC 615	The Ethical Educator	3
EDDC 618	Leading Organizational Change	3
EDDC 620	Creativity, Inquiry, and Innovation	3
EDDC 600A	The Nine Lives of Scholarly Writing 1 (core/residency)	.5
EDDC 600B	The Nine Lives of Scholarly Writing 1 (core/residency)	.5
EDDC 602A	The Nine Lives of Scholarly Writing 1 (core/residency)	.5
EDDC 602B	The Nine Lives of Scholarly Writing 1 (core/residency)	.5
EDDC 603A	The Nine Lives of Scholarly Writing 2 (core/residency)	.5
EDDC 603B	The Nine Lives of Scholarly Writing 3 (core/residency)	.5
Please Note:	<ul style="list-style-type: none"><li>• EDDC 600A is a co-requisite with EDDC 615</li><li>• EDDC 600B is a co-requisite with EDDC 605</li><li>• EDDC 602A is a co-requisite with EDDC 620</li><li>• EDDC 602B is a co-requisite with EDDC 608</li><li>• EDDC 603A is a co-requisite with EDDC 618</li><li>• EDDC 603B is a co-requisite with EDDC 611</li></ul>	

## Taskstream Touchpoint

Each Phase I core course requires the submission of a critical assessment (CA) artifact using Taskstream. Submission of the following critical assessments will be initiated through the Concordia University Learning Management System (LMS):

- CA - EDDC 615: *Final Form Professional Ethics Statement (FFPES)*
- CA - EDDC 605: *A Case for Transformative Learning*
- CA - EDDC 620: *Case Study: Innovative Project*
- CA - EDDC 608: *Experimental Study Evaluation*
- CA - EDDC 618: *Organizational Development Plan*
- CA - EDDC 611: *Journal Collaborative Narrative*

## 2. Completion of Residency: Including Orientation Modules and Program Milestones as Required

The purposes of the residency component are communication, collaboration, and support. The benefits include:

- Learner orientation to the design and expectations of the program and inculcation of institutional and programmatic values;
- Introduction of and development of enhanced relationships among members of a learning cohort or small research community;
- The identification and development of research ideas and projects;
- Candidate retention to graduation, especially during the dissertation process;
- Synthesis and sharing of research findings; and
- Institutional enculturation.

In order to ensure these and other benefits to learners within the doctoral program, Concordia University has developed the concept of *virtual residency*. This set of experiences and instructional design elements ensures the above benefits while balancing program expectations with cost and time constraints resulting from travel.

Components of the Virtual Residency:

- Concordia's online candidate orientation modules are specifically designed to orient and immerse all learners in the institution and in the program, as well as building strong cohort cohesion and interdependence.
- Concordia's online instructional design model actively incorporates learner collaboration and team projects to build strong cohort relationships.

The residency requirement continues throughout all four phases of the doctoral program with various professional development opportunities. These residency events include Nine Lives of Scholarly Writing, goal attainment and program progress monitoring, sharing of resources, study, skill development, and regular communication with other members of the cohort and with dissertation committee members. Both credit-bearing and zero-credit residency requirements may involve some intermittent, ad hoc learning opportunities throughout all four phases of the program, as well as being continuously available on an as-needed basis. The following program milestones are included as part of the residency requirements:

### **Core Residency**

- Milestone 1: Comprehensive Connection Paper Approval;

### **Research Residency**

- Milestone 2: Completion of CITI Training
- Milestone 3a: Faculty Chair Approval;
- Milestone 3b: Content Specialist Approval;
- Milestone 3c: Content Reader Approval;
- Milestone 4: Concordia University–Portland IRB Approval;

### **Dissertation Residency**

- Milestone 6: Closure of the Concordia University–Portland IRB Process; and
- Milestone 8: Completion of Dissertation Submission and Approval Process.

## **3. Comprehensive Connection Paper**

One comprehensive examination in the form of a Comprehensive Connection Paper is required at the end of Phase I of the doctoral program. The Connection Paper is written after completion of the core course requirements and must receive a passing score in order for the candidate to be advanced to Specialization Candidacy.

The central theme of the Comprehensive Connection Paper is to connect important learning from core coursework to self, organization, and society, thereby extending understanding of inquiry and leadership as well as matriculation through the program.

The College of Education faculty, under the direction of the Director of Doctoral Studies, is responsible for reviewing and scoring the Comprehensive Connection Paper required by the doctoral program for both assessment and advancement. A grade of “A” or “B” will advance the candidate to the next phase of the doctoral program. Any grade less than a “B-” will be accompanied by the reviewers’ recommendations and the candidate will be granted a reasonable period of time in which to resubmit a revised Comprehensive Connection Paper to the review committee and the Director of Doctoral Studies, who will review the resubmission and decide on advancement. Resubmissions of the Comprehensive Connection Paper must be sent to: [connectionpapers@cu-portland.edu](mailto:connectionpapers@cu-portland.edu)

If the revised paper demonstrates improvement, but has sufficient problems to indicate that the candidate requires additional writing instruction in order to be successful in Phases II–IV, the review committee and Director of Doctoral Studies will grant the candidate advancement. The candidate will have the opportunity to work with a Concordia University mentor or the program’s online writing center in order to develop the writing skills that are necessary in Phases II–IV.

If the revised paper demonstrates little or no improvement, based on a comparison to the original Comprehensive Connection Paper, the review committee’s suggestions for revision that were provided to the candidate, and the revised Comprehensive Connection Paper, then the candidate may be dismissed from the program, based on the review committee’s evaluation provided to the Director of Doctoral Studies. The Director of Doctoral studies would inform the candidate in writing of their dismissal from the program and notify the university registrar of the determination.

### ***Comprehensive Connection Paper Description***

Doctoral candidates are required to write a Comprehensive Connection Paper at the end of Phase I of the Concordia University–Portland doctoral program. The Connection Paper is written after completion of the core course requirements and must receive a passing score in order for candidates to be advanced to specialization candidacy.

It is clear that creating relevant connections between varied content areas extends understanding and comprehension. The purpose of the Connection Paper is for candidates to demonstrate that they comprehend main ideas in a number of academic content areas by connecting what they have learned in core classes to their personal, social, professional, and academic experience.

Candidates will write on a prescribed prompt, incorporating theory, literature, and course readings that have informed a current view of self, work, organization, community, and society or literature. The connection paper should be a rational professional discourse presented in a scholarly manner and be of such quality that is considered both insightful and of high professional regard.

Professional ethics and personal bias should be embedded in the discussion. There should be evidence of critical thinking, original voice, theme development, and synthesis. Personal insights and experiences are encouraged but these should be tempered and concise. The writing should be clear, coherent, and interesting. Candidates should write of sufficient length in order that concepts, arguments, and connections are developed fully, answering the prompt, but not so long as to be overly complicated or obtuse.

Candidates will write in first person reserved, use double-spacing, and correct APA style. *First person reserved* means formal first person voice but not personal or conversational. This style of scholarly writing is active, clear, and precise. It is not used to promote unfounded opinions or feelings.

### ***Comprehensive Connection Paper Evaluation***

Comprehensive Connection Papers are administered and the writing evaluated with relevant formative feedback by the course instructor in EDDC 603b The Nine Lives of Scholarly Writing.

Note: Successful completion of Nine Lives of Scholarly Writing III, EDDC 603b does not guarantee approval of the Comprehensive Connection Paper by the Office of Doctoral Studies review committee. Conversely, successful completion of the Comprehensive Connection Paper does not guarantee passing of EDDC 603b. If the candidate passes the Comprehensive Connection Paper milestone, but has not fulfilled the EDDC 603b course requirements, then the candidate will need to retake EDDC 603b and develop a new Comprehensive Connection Paper during the next session in order to fulfill the course objectives.

### **Academic Integrity and the Comprehensive Connection Paper**

The Comprehensive Connection Paper stands as the culminating scholarly activity for Phase I of the doctoral program. As such, the paper is closely scrutinized by the writing and content scorers to ensure it meets the highest standards of academic integrity, authorship, and scholarly best practices for acknowledging, quoting, and citing source materials.

Comprehensive Connection Papers found to violate the standards for academic integrity that are outlined later in the handbook will be subject to the university's breach of academic integrity sanctions process. This can lead to the assigning of a score of "0" for this program milestone, formal academic disciplinary procedures, and in some cases academic probation. Candidates should take great care to maintain scholarly best practices when using source materials and ideas from other authors.

### **Taskstream Touchpoint**

The Comprehensive Connection Paper is a milestone that is critically assessed in Taskstream. Submission of this milestone will be initiated through the Concordia University Learning Management System.

### ***Milestone 1: Comprehensive Connection Paper Approval***

Candidates receiving a passing score on their Comprehensive Connection Papers will be notified electronically and/or by mail of the successful completion of the first doctoral program milestone and advancement to Specialization Candidacy.

#### **Phase I – Core Candidacy Summary**

Required of all candidates:

- Orientation and Core Residency;
- Core Courses – 21 credits; and
- Comprehensive Connection Paper – (Note: Successful completion of Nine Lives of Scholarly Writing III, EDDC 603b does not guarantee approval of the Comprehensive Connection Paper by the review committee).

Candidates are advanced to Specialization Candidacy upon:

- Completion of Orientation and Core Residency;
- Completion of all Core courses with a cumulative GPA of 3.0 or higher; and
- Completion of Milestone 1: Comprehensive Connection Paper Approval.

### **Advancement to Specialization Candidacy**

Advancement to Specialization Candidacy signifies that the doctoral candidate has successfully completed core coursework, has passed the Comprehensive Connection Paper, and is prepared for advanced study in an area of professional specialization.

## Phase II: Specialization Candidacy

The Specialization Candidacy includes: the completion of 18 specialization credits in one of five specializations; successful completion of modules concerning ethical principles in the protection of human subjects participating in research; and completion of the specialization residency requirements.

Available Specializations:

- Instructional Leadership (formerly Teacher Leadership);
- Administrative Leadership (formerly Educational Administration);
- Higher Education;
- Transformational Leadership; or
- Professional Leadership, Inquiry, and Transformation

### 4. Specialization Coursework: Completion of 18 Specialization Credits (or Transfer Post-Master's Credits)

**INSTRUCTIONAL LEADERSHIP:** The Instructional Leadership specialization 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 specialization.

Instructional Leadership Specialization		
Course Number	Course Title	Credits
EDDL 613	Leading Without Authority	3
EDDL 614	Creating a Greater Community	3
EDDL 625	Good Teaching is Not Enough	3
EDDL 626	Reimagining the Educational Enterprise	3
EDDL 636	Assessing Learning for Student Achievement	3
EDDL 637	The International Challenge	3

**ADMINISTRATIVE LEADERSHIP:** The curriculum in the Administrative Leadership specialization encompasses visionary leadership, policy development, leading a “learning” organization, instructional improvement, effective management, inclusive practice, ethical leadership, and political, legal and socio-economic contexts of leadership and administration. This specialization 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.

Administrative Leadership Specialization		
Course Number	Course Title	Credits
EDDA 615	Global Issues in Policy, Planning and Leadership	3
EDDA 619	Navigating Permanent Whitewater	3
EDDA 628	Leading across Cultures and Communities	3
EDDA 629	Pursuing Teacher Quality: Policy and Practice	3

EDDA 638	Taking on the System: People, Power, and Politics	3
EDDA 644	Mentoring, Sustaining, and Leaving a Legacy	3

Doctoral candidates who successfully complete Concordia's Ed.D. program with a specialization 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.

**HIGHER EDUCATION:** The Higher Education specialization 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.

<b>Higher Education Specialization</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
EDDH 621	Critical Issues in Higher Education	3
EDDH 623	Higher Education: Curriculum and Leadership	3
EDDH 630	Higher Education: Finance and Facilities Management	3
EDDH 633	Higher Education: Human Issues, Accountability, and Administrative Behavior	3
EDDH 638	Higher Education Law	3
EDDH 640	Technology and Revolutions in Higher Education	3

**TRANSFORMATIONAL LEADERSHIP SPECIALIZATION:** Transformational Leadership is a leadership and administrative specialization. It was 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 specialization. Leaders in community organizations, non-profits, professional development, consulting, and seminar and conference leaders would choose this specialization.

<b>Transformational Leadership Specialization</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
EDDT 620	Voices of Leadership	3
EDDT 624	How Programs Really Work	3
EDDT 631	Transforming the Mission-driven Organization	3
EDDT 634	Moving Organizational Knowledge	3
EDDT 641	Leading the Learning Organization	3
EDDT 645	Communication, Collaboration, and Culture	3

**PROFESSIONAL LEADERSHIP, INQUIRY, AND TRANSFORMATION:** The Professional Leadership, Inquiry, and Transformation (Pro LIT) specialization enables candidates to design and implement a program of study from existing specialization coursework except Administrative Leadership. This choice,



flexibility, and electivity is intended to better match or fit candidates' purposes, goals, and needs than one specialization alone could. To that end, candidates will apply for the Pro LIT specialization by submitting to the Director of Doctoral Studies a rationale that includes the purpose, goals, and course titles of the 18 credits to be taken. Upon approval candidates can commence Pro LIT coursework at the next available course start. Courses in the Administrative Leadership specialization cannot be selected and no licenses, certification, or endorsements are part of the Pro LIT specialization.

### **Phase II – Specialization Candidacy Summary**

Required of all candidates:

- Specialization Courses – 18 credits – Taken in one of the following specializations: Instructional Leadership; Administrative Leadership; Higher Education; Transformational Leadership; or Professional Leadership, Inquiry, and Transformation.

Candidates are advanced to Research Candidacy upon:

- Completion of all specialization courses with a cumulative GPA of 3.0 or higher – (For candidates transferring in specialization credits: Approval of the Comprehensive Connection Paper is a prerequisite for Scholars Before Researchers I, EDDR 610).

## **Advancement to Research Candidacy**

Advancement to Research Candidacy signifies that the doctoral candidate has successfully completed specialization coursework and is prepared for a period of guided, intensive research within an area of professional or academic interest.

### **Phase III – Research Candidacy**

The Research Candidacy includes completion of a religion course (which is a capstone experience for the period of scholarship development), completion of Scholars Before Researchers I and II, formation of the full dissertation committee, completion of Intense Research Modules I and II, and completion of Proposal Development.

Phase III is devoted to the development of the candidate's research project. The candidate and Faculty Chair will work closely on:

- The development of the dissertation proposal, which entails writing and receiving approval for preliminary drafts of Chapters 1–3 of the dissertation;
- Formation of the full dissertation committee, which includes approval of a Content Specialist and Content Reader to complete the committee structure;
- Developing and submitting the candidate's application to the Institutional Review Board (CU IRB) in order to receive CU IRB approval for the candidate's research project; and
- Preparing for and defending the dissertation proposal before the full dissertation committee.

## **5. Coursework: Religion**

At the beginning of Phase III Concordia University requires that candidates take one 4-credit course in religion, which stands as the capstone to the scholarship development work in Phases I and II. The

religion curriculum aligns with the university core values and the doctoral program's conceptual framework. Each course will offer candidates increased understanding of worldviews and their influence on inquiry, learning, and transformation in education, in addition to developing candidates' skills for analysis and hermeneutics to support their research candidacy.

Candidates will take one of three religion courses, subject to program availability:

- EDDT 652 Religion and the Modern World
- EDDT 653 Religion and Dense Meaning: Parables
- EDDT 654 Religion and Extremism

## 6. CITI Training

### **Collaborative Institutional Training Initiative (CITI) in Human Research Protections**

Ethics in educational research is not only a serious matter, it is the law. Ethical codes and guidelines for human subjects research were established with passage of the National Research Act of 1974, which authorized the creation of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Organizations such as the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>), the American Sociological Society, and the American Educational Research Association have promulgated ethical guidelines based on the National Research Act. In addition, The Family Educational Rights and Privacy Act of 1974, usually referred to as the Buckley Amendment, was designed to protect the privacy of students' educational records when research is conducted in a classroom or school.

The most basic and important ethical issues in research are concerned with protection of participants, which requires that research participants not be harmed in any physical, mental, or social way, and that they participate only if they, or their parents or guardians, freely agree to do so, that is, give informed consent. There are even more protections when research involves subjects under the age of consent, or other vulnerable populations.

Other ethical issues are anonymity, confidentiality, and deception. Study participants have complete anonymity when their identities are kept hidden from the researcher. Researchers protect confidentiality when they know the identities of study participants but do not disclose that information. Deception may occur when a researcher withholds or does not disclose fully information to research participants.

Research ethics and laws require individual researchers and institutions to carefully review human subjects research. As such, universities are required to have an institutional review board (IRB) that must review dissertation and other research for the ethical protection of human subjects. 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 Training is available online ([www.citiprogram.org](http://www.citiprogram.org)) any time during the Doctoral Program, but must be passed with a cumulative score of 80% prior to advancement to the status of Research Candidacy. Concordia University CITI Training completed within three years of admission to the doctoral program can be used to fulfill this requirement, and must be renewed with a refresher course every three years while undertaking human subjects research. More information is available from the Concordia University–Portland Institutional Review Board (CU IRB) at [www.cu-portland.edu/IRB](http://www.cu-portland.edu/IRB) or by sending questions to: [irb@cu-portland.edu](mailto:irb@cu-portland.edu).

Instructions for CITI Training are available in Week 1 of the three religion courses. Candidates must complete the training before entering EDDR 610. At the end of the CITI SBE course, you will receive a

completion report. Your report(s) will remain stored in your CITI profile for your use. The CITI program will email the Concordia University–Portland IRB (CU IRB) about your completion and a link that shows your CITI Completion Report, including your score information. The CU IRB will check to see that you have this CITI training when you begin any research proposal. After your Faculty Chair selection is approved, you will be asked to confirm the completion of CITI Training with your chair. Your acknowledgement of the completion will be documented in EDDR 610.

### ***Milestone 2: Completion of CITI Training***

## **7. Faculty Chair Selection and Approval**

Selection of a Faculty Chair is a key part of the Research Candidacy in which the candidate establishes a formal dissertation advising relationship with a Faculty Chair, who assists the candidate in forming the full dissertation committee. Selection of a Faculty Chair takes place in the first term of the Phase III Research Candidacy.

### ***Dissertation Committee Composition and Responsibilities***

The Dissertation Committee must have a minimum of three members (a Faculty Chair, a Content Specialist, and a Content Reader) who advise and supervise the candidate's matriculation from Research Candidacy to completion of the program.

#### **All members of the Dissertation Committee**

- Hold either a Ph.D. or an Ed.D., or other acceptable terminal degree from an accredited institution;
- Are committed to supporting candidates in developing research projects that will meet the standards of the university and education research community;
- Are committed to seeing the timely matriculation of candidates;
- Are able to work responsibly as part of a collaborative research supervision team by: maintaining professional communication; achieving timely completion of committee duties, and diligently working toward consensus on committee decisions; and
- Are familiar with best practices and standards in education research, research ethics, and research writing.

#### **Additional Requirements for Content Specialists**

The Content Specialist

- Has professional and research expertise within a candidate's area of specialization (Note: The Doctorate of Education Program supports candidates who are researching within the following five professional specializations: Instructional Leadership; Administrative Leadership; Higher Education; Transformational Leadership; and Professional Leadership, Inquiry, and Transformation. Content Specialists must be able to support one of these areas.); and
- Has specialized research experience to oversee a candidate's: research design; selection and implementation of methodology; and compliance with ethical standards for research.

## **Additional Requirements for Content Readers**

### The Content Reader

- Has a professional and research expertise that provides complementary perspectives to the candidate concerning philosophical, paradigmatic, and theoretical issues within the research project.

The Faculty Chair Dissertation Committee plays a significant role in guiding the dissertation, and it is expected that the chair will be the first committee member selected. Candidates have a rich pool of academic leaders and advisors from which they can choose a Faculty Chair to serve as the mentor, advisor, and supervisor of their dissertation process. The candidate selects a Faculty Chair from the pool of full-time Concordia University faculty who are appointed to serve in this role. The selection will occur prior to entrance into EDDR 610 and will follow the process outlined by the Office of Doctoral Studies. All Faculty Chair appointments are finalized and confirmed by the Office of Doctoral Studies.

The Faculty Chair is responsible for the appointment of a Content Specialist and Content Reader to serve on a candidate's dissertation committee. The Faculty Chair, in consultation with the candidate, will select a prospective committee member from the pool of approved committee members, and then, in conversation with the prospective committee member, will determine whether a strong fit can be made between the prospective committee member, the candidate, and the research project.

Once a strong fit is determined between the candidate and the recommended committee member, the Faculty Chair appoints the prospective committee member to the dissertation committee, and reports the appointment to the Office of Doctoral Studies. The selection and appointment of a Content Specialist and Content reader will normally occur during the first half of Phase III, but in all cases must be completed prior to EDDR 697 Dissertation Proposal. Committee members serve until the candidate graduates, unless a change in the dissertation committee structure is determined by the Director of Doctoral Studies.

### ***Instructions for Selecting a Faculty Chair***

1. After completion of the Core Candidacy and Specialization Candidacy requirements and prior to EDDR 610 Scholars Before Researchers I, the candidate will visit Concordia University Faculty Chair Selection Page and review academic biographies and supporting materials of available Faculty Chairs:  
<https://cupo.blackboard.com/bbcswebdav/institution/CUP/web/EDDFacultyChairSelection/index.html>
2. The candidate may indicate prospective Faculty Chair choices directly after reviewing the biographies or contact prospective Faculty Chairs for additional information.
3. After the candidate indicates their first choice for a Faculty Chair and alternate choices using the Concordia University Faculty Chair Selection Page, the Office of Doctoral Studies will review and determine the final appointment, taking into consideration Faculty Chair availability and Phase III cohort formation needs. The appointed Faculty Chair will contact the candidate after the appointment is finalized.

[At times, the Office of Doctoral Studies may find it necessary to make direct appointments of Faculty Chairs, in which case candidates will not be able to make selections using the Concordia University Faculty Chair Selection Page and will be notified directly by the Office of Doctoral Studies of Faculty Chair appointments.]

### ***Milestone 3a: Faculty Chair Approval***

Approval of the candidate's selection of a Faculty Chair Dissertation Committee by the Office of Doctoral Studies is a significant milestone in the candidate's doctoral journey, and represents that the candidate is ready for scholarly research under the direct guidance and supervision of a faculty member.

#### **8. Preliminary Research Question Formulation**

After initial contact is made, the candidate and the Faculty Chair begin working to understand the full scope of the candidate's research interest area. The Faculty Chair assists the candidate in becoming oriented to the field of study and in developing their preliminary research question prior to the candidate's matriculation into Scholars Before Researchers I, EDDR 610. The candidate completes a Research Concept Reporting Form at the direction of the Faculty Chair.

#### **9. Dissertation Proposal Development**

The Dissertation Proposal is begun in the Scholars Before Researchers I and II and the Intense Research Modules I and II courses, and is then completed under the guidance of the Faculty Chair and Dissertation Committee during the Proposal Development course. Candidates choose their own dissertation topics in consultation with the Faculty Chair. It is permissible and most likely desirable for a candidate to choose a topic that is directly relevant to his or her work setting.

The dissertation proposal contains the first three chapters, including references, of the actual dissertation. The proposal foreshadows the actual research indicating what the candidate will study, why they will study it, and how it is to be studied. Research as disciplined inquiry is the application of systematic data collection and analysis to increase understanding. A well-defined dissertation proposal focuses on a significant problem that emerges from literature or practice. A dissertation proposal is built upon a foundation of published theory and research. A proposal should lead to a dissertation that will make a significant, meaningful, and useful contribution, by advancing theory, concepts, and/or practice. The dissertation proposal must be written in the style and format of the Concordia University Dissertation Style Guide.

The dissertation committee is responsible for providing the candidate with timely direction, strong support, and detailed critique during the writing phases. The candidate is responsible for performing the research, detailing and accomplishing a writing plan, and revising chapters in a way that incorporates the suggestions of the dissertation committee. This collaborative process is meant to support the candidate in producing three preliminary chapters of the dissertation that are of a quality that the final dissertation proposal is able to withstand the sustained critique of the dissertation proposal defense process.

## **Dissertation Outline**

### **Chapter 1: Introduction**

Chapter 1 is a defining and historic introduction and detailed statement of the problem that is to be studied and includes the context within which it is to be seen. It introduces the research question, its purpose, scope, and relevance to the field or discipline. It should include a justification of the importance of the problem on both theoretical and educational grounds.

### **Chapter 2: Literature Review**

The literature review is a thorough review of the literature pertinent to the research problem. The primary purpose of the literature review is to identify the dissertation's position within the framework of previous research on the topic. The review should provide proof that the relevant literature in the field has been thoroughly researched. Good research is cumulative; it builds on the thoughts, findings, and mistakes of others.

### **Chapter 3: Methodology**

The methodology chapter of the dissertation explains in detail how the study will be conducted. It provides an explanation of the overall design, proposed methods, and analysis of the research question.

## **10. Research Coursework: Scholars Before Researchers I and II**

Development of the Chapter 2: Literature Review of the dissertation proposal occurs in Scholars Before Researchers I and II, EDDR 610 and EDDR 619. These courses have two general focus areas: the development of the literature review argument and best practices in scholarly literature research. These best practices include: how to perform an extensive, yet focused search of the literature; how to conduct a well-organized survey of the literature; and how to make a well-grounded critique of the literature. Your academic study in these areas will provide the basis for crafting the literature review argument, which in its prose form will become Chapter 2 of the dissertation proposal.

Candidates submit a preliminary draft of Chapter 2: Literature Review as the final assignment in EDDR 619 Scholars Before Researchers II.

Note: Submission of the Chapter 2: Literature Review critical assessment will be initiated through the Concordia University Learning Management System in EDDR 697, Proposal Development.

Successful completion of Scholars Before Researchers I and II is a significant achievement in the candidate's doctoral journey, representing that the candidate has developed the literature researching and argumentative skills needed to sustain dissertation research. The candidate leaves Scholars Before Researchers with an initial draft of the of their dissertation's literature review, which is an initial demonstration of the candidate's preparedness for dissertation writing.

## **11. Dissertation Committee Formation**

The Faculty Chair will guide the selection of appropriate persons to serve as the Content Specialist and Content Reader on the candidate's dissertation committee. The selection and approval of persons to serve in these mentoring roles will ordinarily take place during Scholars Before Researchers II and IRM I.

The Faculty Chair and candidate must have a full dissertation committee established and working effectively prior to the start of EDDR 697. EDDR 697 Proposal Development cannot be completed without a full dissertation committee.

#### **Content Specialist appointment.**

1. The Faculty Chair will review the candidate's research project during the second half of EDDR 619 Scholars Before Researchers II and select a Content Specialist for the candidate's committee from the university's list of approved dissertation committee members.
2. The Faculty Chair will review the selection with the candidate and then report the selection to the Office of Doctoral Studies.

#### **Content Reader appointment.**

1. The Faculty Chair will review the candidate's research project during the second half of EDDR 620 Intense Research Module I and select a Content Reader for the candidate's committee from the university's list of approved dissertation committee members.
2. The Faculty Chair will review the selection with the candidate and then report the selection to the Office of Doctoral Studies.

#### **External faculty nomination process.**

If the candidate wishes to nominate a specific person for the dissertation committee who is not on the university's list of approved dissertation committee members, the candidate will:

1. Review the description of the roles of the committee members contained in the *Dissertation Committee Composition and Responsibilities* section (above) to determine if the external nominee meets the minimum requirements.
2. Discuss the external nominee's background and qualifications for supporting the research project with the Faculty Chair.
3. Contact the external nominee, describe the research project and the role that the candidate is asking them to fulfill on the dissertation committee, and solicit the nominee's involvement on the committee.
4. Supply the external nominee with the "Invitation to Dissertation Committee Service" document (available from the Faculty Chair) and request that he or she apply for dissertation committee service using the process outlined in the document. [The online application for "Online Dissertation Committee Member" is available under the "Faculty" section at the following link: <http://www.cu-portland.edu/about/human-resources/employment-opportunities>]
5. Notify the Faculty Chair, who will inform the Office of Doctoral Studies that an external candidate is applying for service on the committee by sending the nominee's name and contact information to: [disscommapps@cu-portland.edu](mailto:disscommapps@cu-portland.edu)
6. If the external nominee applies and is approved to serve on Concordia dissertation committees, the external nominee will be appointed to dissertation committee.

Note: Only one external faculty can be appointed to serve on a candidate's dissertation committee.

#### **Changes to the committee structure.**

While most Concordia University dissertation committees retain their original composition throughout the Research and Dissertation candidacy phases, the university recognizes that some situations may arise that will necessitate a change in committee structure. When the situation necessitates that the university

reconsider the appointments for Faculty Chair, Content Specialist, or Content Reader the candidate will follow the following process.

- The candidate will first seek to resolve any issues or concerns directly with the Faculty Chair, Content Specialist, or Content Reader.
- If resolution has not occurred, the candidate will then contact their Student Services advisor to discuss the situation.
- Following the Student Services advising consultation, if the candidate still considers that issues are substantive enough to require further steps for resolution, the candidate will be referred by Student Services to the Faculty Chair Coordinator.
- The Faculty Chair Coordinator will contact the candidate following the referral from Student Services and discuss the situation directly with the candidate.
- The Faculty Chair Coordinator will work to resolve issues between the candidate and Chair; this may include meeting with the Faculty Chair and candidate to work toward resolution of the issues.
- As a last option, if the Faculty Chair Coordinator determines that the issues are substantive enough to require further steps for resolution, the candidate will be directed to submit a Change of Dissertation Committee Request form to the Office of Doctoral Studies. The form must explain the situation and provide detailed reasons for why a change is necessitated. Candidates should:
  - Be professional and considerate in expressing concerns and positions.
  - Provide as much information as possible in the request in order to support the request.
  - Use logical reasoning undergirded by a sound basis in order to justify the need for a change of committee structure.
- The request will be reviewed by the Director of Doctoral Studies who will decide whether a change may be made.
- If the request for a change is approved by the Director of Doctoral Studies, the Faculty Chair Coordinator will work to directly appoint a new Faculty Chair for the candidate. If the change is not approved, the Faculty Chair Coordinator will work with the candidate and committee to move forward in the dissertation process.
- Changes to the committee structure become effective at the start of the subsequent term.

### ***Milestone 3b: Content Specialist Approval***

### ***Milestone 3c: Content Reader Approval***

A fully formed dissertation committee is a major milestone for the doctoral candidate and signifies that the candidate has developed the capacities necessary for independent research and has articulated a research project that a collaborative team of professional advisors think can be successfully sustained and rigorously supported through to completion. The dissertation committee formation process requires that the candidate demonstrate a high standard of professional communication, independent initiative, and collaborative intelligence.

## **12. Research Coursework: Intense Research Modules I and II**

Development of the Chapter 3: Methodology occurs in Intense Research Modules I and II, EDDR 620 and 621. These courses assist the candidate in developing the research design and the methods that are employed in the Phase IV research field experience. One intense research module content area is completed in each course to support the development of the dissertation's research design. The candidate, in consultation with the Faculty Chair, will select module content areas that will complement



one another in the development of a research design appropriate for investigating the research question that is justified by the literature review.

The candidate may select from the following Intense Research Modules:

### **Quantitative**

#### **Experimental**

Intense Research Module: Quantitative Experimental Research

#### **Non-experimental**

Intense Research Module: Quantitative Descriptive or Survey Research

Intense Research Module: Quantitative Correlational and Causal-comparative, including Ex Post Facto Research

### **Qualitative**

Intense Research Module: Qualitative Case Study, Narrative, and Action Research

Intense Research Module: Qualitative Phenomenological and Ethnographic Research

### **Mixed-methods**

Intense Research Module: Policy Research

Intense Research Module: Program Evaluation Research

Candidates submit a preliminary draft of the Chapter 3: Methodology as the final assignment in Intense Research Module II.

Note: Submission of the Chapter 3: Methodology critical assessment will be initiated through the Concordia University Learning Management System in EDDR 697, Proposal Development.

Completion of the Intense Research Modules is another significant achievement in the doctoral journey, representing that the candidate has demonstrated the capability to understand and apply the advanced methods and data gathering tools necessary for investigating a dissertation research project.

## **13. Research Description Form**

Working with the full dissertation committee, before entering EDDR 697 Dissertation Proposal, the candidate will be required to submit a Research Description Form, including a two to five sentence description of the proposed research topic and a general description of the proposed study population (human subjects) that will be included in your research. This brief and general description will be called the *Research Description Form* and will be completed by the end of the Intense Research Module II. Instructions for submitting the *Research Description Form* will be available in Week 8 of the Intense Research Module II and on the CU IRB website: [www.cu-portland.edu/IRB](http://www.cu-portland.edu/IRB).

## **14. Research Coursework: Proposal Development**

Development of the Chapter 1: Introduction occurs in EDDR 697 Proposal Development. This course is designed to assist doctoral candidates in completing their dissertation proposal and prepares candidates

to defend the proposal before their dissertation committee. The course continues the Phase III emphasis on developing Scholars Before Researchers by guiding candidates to develop professional writing, research, and presentation skills. Candidates' Faculty Chairs will instruct, mentor, and advise candidates as they: revise Chapters 2 and 3 of the proposal, write the Chapter 1: Introduction, and then synthesize the full proposal in order to ensure it is defense-worthy. The full dissertation committee will provide input, critique, and support during the development and defense process. This course may be taken up to six times in order to allow additional time to complete the dissertation proposal.

Candidates submit a preliminary draft of the full dissertation proposal, including the Chapter 1: Introduction, as the final assignment in EDDR 697 Proposal Development.

### **Taskstream Touchpoint**

Submission of the Chapter 3: Methodology critical assessment will be initiated through the Concordia University Learning Management System in EDDR 697, Proposal Development prior to submission of the CU IRB Application.

Submission of the Chapter 2: Literature Review critical assessment will be initiated through the Concordia University Learning Management System in EDDR 697, Proposal Development.

## **15. Application for IRB Approval of Research**

During the Proposal Development course and at the direction of the Faculty Chair and dissertation committee, the candidate will apply to the Concordia University–Portland Institutional Review Board (CU IRB) to receive approval to perform the research outlined by the dissertation proposal. The candidate must have an initial, complete draft of the Chapter 2: Literature Review and the Chapter 3: Methodology of the dissertation proposal, before making application to the CU IRB. The Faculty Chair is responsible for determining the appropriate time to apply for CU IRB review. Normally the application will be developed and submitted during the first half of the Proposal Development course. The Faculty Chair, in consultation with the dissertation committee, will make the final determination about the candidate's readiness for submitting the CU IRB application. It is the responsibility of the candidate to develop and submit the application for CU IRB approval once the Faculty Chair authorizes the candidate to pursue the application process. The application process includes verifying the CITI training described under the *Advancement to Specialization Candidacy* section above, and submission of a complete IRB application. CU IRB approval is required before research can begin. Moreover, if data collection is planned at an institution other than Concordia University–Portland, the candidate must obtain the other institution's approval before this data collection can begin. Complete information about the CU IRB application process is provided in the Proposal Development course. More information on the CU IRB policies and procedures are available at [www.cu-portland.edu/IRB](http://www.cu-portland.edu/IRB) or by sending specific questions to: [irb@cu-portland.edu](mailto:irb@cu-portland.edu).

## **16. Completion of the Dissertation Proposal**

The first three introductory chapters are a means of satisfying the Dissertation Committee that the proposed dissertation will meet two essential criteria:

- The topic of the proposed research is significant enough to justify a doctoral dissertation; and
- The strategies proposed are adequate for answering the research questions.

The proposal serves at least three purposes:

- It allows the committee the opportunity to examine the plans for the study and suggest improvements that will enhance the merit of the dissertation.
- With the revisions suggested by the committee, the proposal becomes a blueprint for the candidate's research work.
- It also can serve as a draft of the first three chapters of the dissertation.

The proposal is developed during Scholars Before Researchers I and II, the Intense Research Modules, and Proposal Development. Failure to develop a satisfactory dissertation proposal during the first three semesters of Phase III will result in a delay of the candidate's advancement to Phase IV. The candidate may take EDDR 697 up to six (6) times for further development of the proposal under the guidance of the dissertation committee. The candidate is required to maintain continuous enrollment in EDDR 697 until the dissertation proposal is approved by the full dissertation committee. If the dissertation proposal is not completed and successfully defended by the end of the sixth EDDR 697 course, the candidate will be at grounds for dismissal from the program. In registering for subsequent sections of EDDR 697, candidates should be mindful of their progress through the program. All requirements for the doctorate of education degree must be completed within the seven years of the candidate's initial matriculation into the program.

### **17. Receipt of Concordia University–Portland IRB Approval**

Candidates and their Faculty Chair will receive approval letters or modification reports pertaining to the IRB application directly from the Concordia University-Portland IRB by email and through IRBNet.

#### ***Milestone 4: Concordia University–Portland IRB Approval***

Receipt of Concordia University–Portland IRB (CU IRB) approval for research is a significant milestone on the doctoral journey, representing that the candidate's research design has passed a formal ethics review, which has determined that the proposed research design complies with current federal regulations for research involving human subjects.

Candidates must upload their CU IRB Approval Receipt into the Concordia University Learning Management System to complete this milestone. The approval is uploaded in Stage 1 of EDDR 698 as part of the Research Field Experience Project Plan.

*Under no circumstances is a candidate permitted to recruit participants or collect data for a dissertation research study prior to the receipt of the final CU IRB approval to conduct research. Additional permissions may be required from external institutions/sites prior to recruitment of participants and collection of data at an institution/site. As the Principal Investigator for the study, the candidate is responsible for understanding the permissions required for conducting research at an external institution/site, and must obtain all required permissions prior to recruiting participants or collecting data at the external institution/site.*

### **18. Schedule Dissertation Proposal Defense**

When the Faculty Chair and dissertation committee determine that the dissertation proposal is ready to be defended, the Faculty Chair will work with the candidate to set a time and place suitable for all committee members and the candidate to defend his or her dissertation proposal, either on-campus or online using the Concordia University video conferencing system.

## 19. Dissertation Proposal Defense

The candidate must provide members of the committee an electronic version of the final copy of the proposal at least two weeks prior to the defense. All members of the dissertation committee must be present either in person or by a technology-based communication link. The defense is not a public meeting and only the candidate and Concordia advisors are allowed to participate.

The nature and duration of the defense is the decision of the Faculty Chair and dissertation committee. The dissertation defense will usually be completed within approximately 90 minutes. The defense may be held on campus at Concordia University–Portland or hosted online using the university's video conferencing system.

### **Dissertation proposal defense results.**

The full committee must unanimously approve the proposal before the candidate begins actual research.

The full dissertation committee may recommend:

1. Full advancement;
  2. Provisional-advancement with minor revisions to the dissertation proposal; or
  3. Non-advancement with major revisions to the research design or proposal.
- If the dissertation committee recommends advancement, the Faculty Chair dissertation committee will notify the candidate of advancement to Phase IV and the beginning of the dissertation candidacy.
  - If the dissertation committee recommends provisional advancement with minor revisions to the dissertation proposal, the Faculty Chair and dissertation committee will notify the candidate of advancement to Phase IV, but the candidate may not initiate research field experience (i.e., Stage 2 of EDDR 698) until completing all changes required by the committee.
  - If the dissertation committee recommends non-advancement with major revisions to the dissertation proposal, the Faculty Chair and dissertation committee will notify the candidate that advancement to Phase IV will occur only when all revisions to the research design or proposal required by the committee have been made. The candidate must be enrolled in EDDR 697 while making major revisions to the research design and proposal. If the candidate has already taken EDDR 697 the maximum number of times allowed (i.e., six times), the Director of Doctoral Studies may grant the candidate an exception to take EDDR 697 one additional time. If the candidate does not complete the major revisions to the dissertation proposal within the time allowed by the program, or if the candidate does not receive a recommendation for advancement following a second defense after completing major revisions, then the candidate will be dismissed from the program.

The Faculty Chair and dissertation committee provide a Dissertation Proposal Oral Defense Committee Report to the candidate following the defense.

### **Taskstream Touchpoint**

The Dissertation Proposal is a milestone that is critically assessed in Taskstream. Submission of this milestone will be initiated through the Concordia University Learning Management System.

## ***Milestone 5: Defense of Dissertation Proposal Approval***

A successful defense of the dissertation proposal is a significant milestone on the doctoral journey, representing that the candidate has demonstrated the advanced research and writing capacities necessary for supporting a research field experience and dissertation.

### **Phase III – Research Candidacy Summary**

Required of all candidates:

- Religion course – Four Credits
- CITI Training
- Selection and approval of a Faculty Chair;
- Development of a preliminary research question under the guidance of the Faculty Chair, which is submitted through the *Research Concept Reporting Form*;
- Scholars Before Researchers I and II, EDDR 610 and 619, during which the Chapter 2: Literature Review is written;
- Selection and approval of a Content Specialist and Content Reader to complete the formation of the dissertation committee;
- Intense Research Modules I and II, EDDR 620 and 621, during which the Chapter 3: Methodology is written;
- Completion of the CU IRB: Research Description Form;
- Completion of EDDR 697 Proposal Development, during which: Chapter 1: Introduction is written; application to Concordia University–Portland IRB is made; and the dissertation proposal is completed and defended before the full dissertation committee; and
- Application to the Concordia University–Portland IRB for approval to conduct the proposed research.

Candidates are advanced to Dissertation Candidacy upon:

- Completion of Research Residency;
- Completion of all Religion and Research courses with a cumulative GPA of 3.0 or higher;
- Completion of Milestone 2: Completion of CITI Training - Successful completion of the CITI Training with a cumulative score of at least 80%. (CITI Training completed within three years of admission to the doctoral program can be used to fulfill this requirement. Candidates must submit a CITI completion report to the Office of Doctoral Studies, for consideration.)
- Having received approval for the appointment of a Faculty Chair, Content Specialist, and Content Reader to the dissertation committee; and
- Having successfully defended the dissertation proposal.

### **Advancement to Dissertation Candidacy**

Advancement to Dissertation Candidacy signifies that the doctoral candidate has successfully completed research coursework, has formed a full dissertation committee to advise, mentor, and supervise the research, has developed and successfully defended a dissertation proposal that the dissertation committee deems will support a dissertation-worthy research topic, and has received approval from the Concordia University–Portland IRB to pursue field research to investigate the research problem and questions outlined in the dissertation proposal's research design.

## **Phase IV: *Dissertation Candidacy***

Phase IV is devoted to performing the dissertation research, gathering research data, analyzing and synthesizing the research data, and writing the final two chapters of the dissertation: Chapter 4: Data Analysis and Results; and Chapter 5: Discussion and Conclusion. The Faculty Chair and dissertation committee will work closely with the candidate during this phase to ensure the candidate's research plan is executed in accordance with the research design approved by the Concordia University–Portland IRB. Note: The authorization to conduct research is valid for only one year from its date of issuance by the Concordia University–Portland IRB. After one year, the candidate will be required to apply for reapproval from the Concordia University–Portland IRB.

### **20. Dissertation Coursework: Dissertation**

The research field experience, dissertation writing, and completion of all dissertation candidacy program requirements are accomplished during EDDR 698, Dissertation. The candidate must complete a minimum of six credits of EDDR 698 over four consecutive 8-week sessions (32 weeks). The candidate is required to maintain continuous enrollment throughout the Dissertation Candidacy until the dissertation is approved by the full dissertation committee. Note: The candidate must complete all program requirements within seven years of matriculation into the program.

#### **Complete the research field experience.**

The candidate conducts the research field experience, keeping the Faculty Chair and dissertation committee apprised with bi-weekly research updates that are reported in EDDR 698. During this time the candidate will conduct research, collect data, and analyze the data in conformity with the research design outlined in the dissertation proposal and the Concordia University–Portland IRB application.

Field experience involves collecting data through observing, interacting with, interviewing, and/or surveying people in their environments. Field research or field work is collecting data outside the research lab or library. Data may be collected using quantitative, qualitative, or mixed-method processes.

Analyses and interpretation of these collected data are made through transcription, coding, and descriptive and/or inferential statistical manipulation. Candidates are strongly encouraged to transcribe, code, and perform significance testing through their own efforts in order to approach the credibility and validity thresholds required of quality research. It is through such efforts that candidates develop a strong command and understanding of the analysis, findings, and conclusions of their study.

#### **Complete the dissertation.**

The dissertation is a scholarly document intended to demonstrate the research competence of the author and to produce greater understanding and knowledge in the research community. 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.

Chapter 4 and Chapter 5, coupled with any updates and revisions of the first three chapters of the proposal, complete the full dissertation. Chapter 4 and Chapter 5 are reflective and therefore written in past tense because the research is completed. These chapters are written under the guidance of the Faculty Chair and dissertation committee, who will oversee the quality and content. The dissertation must be written in the style and format of the Concordia University Dissertation Style Guide.

## **Dissertation Outline**

### **Chapter 4: Data Analysis and Results**

The purpose of Chapter 4 is to provide a careful and methodical scientific presentation of the analyzed data, in order to accurately report the findings of the research field experience. The chapter describes the sample, reviews the methodology and analysis procedures, summarizes the findings, and then presents the analyzed data in an organized manner so as to provide the reader with detailed and synthesized findings. The arrangement and elements of the chapter vary depending on whether the study is a qualitative, quantitative, or mixed methods design.

### **Chapter 5: Discussion and Conclusion**

Chapter 5 should assess whether, and how well, the dissertation addresses the problems that precipitated the study and in doing so, the study's results should be interpreted in light of existing findings in the field.

## **Dissertation editing.**

It is strongly recommended that the candidate utilize outside critical readers to support the development of the writing. It is up to the candidate, whether additional editing support is provided by skilled friends, past academic advisors, or an employed service. In EDDR 698 candidates are provided with a list of professional editing services that have been reviewed by the program faculty. Candidates are responsible for contacting, evaluating, and paying for any external editing service that they think is needed as another form of support for their dissertation project.

## ***Milestone 6: Closure of the Concordia University–Portland IRB Process***

Candidates must submit the Concordia University–Portland IRB Closure Report to complete the ethical requirements for human subjects research protocol. The Closure Report is submitted to CU IRB through IRBNet and is also recorded in the Concordia University Learning Management System in EDDR 698 Dissertation.

The Concordia University–Portland IRB (CU IRB) process must be closed prior to the defense of the dissertation. Closure of the CU IRB process is a significant milestone on the doctoral journey, representing that the candidate has completed the research field experience in a way that demonstrates ethical care and attention to the demands of a scientific study involving human subjects.

Instructions for completing the closure process are provided to the candidate in EDDR 698.

## **21. Schedule Dissertation Defense**

When the Faculty Chair and dissertation committee determine that the research and dissertation are ready to be defended, the candidate arranges a time and place to defend his or her research and dissertation. The defense will only be scheduled if the Faculty Chair and dissertation committee are confident that the dissertation and candidate are prepared in a manner that demonstrates that approval is likely.

The Faculty Chair will set a time and place for defense suitable for all committee members and the candidate, either on-campus or online using the university's video conferencing system. The candidate

must provide members of the committee with an electronic final copy of the dissertation at least two weeks prior to the defense. Instructions for scheduling the defense are provided to the candidate in EDDR 698.

## **22. Dissertation Defense**

At the end of the research and dissertation process, each candidate prepares a public oral defense of the dissertation before his or her committee. The following sections should be strongly considered as the heart of the defense.

- a. Defining and establishing significance of the research question or problem through history, culture, literature, and current conditions.
- b. An explanation of data-collection instruments or techniques used in the research.
- c. A full reporting of data analysis techniques and results as they relate to the research question.
- d. The defense next presents conclusions that are directly supported by data. It should go beyond the study's findings and places the conclusions within a broader conceptual framework and the literature base.
- e. The defense ends with the candidate evaluating his or her own work and providing personal insight into and interpretation of the study's results.

The candidate will respond to questions from the committee regarding research goals, theory, literature, methods, findings, implications, and other topics. The defense may be held online in the case of online committees using the university's video conferencing system. Although optional, and Concordia University cannot provide financial support or reimbursement, online candidates are invited and encouraged to hold the dissertation defense on the Concordia University–Portland campus, similar to on-campus defense committees.

All members of the dissertation committee must be present either in person or by a technology-based communication link. The defense is open to interested faculty, invited guests, and the public, but such participants are not voting members of the committee.

The dissertation defense will usually be completed within approximately 90 minutes. Candidates are encouraged to present their research fully but efficiently within 30 minutes. Another 45 minutes, if needed, are allowed for committee and participants' questions and comments and the candidate's response. The candidate and all guests are physically or digitally excluded by the Faculty Chair from the committee's defense deliberations, which should be completed within 15 minutes. The Faculty Chair controls the defense, changing the structure and timing as he or she believes is in the best interest of the candidate and dissertation committee, and reconvenes the committee (candidate only) to announce the committee's decision or communicate further action required of the candidate.

Following the defense, if the committee requires major or minor changes, final approval will be delayed until the changes are completed.

### **Dissertation defense results.**

The full dissertation committee may recommend:

1. A pass result for the dissertation, with no revisions required;
2. A pass result for the dissertation, with minor revisions required;
3. An incomplete result for the dissertation, with major revisions required; or
4. A no pass of the dissertation, with a recommendation for dismissal.



The full dissertation committee's recommendation and comments on the Defense of Dissertation will be reported to the candidate and to the Director of Doctoral Studies.

- If the dissertation committee recommends a pass result with no revisions required, the Faculty Chair and dissertation committee will notify the candidate that the dissertation may be submitted for final approval by the university.
- If the dissertation committee recommends a pass result for the dissertation, with minor revisions required, the Faculty Chair will oversee the revision process with the candidate and notify the candidate and dissertation committee when the dissertation may be submitted for final approval by the university. The candidate must complete all revisions to the dissertation and submit the document no later than three months from the date of the defense. The candidate must maintain continuous enrollment during the revision process.
- If the dissertation committee recommends an incomplete result for the dissertation, with major revisions required, the Faculty Chair and dissertation committee will provide a report to the candidate of the specific changes to the research design, data collection, or dissertation that will be required in order to meet program requirements. The full committee will supervise the candidate's major revisions. If all changes to the research design, data collection, or dissertation are completed to the satisfaction of the full committee, the candidate will be given a second attempt to pass the defense. The second defense cannot be scheduled earlier than 6 months after the date of the first defense. If the candidate does not receive a pass result on the second attempt, a third attempt is not allowed.

### ***Milestone 7: Dissertation Defense Approval***

A successful defense of the dissertation is a capstone achievement in the doctoral process, representing that the candidate has completed the research and dissertation in a manner that demonstrates advanced skills for performing work as an independent scholar-researcher, who is able to defend his or her research, arguments, and ideas before a body of his or her academic and professional peers.

The Faculty Chair and dissertation committee provide a Dissertation Oral Defense Committee Report to the candidate following the defense.

### **23. Required Dissertation Revisions**

The candidate will revise the dissertation, addressing each of the committee's recommendations for corrections and alterations. The candidate is ultimately responsible for submitting the dissertation to the university in a form and style that is fully compliant with the requirements set out in the Concordia University Dissertation Style Guide.

### **24. Final Approval of the Dissertation by the Dissertation Committee**

When the full dissertation committee is satisfied with the dissertation the candidate will be notified that he or she can submit the dissertation for final approval of the dissertation by the dissertation committee. The committee will review any changes that have been made since the defense, then provide the candidate with confirmation of their approval of the dissertation.

### **Taskstream Touchpoint**

Submission of the final dissertation critical assessment will be initiated through the Concordia University Learning Management System in EDDR 698 Dissertation.

## 25. Final Approval of the Dissertation by Concordia University

The full dissertation committee's work must be reviewed and approved by the university as a final confirmation of the research and dissertation prior to conferral of the doctorate of education degree.

## 26. Final Submission of the Dissertation for Cataloging and Archiving

Submission of the dissertation for cataloging to the Concordia University Library and ProQuest Dissertation and Theses is a requirement for graduation. Please refer to the Concordia University Library Ed.D. Resources page for full instructions on submitting the final manuscript: <http://libguides.cu-portland.edu/EdD/dissertation>

The Office of Doctoral Studies must review and approve the electronic manuscript submission in order for the doctorate of education degree to be conferred. The dissertation is published on the Concordia University Library's CU Commons and on ProQuest, following the final awarding of the degree by the Concordia University Registrar.

### ***Milestone 8: Completion of the Dissertation Approval and Submission Process***

Completion of the approval and submission process for the dissertation is the final milestone in the doctoral process, demonstrating that the candidate has achieved proficiency in the areas of independent research, scholarly writing, and academic project management such that the candidate is ready to receive the doctorate of education degree from Concordia University.

### **Ed.D. Program Guidelines for Commencement Participation**

Concordia University has two commencement ceremonies each year: Spring commencement and Fall commencement. Participation in commencement is subject to the following requirements:

- Ed.D. candidates must apply for graduation through the Office of the Registrar. The registrar requires that: "To participate in the commencement ceremony the Application for Graduation must be submitted by November 1 for Spring commencement and April 1 for Fall commencement." Information on this requirement can be found at the following link:
  - <http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>
- In addition to the university registrar's application requirement, the Ed.D. Program requires that all Ed.D. candidates participating in commencement must have successfully defended their dissertation at least 14 days prior to the scheduled date of commencement.

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.

To view the semester and term dates for the online Ed.D. Program, please see the Online Programs Academic Calendar:

- <http://www.cu-portland.edu/academics/registrar/academic-calendar/online-programs>

## 27. Concordia University Graduation Requirements

Candidates should refer to the Concordia University Office of the Registrar's website for the most current information concerning graduation requirements, transcripts, and commencement: <http://www.cu-portland.edu/academics/registrar>

In order to graduate or to be eligible for commencement, a candidate must apply for graduation. The application is a way to officially inform the Office of the Registrar of final degree plans. The Application for Graduation can be submitted as early as three (3) semesters before, but no later than two (2) semesters from the intended term of graduation. To participate in the commencement ceremony, the Application for Graduation must be submitted by November 1 for Spring commencement and by April 1 for Fall commencement.

### Phase IV – Dissertation Candidacy Summary

Required of all candidates:

- Completion of a minimum of six credits of EDDR 698 Dissertation, during which: CU IRB Approval to conduct research is received; the Research Field Experience is initiated and completed; Chapter 4: Data Analysis and Results is written; Chapter 5: Discussion and Conclusion is written; and the dissertation is completed and defended before the full dissertation committee and public.

Candidates are conferred the Doctorate of Education degree upon:

- Completion of all Dissertation courses with a cumulative GPA of 3.0 or higher;
- Completion of all doctoral program requirements; and
- Completion of all Concordia University requirements.

## ACADEMIC INFORMATION AND POLICIES

This program handbook is intended to address those frequently asked questions specific to the Ed.D. program. For additional information including university resources, behavioral expectations and academic information, please refer to the Concordia University Student Handbook located at: <http://intranet.cu-portland.edu/sites/default/files/2016-2017StudentHandbook.pdf>

It is the candidate's responsibility to become familiar with the regulations of the university as published in the official Academic Catalog; in particular, the requirements for graduation, and to ensure that these requirements are met. This publication provides excerpts from the catalog and other practices of our university to act as a guide to your enrollment.

## Disability and Learning Services

For current information on Disability and Learning Services, please visit: <http://www.cu-portland.edu/student-services/disability-learning-services>

## Privacy Rights of Students (i.e., doctoral candidates) (FERPA)

The *Family Educational Rights and Privacy Act* (FERPA) of 1974 is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the US Department of Education. The statute is found at 20 U.S.C. § 1232g and the Department's regulations

are found at 34 CFR Part 99. In accordance with the FERPA, as amended by P.L. 93-380, Concordia University grants all the rights under the law to all enrolled candidates. Enrollment begins on the first day of the first course taken at Concordia University and extends until the student graduates. The act establishes the rights of currently enrolled, eligible candidates to inspect and review their educational records; and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. No one outside the institution shall have access to, nor will the institution disclose any personally identifiable information from any student's educational records without the written consent of candidates except to university officials, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of the student or other persons. All these exceptions are permitted under FERPA law.

At its discretion, Concordia University may provide Directory Information in accordance with the following FERPA provisions: Student name, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletics teams, and these title/topics. Concordia also considers photographs to be Directory Information.

As such, release of photographs is also provided. Concordia University's primary use of "directory information" is in writing press releases for candidates involved in music, drama, athletics or representing Concordia University in other public capacities. Please be assured that Concordia University uses discretion when releasing information and does not routinely give out addresses, telephone numbers, or email addresses.

The University may disclose directory information without the student's prior written consent, unless the student notifies the university by completing a Student Records Privacy Form and submitting it to the Registrar's Office. Please note that such withholding requests are binding for all information to all parties other than for educational purposes. Candidates should consider all aspects of a Directory Exemption prior to filing such a request. A "request for nondisclosure" will be honored by the institution for only one academic year commencing with the fall semester; therefore, the exemption form must be filed annually in the Registrar's Office within the first two weeks of the term.

To read Concordia University's FERPA policy, please go to

- <http://www.cu-portland.edu/sites/default/files/pdf/records-privacy-request.pdf>

For more information concerning FERPA, please go to:

- <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

#### **Information not disclosed.**

According to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the following is not considered directory information and may not be disclosed in any way (except to a school official with a legitimate educational interest, or to a third party with a signed and dated consent from the student):

- Student identification numbers
- Social Security numbers
- Ethnicity / race/ nationality
- Gender

If an individual requests student information not included under the term "directory information," the Office of the Registrar must obtain a signed Student Release of Non-Directory Information Form.

## Professional Discourse and Dispositions in the Doctorate of Education Program

The doctorate of education program prepares professionals for transformational service in organizations and institutions across the country and around the world. One component of this preparation is development of the candidate's skills for professional practice, including skills for professional conduct, growth, and communication. As a result, the doctoral program holds candidates and faculty to high professional and ethical standards for conduct, growth, and communication within the program.

### Conduct

The program requires that candidates and faculty consider the following points when collaborating or interacting with members of the academic community:

- Concordia scholars act in ways that build a shared community of ethical activity and discourse;
- Concordia scholars understand that actions which harm one member of the community harm the entire community;
- Concordia scholars comport themselves in ways that encourage the personal and collaborative growth of other scholar-researchers in the community; and
- Concordia scholars temper confidence and self-assuredness, with grace and care for human beings.

### Growth

The program requires that candidates and faculty consider the following points regarding the growth of scholar-researchers within the academic community:

- For Concordia scholars, knowledge development is a shared practice that must encourage the growth of the entire community;
- For Concordia scholars, growth in ethical action is always possible and can be achieved through precise and focused reasoning and conversation, undergirded by ethical modeling;
- Concordia scholars seek truth, support inquiry, and look to the transformational growth of others through their activities; and
- Concordia scholars strive to understand all members of the community—looking toward others' growth—while recognizing that understanding makes us stronger individually and corporately.

### Communication

The program requires that candidates and faculty consider the following points when delivering any verbal or written communication in the program:

- Concordia scholars communicate with others in the way they would hope to be communicated with;
- When communicating, Concordia scholars consider and advance the best-interests of others;
- Concordia scholars use respectful, non-intimidating language;
- Concordia scholars refrain from abusive, emotionally-charged, or negative language; Concordia scholars ensure that each communication reflects their role as an ethical educator, who is responsible for minimizing harm to other human beings; and
- Concordia scholars ensure that their communication reflects their role as a servant leader in the Concordia community who is becoming an “agent of positive change, through ethical, humble and rigorous leadership, with and for one's community and around the world.”

Conduct, practices, or communications that demonstrate a clear disregard for these dispositions and guidelines should be referred to the Director of Doctoral Studies for review. The Director will communicate with the candidate to encourage the development of better conduct, practices, and communication skills. If the candidate continues to act in a manner inconsistent with these dispositions and guidelines or to use abusive, disrespectful, or unprofessional communications, the candidate will be placed into a disciplinary process with Student Affairs.

## Communication Guidelines for Candidates and Faculty

In order to sustain best practices in communications for supervision and advising, all text-based communications pertaining to coursework or matriculation must be accomplished using your Concordia University email (for candidates only, you may use the email address you have designated for school communications in MYCU) or the Blackboard discussion boards. Text messaging is only appropriate for communicating non-academic information that is immediate in nature, for example, that a candidate is delayed for a meeting due to unforeseen circumstances. All video-based communications pertaining to coursework or matriculation must be accomplished using the program-approved video conferencing system. Video conference sessions will be recorded and stored in conformity with the procedures outlined by the program.

## Academic Integrity at Concordia University

A college degree prepares people to serve as professionals in society. All professions expect that their members conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia's goal to prepare candidates to be leaders for the transformation of society, candidates are expected to pursue their studies with integrity and character. By choosing to attend Concordia, candidates agree to the following statements and practices.

### **Purpose.**

The Code of Academic Integrity at Concordia University Online reflects the community's values of honesty and integrity in the work of all scholars and candidates. Candidates are charged to honestly complete and present their work under the terms specified by the instructor. As a Christian community, the covenant of trust pledged among community members is honored, and the values expressed in Philippians 4:8-9 are modeled:

*Whatever is true, whatever is honorable, whatever is just, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.*

### **Statement of academic integrity.**

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

### **Explanations:**

#### ***What does "fraudulent" mean?***

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any

source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

### **What is "unauthorized" assistance?**

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

### **Breach of academic integrity: Sanctions process.**

If an instructor perceives that a student has committed a breach in academic integrity, the student and instructor meet to discuss the event.

That event is resolved as follows:

It is determined that no breach in academic integrity has been committed. (In the case of perceived plagiarism, i.e. faulty or incorrect documentation, the candidate may be required to re-do parts of the paper or the paper may be graded down.)

– OR –

It is determined that a breach in academic integrity has occurred. The candidate receives a "0" for the assignment and documentation (Academic Breach Reporting Form and evidence) of the event is sent to the Chair of the Academic Integrity Appeals Committee (AIAC) file.

In the case of a second breach in academic integrity in the same class, same term, the candidate is dismissed from the class, and the candidate receives an "F" grade in the course without opportunity to withdraw. The instructor sends an Academic Breach Report and evidence to be placed in the candidate's file.

When documentation for two (2) cumulative breaches has been recorded with the Registrar's office, the candidate is placed on academic probation.

When documentation for three (3) cumulative breaches has been recorded with the Registrar's office, the Registrar must notify the candidate, the candidate's academic advisor, and the Chair of the Academic Integrity Appeals Committee. The Registrar must then notify the candidate that he/she is academically dismissed from school.

### **Appeals process.**

If a candidate believes that the determination of a breach is in error, s/he has the right to appeal the decision, accordingly:

The appeal, with appropriate documentation, must be delivered to the chair of the Academic Integrity Appeals Committee within 72 hours of action taken by an instructor that identifies a breach in academic integrity. Members of the Academic Integrity Appeals Committee include: two candidates appointed by

ASCU President, 2 faculty members appointed by the CLC Chair, and a college Dean (rotating) as chair. The committee then determines whether to repeal or uphold the decision.

If the decision is upheld, the candidate may appeal again to the Provost, and then, if they choose, the President of the University. The President's decision is final.

If the decision is repealed, the record for the breach is erased and the candidate continues work in the class with no penalty.

Candidates indicate consent to the Academic Integrity Policy (and all policies and guidelines of the university contained in all official handbooks and the university catalog) when they sign their application for admission to Concordia.

## College of Education Graduate Program Academic Standing Policy

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

### Academic standing.

1. Candidates must earn a grade of "B-" or better in each course to receive credit for the course.
2. A letter grade of "C+" or below 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 earned course grade is a "B-" or better, the candidate remains in good standing.
4. If the repeated course is awarded a 'C+' or lower, the candidate is dismissed from the program.
5. If a candidate fails two courses in succession, he or she will be dismissed from the program.
6. 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.
7. Although a candidate may receive credit for a course with a "B-" grade, 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 towards 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 candidate 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. Unless an exception is approved by the Director of Doctoral Studies, the work needed to be completed, as designated on the Incomplete form, must be finished by the end of the course that immediately follows the course for which the Incomplete was assigned.

In online courses, Instructors may grant a grade of "I" only when a candidate has completed 75% of the course with a "B" or better. An incomplete grade is not included in the grade point average (GPA).



**At Concordia University Online, a term is defined as two courses, taken in an established sequence.** The candidate's work is evaluated each term according to the following scale:

### Grade Quality Points

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>
<b>4.0</b>	<b>3.7</b>	<b>3.3</b>	<b>3.0</b>	<b>2.7</b>	<b>2.3</b>	<b>2.0</b>	<b>1.7</b>	<b>1.3</b>	<b>1.0</b>	<b>0.7</b>	<b>0.0</b>

## Academic Probation/Dismissal/Grievance/Appeal Processes

In order to remain academically eligible for enrollment, a graduate candidate must obtain a minimum cumulative and term grade point average of 3.0. Candidates failing to achieve these minimums at the end of each term are automatically placed on Academic Probation. If in the succeeding term, the candidate fails to meet the minimum standard (term and/or cumulative) for grade point average, the candidate will be academically dismissed.

### Academic probation.

After a term's grades have been posted, candidates receive a letter from the Registrar announcing their status of Academic Probation, as well as the procedures to follow, and the various responsibilities of the candidate.

Learners will be directed to tools and strategies to use in developing a plan for their return to good academic standing and future academic success. This plan will be reviewed and approved by the academic advisor, and will be placed in the learner's file.

### Academic dismissal.

After a term's grades have been posted, candidates who have been on Academic Probation at Concordia and who's cumulative or term GPA remains below 3.0, are academically dismissed. This dismissal is final. Candidates are ineligible to enroll in any Concordia University course. Candidates receive a letter at their current address from the Registrar announcing their Academic Dismissal. The letter also describes the appeal process as well as the various responsibilities of the candidate.

The candidate has the right to appeal the dismissal by submitting a letter to the Graduate Scholastic Standards Committee (GSSC) describing the extenuating circumstances that led to the candidate's dismissal, and strategies for future success. Once the letter is submitted, the GSSC calls an Academic Hearing prior to the subsequent term. The hearing includes feedback from professors, advisors, the Registrar, and the Director of Financial Aid. The candidate's professors are consulted prior to the meeting.

After reviewing the candidate's appeal letter, the APPA Final Report(s), and professors' input, the Graduate Scholastic Standards Committee meets/confers by teleconference with the candidate; the goal is to determine the candidate's intent and ability to be successful at Concordia. The GSSC's decision is shared in writing with the candidate, and a copy becomes a part of the candidate's Concordia file.

The Graduate Scholastic Standards Committee's decision is considered final. The candidate has the right to resubmit their appeal to the GSSC if additional information is available that may impact the original decision. The Office of the Provost should be contacted if there is a conflict of interest or equity and compliance issue with the committee so appropriate accommodations can be recommended.

Candidates who are readmitted will be automatically placed on Academic Probation. The candidate will be advised to complete all of the requirements of Academic Probation.

### **Academic grievance and appeal.**

At times, candidates may have an academic grievance (e.g., concerns over grades, grading practice, course design) that they wish to resolve. The following procedures provide a mechanism by which candidates can seek to express concerns, disagreements, or complaints regarding a faculty member, and seek redress of perceived injustice, harassment, discrimination or inequity.

If a candidate has a concern over a faculty member's exercise of his/her professional responsibilities, the following procedure should be used:

**Step 1:** The candidate discusses his or her concerns with the academic advisor. This will provide an opportunity to review the appropriate university policies and practices related to the candidate's concern.

**Step 2:** The candidate addresses the concerns directly with the faculty member in an attempt to resolve the issue. If the candidate feels that there is unacceptable risk of negative recourse, the candidate can invite the academic advisor to attend the meeting. If the concern over retribution is too great, he or she should move to Step 3.

**Step 3:** If the candidate feels that the direct discussion of the concern(s) with the faculty member did not (or cannot) provide adequate opportunity to address the concern(s), or if the resolution is not acceptable to the candidate, he or she can share the concern with the Director of Doctoral Studies. The candidate should submit the grievance to the Director, providing any pertinent information or materials, and a description of the process used to attempt to resolve the grievance to that point. The Director can choose to work with the candidate and the faculty member separately, or call for a joint meeting with the candidate and the faculty member.

**Step 4:** If the candidate feels that the process with the Director of Doctoral Studies did not provide adequate opportunity to address the concern(s), or if the resolution is not acceptable to the candidate, he or she can appeal the decision to the Dean of the College of Education. As with step 3, the Dean reserves the right to construct the appeal meeting as appropriate to the specific situation.

**Step 5:** Should the grievance fail to be resolved at the level of the Dean, the candidate may submit an appeal in writing to the Office of the Provost, including a description of the grievance, a description of the process used to attempt to resolve the grievance to that point, especially the results of the meetings with the Dean, and any concerns that the student has over the proper application of policies or procedures, or challenges to his or her due process rights. The Provost will review the appeal on the basis of (1) application of appropriate policies and practices, and (2) the guarantee of the candidate's due process rights.

**Step 6:** As a Final Appeal, the candidate can address the concern to the President of the University. The candidate should submit the appeal in writing to the President, including a description of the grievance, a description of the process used to attempt to resolve the grievance to that point, and any concerns that the candidate has over the proper application of policies or procedures, or challenges to his/her process rights. The President will review the appeal on the basis of the proper application of this process and related policies, and the guarantee of the candidate's due process rights. The President's decision is the final decision in the candidate grievance.

### **Assumptions of the grievance process.**

1. The grievance process will be consistent with Matthew 18.
2. Resolution of concerns and complaints will best occur as close to the source as possible.
3. The philosophy and tenor of the process should be one of mutual respect and an attempt to reach a mutually agreeable resolution.
4. The process should be consistent with existing institutional policies and practices, and with bylaws of The Lutheran Church-Missouri Synod (6.47). The process must recognize the difference in power and authority of candidates and faculty members, and guarantee that candidates will be free from any negative consequences of pursuing the grievance process.
5. Both the candidate and the faculty member should have the opportunity to have advocates in the process (these advocates can be friends, fellow candidates and faculty members, clergy, etc., but legal counsel is not appropriate during this process).
6. If any of the specific individuals in the grievance process are judged to have a conflict of interest, the Provost can appoint a replacement.
7. All efforts will be made to facilitate the process at a distance, utilizing the most appropriate medium (teleconference, web meeting, etc.).

### **Disruptive Online Course Behavior**

Concordia University is dedicated to high quality online course instruction that affords all participants the right to learn. Within the context of the course room, candidates have the responsibility to conduct themselves in a manner appropriate to the learning environment. For this reason, obstruction or disruption of the teaching process, or the online learning environment, could result in disciplinary proceedings.

If, after exhausting all other available options, a faculty member feels that a candidate is disruptive to the teaching process, the candidate may be asked to leave the online course room pending a meeting with the faculty member. The meeting will take within 48 hours of the request to leave the online course room.

#### **Resolving an online course room behavior issue.**

These steps are put forth to facilitate successful learning in the online course room for all candidates. The candidate involved in the resolution process may participate in the course throughout the process. However, if there is a second incident, the candidate may be suspended from the course room until after the meeting process has been concluded.

1. Utilizing the teachings of Matthew 18, the first level of resolution is between the faculty member and the candidate. The faculty member is responsible to initiate a meeting. If deemed necessary and appropriate by either the candidate or the faculty member, a third party, (academic advisor or Student Services staff member), will be included in this meeting to mediate the discussion. If the outcome of the meeting is not satisfactory to the candidate or the faculty member, or if the behavior persists, the faculty member initiates step 2.
2. Within 48 hours of the first meeting, the Dean of the College of Education (or designee) will convene a meeting including the faculty member and the candidate. At the request of the candidate, advocacy for the candidate is available from the Student Services office. The goal of the meeting is to arrive at a workable resolution of the situation. The Dean (or designee) has the authority and responsibility to decide upon outcomes and sanctions.

3. If the outcome of step 2 is unsatisfactory to the faculty member or the candidate, appeals can be made to the Provost. The Provost will receive appeals in writing. If sufficient and compelling arguments are made for an appeal (e.g., sanctions too extreme, due process was not followed, new information introduced) the Provost will convene an appeal meeting. The Provost will structure the appeal meeting as appropriate to the situation.
4. As in all university disciplinary procedures, a final appeal may be made to the President. The President will receive appeals in writing and follow the procedure in step 3.

#### **Sanctions for disruptive course room behavior.**

Sanctions for course room disciplinary violations will make every attempt to be educational rather than punitive. However, the integrity of the course room learning environment will be protected throughout any disciplinary proceeding. Sanctions will also be appropriate to the level of violation. In some instances, an apology to the faculty member and/or other course room learners will reinstate the candidate to a good standing in the course. Other sanctions may include, (but are not restricted to), a strict behavioral contract, short-term course room suspensions, or in the case of a severe violation or continual violations, the candidate could be banned from the online course permanently.

### **Add, Drop, and Withdrawal from Courses**

Please refer to the Concordia University Registrar's website:  
<http://www.cu-portland.edu/academics/registrar/academic-calendar>

### **Satisfactory Academic Progress (SAP)**

Schools participating in the Title IV financial aid program are required to implement a Satisfactory Academic Progress (SAP) policy to ensure that candidates receiving federal student aid are making adequate progress toward completing their degree programs.

As a general rule, all candidates in the graduate program must meet the minimum requirement of the SAP policy measured by the end of each term to remain eligible for financial aid.

#### **Qualitative SAP.**

Graduate candidates must maintain a minimum cumulative GPA of 3.0 or above.

#### **Quantitative SAP.**

Candidates must earn credit for at least 2/3 or 67% of the cumulative hours attempted, measured at the end of each term completed. Earned credits include those courses graded as "A," "B," "C," "D." Courses graded as "F," "I," "W" do not count as credits earned but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes.

#### **Maximum timeframe completion.**

Candidates must complete the program within a time frame of no longer than 150% of the published length of the educational program.

Example:

For graduate programs that require 30 credits for graduation, the candidate may receive federal and institutional aid for a maximum of 45 credits. This means that for the candidate to be successful, the

candidate must maintain a minimum completion rate of 2/3 of credit attempted (67%). Anything beyond the 150% maximum allowable units will be not eligible for financial aid regardless of the candidate's extenuating circumstances.

#### **Financial aid warning.**

Candidates not meeting the SAP policy at the end of the term will be placed on financial aid warning status for one term. Candidates who are placed on Financial Aid Warning status will continue to receive aid but must meet the SAP policy at the end of the warning period to remain eligible for aid.

#### **Appeals process.**

Candidates who do not meet the SAP policy at the end of their warning period will not be eligible for financial aid for the next semester. Candidates whose financial aid eligibility is suspended may submit an appeal to the Financial Aid office within 7 days of the start of the new semester for which the candidate plans to attend. Reinstatement of financial aid is never automatic. Appeals should include documentations of extenuating circumstances explaining why the candidate was not meeting SAP. The appeal must also explain what has changed in the candidate's situation that would allow the candidate to meet SAP in future terms.

Examples of extenuating circumstances are death in the family, medical condition, natural disasters. The decision of the Appeals Committee is final and cannot be appealed. Candidates will be informed of the decision via email.

#### **Financial aid probation.**

If the appeal is approved, the candidate will be placed on a Financial Aid Probation status. Candidate's aid eligibility will be reinstated during the probation period; however, candidates must meet the conditions outlined in the appeal decision to maintain eligibility for financial aid.

#### **Changes in federal policy on retaking courses.**

The US Department of Education has published a new guideline on candidates who are retaking courses. Effective July 1, 2011, a student who fails a course may repeat the same course (and receive aid to pay for the course) regardless of the number of time the course was attempted and failed. A student may receive aid for repeating a previously passed course only once.

##### Scenario 1:

Student receives a grade of F, repeats the course and again receives a grade of F. If the student repeats the course for the third time financial aid will pay for all three attempts.

##### Scenario 2:

Student receives a grade of F, repeats the course and receives a grade of D. In both attempts, the course is eligible for financial aid. If the student repeats the course one more time to get a better grade, financial aid will pay for the third attempt.

##### Scenario 3:

Student receives a grade of D, repeats the course and receives a grade of F. Financial aid will pay for both attempts but if the student attempts the course for the third time, financial aid will only pay for the first 2 attempts, NOT the third attempt since the student had previously passed the course once.

*An adjustment on the student's enrollment status and cost of attendance may be required if the student takes a class that is not eligible for financial aid.*

## **Class Attendance**

Candidates need to check the course room and Blackboard email at least once daily during the course duration. If a candidate must be absent for a number of days, this should be cleared with the course professor. Candidates 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.

Candidates 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.

## **Computer Requirements**

All Concordia University candidates are expected to meet a minimum computing standard as outlined at: <http://kb.cu-portland.edu/Computing+Standards>. Candidates are expected to have access to either a laptop with wireless capabilities or a personal desktop computer with Internet access; and Microsoft Office or comparable software. High-speed Internet connection is strongly recommended.

## **Course Assessments**

Concordia University is committed to providing the best education possible and seeks to improve its course and program offerings through careful review. One valuable factor that is considered in course and faculty evaluation is candidate-completed course assessments. All classes are assessed at their completion. Assessments are completed online and are confidential. These assessments are considered by the Dean as hiring decisions are made and course modifications are implemented. Candidate attention to the course assessments when the web-link is received is greatly valued by the institution.

## **Tuition Assessment**

Concordia University's Tuition Assessment Policy is based on the term in which classes occur, not on the actual dates of individual classes. Each class is assigned to one of three terms. Because many classes do not meet regularly throughout an entire term, it is important for candidates to know which term their classes are in so that they know when a tuition refund is available.

Refer to the published Academic Calendar for Tuition Assessment dates for summer, fall, and spring terms. Candidates enrolled in the MBA program should contact Student Accounts for Tuition Assessment dates for their terms.

## **Concurrent Course Information**

Many of Concordia University's online courses are designed to be offered in a specific sequence and build on learning in a logical order. However, simultaneous enrollment in two courses may be allowed as approved by the Director of Doctoral Studies.

## ADMINISTRATION

The Concordia University President's Cabinet and Vice Presidents can be viewed at the following website:

- <http://www.cu-portland.edu/giving/contact-foundation/presidents-cabinet-executive-vice-presidents>

The Concordia University College of Education Faculty can be viewed at the following website:

- <http://www.cu-portland.edu/academics/colleges/college-education/faculty>



## PROGRAM COURSE DESCRIPTIONS

For program course descriptions please visit: <http://education.cu-portland.edu/college-of-education/doctorate/#courses>