



Doctor of Education (EdD)

Student Handbook

2023-2024

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Introduction

You are about to become involved in a project that will change your life forever. The pursuit of a doctoral degree will be one of the most exhilarating, yet challenging undertakings of which you have ever been a part. But once it is done, it will allow you to be a member of a very exclusive club. Estimates are that fewer than 1% of the world's population hold the doctorate degree.

Earning the doctorate degree will call for much sacrifice on your part. As we prepared the groundwork for this program, we were repeatedly told that any enterprise of great worth requires great effort. That will clearly be true of this program. There will be many days when doing other things will have to wait because you will be engaged in EdD-related work. There will be days when you wonder why you are in this program. On those days, think about that elite group and how being a member will be so important to you.

Having your doctorate degree will open numerous career opportunities that would not have been available to you otherwise. You will meet scholars and academics along the way you would not have met otherwise. You will earn both wisdom and knowledge that you would not otherwise have. In short, you will be a different person, one whose life has been made richer by the wonderful gifts of inquiry and discovery.

A completed doctoral program will provide a sense of accomplishment and pride like nothing else you will ever do. On the road to program completion, you will become closer to your family, your loved ones, your profession, and an assortment of others who will provide you with help.

In cases where the Handbook might materially differ from either federal/state law or CTX policy, both, in that order, will take precedent. It is highly recommended that you save or print a copy of this document for reference throughout the program.

If you find that you still have questions or concerns after reading this document, there will be a list of current contact personnel who will make themselves available to answer your questions as best they can. Having said that, it is vitally important the prospective doctoral student make himself/herself as familiar with this document as possible. A significant part of the doctoral process tests the ability of students to follow guidelines, be responsible in submitting required documents on time, and acting in a manner that is befitting a person seeking the highest academic degree available in a given discipline.

We are elated that you have entrusted Concordia University Texas with the privilege of providing this program to you. We hope to earn your trust and more by making a total commitment to you with all our available resources and advice. We are convinced that the Lord has a plan for each

of us, and we are humbled that He has chosen to pair you with Concordia to fulfil part of that plan. May the Lord be with you in your work and give you peace.

This will be an exciting journey, one in which you will make many external as well as internal discoveries. May your journey be fruitful.

Program Overview

Mission

Concordia University Texas empowers students of all backgrounds to lead lives of critical thought, compassionate action, and courageous leadership.

Brief History

Concordia University Texas was founded as a high school in 1926 on a 20-acre site just north of downtown Austin, Texas. It grew into a junior college in 1951, then a four-year college in 1980, and finally into a university in 1995. After over ten years of sustained growth, the university needed to relocate from its landlocked location. The University moved to its present location northwest of downtown Austin in 2008. Aside from its structural beauty, the most distinctive feature of the new campus is its proximity to the 250-acre Austin Hill Country (Balcones) Reserve. Concordia is an urban university with its campus in northwest Austin, Texas. Further, the university's on-line students reside across all corners of Texas as well as nationally and internationally.

Concordia University Texas is affiliated with the Lutheran Church-Missouri Synod and is a member of the Concordia University System—ten colleges and universities nationwide that serve as peer institutions. The university's mission, is clearly articulated to our constituents and fully endorsed by the church and the Concordia University Texas Board of Regents.

Concordia's student body represents the diversity of the State of Texas and The Lutheran Church-Missouri Synod. We welcome students of all denominations into a learning community shaped by our Lutheran ethos. Our admissions policies offer enrollment to any qualified student. Admission decisions are based on qualifying results on the ACT or SAT for traditional students and on experience and academic qualifications for working adults pursuing graduate education or undergraduate studies.

Objectives

Upon successful completion of the EdD degree program, students will be able to:

- Serve as models for ethical, moral, and Christian behavior and exhibit the skills associated with the servant leader, especially the skill of facilitating a campus and/or district vision

- Demonstrate a comprehensive knowledge of educational environment, organization, programs, and assessment, paying particular attention to the importance of culture, diversity, and family involvement
- Facilitate change and foster ownership on the part of those most impacted by change while consistently promoting strategies of instruction that are supported by best practice
- Present evidence of extensive scholarly inquiry through the collection and use of data to make program changes and the completion of a dissertation which will serve as the capstone activity of the program
- Demonstrate a problem-solving strategy that supports the interests of the district and adheres to all applicable local, state, and federal laws

Students wishing to pursue Texas Superintendent Certification during their EdD program will also be responsible for goals of the state certification program.

Admission Requirements

Admission to the EdD Program is made as a result of a holistic examination by faculty of the Admissions Portfolio. The admissions packet review by faculty will include, but not be limited to, the following items:

1. Approved university application;
2. Master's Degree from an accredited* university;
3. Combined five years of experience with teaching and learning in a professional capacity, which may include: credited teaching experience (C&I or EDL), administrative/leadership experience (C&I or EDL) (mid-management, principal certification or related professional experience for those seeking superintendent certification), Higher Education teaching (C&I or EDL), Higher Education administration (EDL), Organizational Professional Development (EDL), or other types of similar and applicable positions;
4. Letter of Intent (LOI) – This letter will introduce the applicant to the review committee and answer the question, “Given the current mission of the university, what can this program do for me?” Two typed pages, double-spaced, are required;
5. A letter from applicant's employer indicating support for the candidate's pursuit of the EdD, willingness to allow candidate to conduct field work in the organization, and flexibility in work schedule such that candidate can attend class and conduct field work;
6. Letters of Reference (LOR) – Three LOR are required from professional sources, from individuals such as: present and/or past supervisors, co-workers, or professor from master's degree program;
7. Official Transcripts – from accredited master's degree conferring institution and all graduate work attempted;
8. Resume or Vita – should summarize educational and professional career;

9. A graduate GPA of at least 3.0 on a 4-point scale;
10. Sample of scholarly writing that may be a research project from graduate school, a published article, or a paper that demonstrates the ability to conduct cited scholarly research. This paper must include citations and a reference list.;
11. Evidence of English language fluency (if applicable);
12. Although no formal testing is required for entry, scores from recent (five years or less) Graduate Record Exam (GRE) will be accepted and may be used if space is limited;

*“Accredited” normally means a regional accreditation body such as SACSCOC; however, a master’s degree from an institution accredited by other bodies may be considered by faculty on a case-by-case basis.

The faculty is charged with selecting doctoral students who present the most competitive applications and who they consider most likely to be successful, contributing members of the Concordia community and to graduate. An interview may be scheduled if further information is desired, or if clarification is warranted.

Admission to Superintendent Certification Program

Admission to the superintendent certification program is conducted toward the end of the first year of the EdD program. Superintendent certification courses are part of the EDL program and are subject to regulations of the Texas Education Agency. At this time, the candidate seeking superintendent certification must:

- Submit a written application for admission
- Complete a faculty interview (Rubric with faculty recommendation)
- Be admitted to EdD Candidacy (Qualifying Exam report)
- Provide Service Record showing at least two years of teaching experience as a classroom teacher
- Provide Certificate showing valid, unexpired mid-management /principal certification from Texas.
- Sign Texas Code of Ethics form
- Sign Consent to Release form

In order to be accepted and remain in the Superintendent Certification program at Concordia University the candidate must:

(Students starting their program of study prior to Fall 2020)

- Meet all admission requirements to the Superintendent specialization
- Earn passing scores on both the Interview and Qualifying Exam

- Remain in good standing with the University
- Pass all required coursework
- Successfully complete EDAD 6335/6235 Practicum I and EDAD 6336/6236 Practicum II at a TEA-approved district in Texas under the guidance of a state-certified mentor (superintendent certification) with at least three years of administrative experience
- Pass the State Superintendent exam(s) after completing EDAD 6335/6235 Practicum I or EDAD 6336/6236 Practicum II (Practice exams will be offered on campus several times during the year and those individuals who do not earn a passing score (80%) will be offered mentoring.)

(Students starting their program of study Fall 2020 and later)

- Meet all admission requirements to the Superintendent specialization
- Earn passing scores on both the Interview and Qualifying Exam
- Remain in good standing with the University
- Pass all required coursework
- Pass a practice exam upon completion of the EDL specialization courses. (Students will be given two opportunities to take the practice exam. If students earn between 70% and 80% on the first iteration, then they will be referred to mandatory mentoring before the second iteration. If students are unable to earn at least an 80% on one of the practice exam opportunities, they will be removed from the certification program.)
- Successfully complete EDL 6335 Practicum I and EDL 6336 Practicum II at a TEA-approved district in Texas under the guidance of a state-certified mentor (superintendent certification) with at least three years of administrative experience
- Pass the State Superintendent exam(s) after completing EDL 6335 Practicum I and EDL 6336 Practicum II

Standards for Student Conduct

Doctoral students are expected to be leaders in the field of education and are held to the highest expectations of professional ethics and academic integrity. The Texas Education Agency provides a detailed Code of Ethics of which any standard allegedly violated by the student will subject the student to an investigation by COE faculty; the results of the investigation could be immediate dismissal from the program. The Code is as follows:

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

If an investigation of a violation of the Code of Ethics indicates the allegation has merit,

- The student will be informed of the charge through communication from the Dean of Teaching and Learning.
- The student will be informed regarding the investigation, the determination, and the resulting consequences by the Dean of Teaching and Learning.
- The Provost will be informed of the incident by the Dean of Teaching and Learning, who will submit a report concerning the process within five working days from the time the student has been informed of the initial allegation.
- If the incident should occur within the last week of classes, the student will be given an Administrative Incomplete until the situation is resolved.
- If the student feels that the decision is in error, the student may file an appeal to the Provost.

Academic Honesty

Concordia students are expected to practice academic honesty at all times. This expectation includes avoiding all forms of plagiarism including those attained through electronic media, fabrication, cheating, or academic misconduct of any kind. It is the official policy of Concordia University Texas that all acts or attempted acts of alleged academic dishonesty be reported to the Provost by way of the Dean of the Teaching and Learning.

Definitions of Academic Dishonesty

- Plagiarism - Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work, whether intentional or unintentional. When such words, ideas, or data are used, the source of that information must be acknowledged through accurate references. Quotation marks or block quotes along with appropriate notation(s) must be used if verbatim statements are included. Plagiarism covers unpublished as well as published sources.
- Self-Plagiarism – Self-plagiarism includes using a student's own work from one course as a submission for another course. Unless expressly permitted by a course instructor, students may not replicate their own assignments.
- Fabrication - Fabrication is the intentional use of invented information or the falsification of academic records, research, or other findings with the intent to deceive.
- Cheating - Cheating is an act or an attempted act of deception by which students seek to misrepresent that they have mastered information on an academic exercise that has not been mastered.

- Academic Misconduct - Academic misconduct is the intentional violation of University policies by tampering with grades or transcripts, or taking part in obtaining or distributing in advance any part of a test.
- Artificial Intelligence – The use of Artificial Intelligence (AI) to author all or part of any assignment is forbidden, as it does not allow for the demonstration of student abilities and understanding. Unless expressly permitted by a course instructor, students may not use any type of AI to enhance or complete their assignments.

If Academic Dishonesty is confirmed -

- The student will be informed of the charge through communication from the dean.
- The student will be informed regarding the investigation, the determination, and the resulting consequences by the Dean.
- The Provost will be informed of the incident by the Dean, who will submit a report concerning the process within five working days from the time the student has been informed of the initial allegation.
- If the incident should occur within the last week of classes, the student will be given an Administrative Incomplete until the situation is resolved.
- Academic Dishonesty may result in the dismissal of the student from the program, even on the first occurrence.

Academic Dishonesty Appeal

If the student feels that the decision is in error, the student may file an appeal to the Provost. All appeals must be submitted in writing to the Provost on an official Student Disciplinary Appeal form, available from the dean of the college. The appeal should state on which basis from the following list the appeal is being made and should give specific information pertinent to the appeal.

- Whether the decision was made contrary to existing school policy.
- Whether information used to reach a decision was inaccurate or incomplete.
- Whether the student was given insufficient opportunity to present his or her point of view.
- Whether the rights of the student were denied.

This appeal form must be filed within five school days of the student being informed of disciplinary decision. The student will be informed in writing of the decision, so the student must provide an accurate address and telephone number.

CTX Communication

Every student is assigned a @ctx.edu email address. This address will be used for official communication from the University and for all information associated with the student's program and classes. The CTX email account is institutionally generated and acts as the official vehicle for all communication in order to verify the student's identity. Please be reminded that all communication must be via the Concordia email address and not via personal email addresses. Students should check their CTX email daily while enrolled in class. Failure to check this e-mail will not be seen as an excuse for not receiving official correspondence from Concordia.

Students are required to enroll in the University's password reset service. This will allow students to change their passwords without needing assistance from the CTX Helpdesk. Visit the University Website, <http://www.concordia.edu>, and choose the "Webmail" link to access the student Webmail account page. Click on "Enroll" under "Student Password Reset" to subscribe to this service.

It is good practice for EdD students to add their CTX email accounts to their smartphones or electronic devices. This allows the student to stay in constant communication with their professors and receive up-to-date official communications from the University. Remember to protect your privacy by password protecting and locking your devices. Students calling the University to discuss personal, academic, or confidential information, as regulated by FERPA requirements, are required to state their Student ID (B00...) numbers before any information will be provided. If a student is unable to provide the Student ID (B00...) number, CTX employees will ask for answers to security questions set by the student in his or her MyInfo account.

Computer and Internet Access

It is the student's responsibility to ensure the necessary hardware, software, and a reliable Internet connection are each available throughout the entire course and program. Online courses at Concordia University Texas strive to emulate the high-touch, hands-on atmosphere of the University. The required and recommended technologies will enhance your experience and engage you in the course.

Students should ensure the required hardware, software, and settings are working properly. Students may call or email the CTX Helpdesk for assistance: helpdesk@concordia.edu or 512.313.HELP (4357).

Student Technology

It is the student's responsibility to have the following required hardware and software available when a class begins. Required:

- Webcam

- Flash installed
- Cookies enabled
- Pop-ups enabled for Concordia websites
- Laptop or computer with at least 4 GB of memory (no more than five years old)
- Premium DSL or better
- At least two Internet browsers installed (Chrome, Safari, Microsoft Edge, and/or Firefox)
- Current telephone number and address listed in MyInfo

Recommended:

- Computer keyboard
- Computer mouse
- Microsoft Office Suite (web version available through student outlook account)
- Email set up on a mobile device and password protected
- Printer with scanning capabilities or scanning app on mobile device

Program of Study

The CTX EdD program is a 60-credit hour plan of study. The first 21 credit hours are core classes, common to both specialties. The remaining 39 credit hours are taken in one of two specialties, Educational Leadership or Curriculum & Instruction. Students in both specialties will complete 200 clock hours of field-based internship (Practicum courses) and five research-based courses that will culminate in at least 12 hours of proposal and dissertation/CRIP work as the capstone activity of the program.

Sequence of Study: Educational Leadership

A “typical” Educational Leadership EdD course sequence will be as follows:

EDL Cohort

Year 1

Summer Semester (8 Weeks – Residency Requirement 1 week on campus)

Orientation

EDU 6310 Christian Values & Ethics

Fall Semester (16 weeks)

EDU 6311 Research 1 – Academic Writing

EDU 6312 Research II – Quantitative Research

Spring Semester (16 Weeks)

EDU 6313 Multicultural Experiences

EDU 6316 Research III – Qualitative Research

Summer Semester (16 Weeks)

EDU 6314 Grant Writing

EDAD 6351 School Finance

Summer 2 Semester (8 Weeks – Residency Requirement 1 week on campus)

EDU 6341 Digital Learning

Course meets in Blackboard (Bb) for 8 weeks and has face-to-face meetings scheduled Monday – Friday on the second week of July. Face-to-face meetings are 8 AM-Noon and 1-5 PM. Total face-to-face time is 40 hours.

Year 2

Fall Semester (16 weeks)

EDL 6320 Program Analysis & Evaluation

EDL 6322 Organizations & Public Relations

EDL 6324 Leadership in the District

Spring Semester (16 Weeks)

EDL 6321 Issues in District Leadership

EDL 6325 Advanced School Law

Summer Semester (16 Weeks)

EDL 6323 Research IV - Proposal

EDL 6352 Conflict Resolution

Year 3

Fall (16 Weeks)

EDL 6335 Practicum

EDU 6000 Dissertation/Cumulative Research

Spring (16 Weeks)

EDL 6336 Practicum

EDU 6000 Dissertation/Cumulative Research

Summer 3 (16 weeks)

EDU 6000 Dissertation/Cumulative Research

For most candidates, completion of the Dissertation will take place at end of Academic Year 3 with Dissertation Defense and Graduation taking place in the Summer.

C&I Cohort

Year 1

Summer Semester (8 Weeks – Residency Requirement 1 week on campus)

Orientation

EDU 6310 Christian Values & Ethics

Fall Semester (16 weeks)

EDU 6311 Research 1 – Academic Writing

EDU 6312 Research II – Quantitative Research

Spring Semester (16 Weeks)

EDU 6313 Multicultural Experiences

EDU 6316 Research III – Qualitative Research

Summer Semester (16 Weeks)

EDU 6314 Grant Writing
CAI 6352 Supervision & Leadership

Summer 2 Semester (8 Weeks)

EDU 6341 Digital Learning
Course meets in Blackboard (Bb) for 8 weeks and has face-to-face meetings scheduled Monday – Friday on the second week of July. Face-to-face meetings are 8 AM-Noon and 1-5 PM. Total face-to-face time is 40 hours.

Year 2

Fall Semester (16 weeks)

CAI 6321 Strategies for Professional Development
CAI 6320 Curriculum Theory
CAI 6324 Assessment of Student Learning

Spring Semester (16 Weeks)

CAI 6322 Curriculum Design
CAI 6325 Contemporary Issues

Summer Semester (16 Weeks)

CAI 6351 Program Evaluation
CAI 6323 Research IV - Proposal

Year 3

Falls Semester (16 Weeks)

CAI 6335 Practicum
EDU 6000 Dissertation/Cumulative Research

Spring Semester (16 Weeks)

CAI 6336 Practicum
EDU 6000 Dissertation/Cumulative Research

Summer 3 Semesters (16 weeks)

EDU 6000 Dissertation/Cumulative Research

For most candidates, completion of the Dissertation will take place at end of Academic Year 3 with Dissertation Defense and Graduation taking place in the Summer.

Policies Related to Courses

Core Courses

All students accepted to begin the EdD program, regardless of specialty, will take the 21-credit hours of Core Courses. Both specialties may be mixed together for the purpose of Core Courses, depending on the size of each specialty. Before the completion of the first class, students will receive a Degree Plan from the Graduate Office outlining the courses and sequence of those courses for the duration of the program. Since students will progress through the program as a

cohort, all students will be “block scheduled” into all the necessary classes from the beginning, so that makes the Degree Plan an important document. It will also contain any classes for which substitutions have been approved.

Transfer Credit

The acceptability of courses presented for transfer credit from other colleges/universities is determined by faculty in the Graduate Division of the College of Education. Courses from colleges or universities not listed on the initial application for admission may not be accepted for credit. Course approved for transfer must appear on the student’s Degree Plan.

Applicants will be permitted, upon approval, to transfer up to six (6) credit hours of graduate credit from regionally-accredited institutions of higher learning, but only if proposed coursework equates to and is approved for substitution for required or elective coursework in the EdD with an earned grade of ‘B’ or better. All decisions on equivalent substitutions must be recommended by the director of the program and chair of the graduate division and approved by the Senior Director of the College of Education and Dean of Teaching and Learning. The burden of proof is on the student to justify why/how a particular course should be substituted in the program. Documents most helpful in this process will be a catalog course description and syllabus for the course in question. No transfer of credit will be considered for courses more than five years old from the start of the EdD program.

Program Meetings

Orientation

An orientation will be held prior to the start of the program directly preceding the first residency meeting. During the orientation, students will become familiarized with the university’s mission and values as well as policies and procedures of the program. Opportunity will be presented to meet with faculty and support staff as well as receive an overview of the CTX Library with its numerous research databases and materials. Orientation is mandatory.

Typical Course Meeting Schedule

Courses will typically be scheduled based on a 16 week semester, except for those courses fulfilling the residency requirement. Weekly lessons will be presented on BlackBoard in each course. Students will be expected to access Blackboard on a weekly basis to participate in posted assignments. Online office hours will be offered on a weekly or as needed basis. Office hours are optional to students.

Residency Attendance

There is a residency requirement that is built into the EdD program. This requirement was developed in order to promote cohort development and support from both a peer and professorial point of view. The Residency courses include EDU 6310 Christian Values and Ethics and EDU 6341 Digital Learning. These courses will be held in an 8-week format, in accordance with the dates set by the University. During one of the weeks, in-person classes will be held on-campus. The schedule for these meetings will be established in January of the year prior to each course. If a student misses more than 5 hours of the residency course, they will be administratively withdrawn from the course due to attendance issues.

Attendance

According to University policy students must participate on Blackboard on a weekly basis. By submitting homework or responding to discussion questions, this requirement can be met. In the event of extreme extenuating circumstances, the candidate may petition the Senior Director of the College of Education to stay in the class.

Full participation in the interaction within the cohort is critical to meeting the course objectives. If a candidate develops absence patterns (i.e. missing one week in two courses of one term), he/she will be asked to meet with the Program Director to justify his/her continued participation in the program.

Practicum/Internship Meetings

The third year of the program will consist of students working on and finalizing their dissertations/CRIPs and completing their Practicum. There will be few formal classroom meetings during this third year. Arrangements will be made for supervisors to meet with students to provide students with general guidelines for logging hours in the field. Of course, the purpose of the Practicum is to expose students to a variety of settings that will serve them well in future job pursuits. Certain activities in support of program objectives will accompany these visits, and students will work with their supervisors to complete these tasks.

Qualifying Exam

Upon completion of the Core Courses, all students in the EdD program will be required to successfully complete the Qualifying Exam before being admitted to Candidacy in their area of specialty.

Purpose

The purpose of the Qualifying Exam is for students to demonstrate their ability to:

- Master critical concepts from the Core Courses;
- Apply study skills to a range of topics broader than just one course;
- Be prepared for the in-depth study required in the area of specialty;

- Use critical thinking skills in writing their response.

Content

The exam will be designed around an essay prompt that asks students to use both what they have learned in their core coursework and their personal experience as educational professionals when responding. A successful essay will be able to combine theory and practice to respond to the prompt. The exact format of the exam will be provided prior to the end of the Spring semester along with the grading rubric.

Logistics

The Qualifying Exam will be scheduled near the completion of the final Core Course. The date(s) will be announced in advance with enough advance notice for proper preparation. Students who do not pass the exam as determined by faculty will not be advanced to Candidacy and will be disqualified from the program.

Student Academic Standing

Advancement to Candidacy

Students are advanced to Candidacy status when they successfully complete the core classes and pass the Qualifying Examination. This will allow students to be enrolled in full semesters of specialty courses.

Probationary Status

Students whose GPA falls below 3.0 will be placed on Academic Probation and subject to review by a committee designated for that purpose. The student may be called upon to give reason for unsatisfactory performance. Any student whose grade falls below 3.0 will be given the next semester to bring the low GPA back to 3.0 or above. Failure to do so may result in the student being removed from the program.

Passing the First Three Courses

Students must successfully pass all three of the first courses (EDU 6310, EDU 6311, & EDU 6312) in order to continue with their original cohort. If a student does not pass one (or more) of these courses, they must wait until the next Cohort is scheduled to take the course and re-take it at that time.

Grade Point Average (GPA)

Students must successfully maintain a 3.0 GPA. The calculation of the grade point average is done at the end of each term (spring, summer, and fall). Only courses taken at Concordia are used to calculate GPA. Calculation is done by dividing attempted hours by quality points. Attempted hours are all credit hours in which the student is enrolled on the date of record for the semester

(census day). If a course is repeated, only the highest grade will be calculated in the GPA. For the purpose of GPA calculation, grades of "I", "NC", or "W" will not be counted.

Grade scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

F = Below 70%

Grade Formula Example

A 4 pts. X number of credit hrs 3-credit hr. course = 12 pts.

B 3 pts. X number of credit hrs 3-credit hr. course = 9 pts.

C 2 pts. X number of credit hrs 3-credit hr. course = 6 pts.

F 0 pts. 0 pts

The exception to the above grading scale will be for Research V – Dissertation/CRIP courses, which will have the following grading scale:

- Passing
- Not Passing

Academic Grievance

Students who have an academic grievance with an instructor should discuss the issue with the instructor before pursuing any other action. If the student and the instructor are unable to resolve the issue, the student may appeal to the Program Director. If the student does not feel that the issue has been resolved by the Program Director, the student may appeal to the Director of the College. If the issue is not resolved by the College Director, the student may appeal to the Dean of Teaching and Learning, whose decision is final.

Incompletes

An "Incomplete" is not a grade but a place-holder (denoted by an indicator of "I" in place of a grade). In order for an instructor to assign a student an "Incomplete" an Incomplete Form must be submitted by the student to the professor of the course in which student is requesting an "Incomplete." The completed form indicates that the following criteria are met:

- specific course requirements have not been completed due to circumstances clearly beyond the student's control, and
- completed work to date is of passing quality.

Under no circumstances will the "I" indicator be assigned as a means of avoiding or postponing a low course grade. By signing the Incomplete Grade form, the instructor and the student agree that both conditions exist.

The Incomplete Form requires that both parties state

- the reason for the incomplete,
- the specific work required to complete the course, and
- the grade to be assigned if the work is not complete by the agreed upon date.

The student assumes the primary responsibility for completing the course within the initial or extended time limit and under the criteria established by the instructor. The "I" will be changed to the agreed upon grade if the specified deadline is not met or notice is sent to the Registrar's Office of the completion of the work as indicated by a final grade. Work to remove an Incomplete will in no case extend beyond the next semester.

Repeating Courses

Students may repeat courses to improve GPAs. To improve a grade in a course, the student must retake the exact same course (same prefix and number). While the previous grade in a repeated course continues to be included on the transcript, only the higher of the two grades will be used in computing the grade point average. A course taken at Concordia University Texas must be repeated at Concordia University Texas if it is intended to replace an earlier grade. Unless otherwise specified in the course description, regardless of how many times the student passes the course, the credit hours for a repeated course will only be counted once.

Leaves of Absence

Upon admission to the doctoral program, students must enroll every semester to meet the continuous enrollment requirements of the program. In the event that the student needs to take a temporary leave of absence, the student must have completed at least nine hours toward the degree and be in good standing. Approval for a leave of up to one year may be granted by the EdD Program Director. Leaves of longer than one year require College of Education Director approval.

Grounds for requesting a leave of absence might include an illness or disability in the family, or personal circumstances including pregnancy, activities that enhance a student's professional career objectives, or active duty in the armed forces.

There is a seven-year limit on the duration of a student's engagement with the program. Time spent on a leave of absence will continue to count toward that limit.

Program Withdrawal

Withdrawing from the program is governed by the rules outlined in the schedule of courses from the University administration. After specific dates, students are not allowed to withdraw from a course without impacting their GPA. Withdrawing from the program can be accomplished by contacting the program's Academic Planner and submitting the appropriate forms.

Dissertation

Dissertation Committee

Dissertation Committees are a very important component of a student's doctoral journey. This committee will have ultimate discretion as to whether or not a student can complete the program, based on the quality of the student's work. Dissertation Chair assignments will take place after the first semester of the second year. Dissertation Committee member assignments will take place before the student begins dissertation courses in their third year. Dissertation Committees will consist of three members. Generally, at least two of the three members will be from the College of Education. Any variation to the plan described above will require a Petition to the Program Director. A Petition will also be necessary in the event that a Dissertation Committee member must be replaced.

It will be up to the student and the Dissertation Chair to work out a "calendar of events" that will lead to completion and defense of the dissertation and to establish protocols for meetings, contacts, etc. The Chair will be the main point of contact for all things dissertation-related throughout the program, including serving as liaison between the student and the IRB Committee (See IRB Committee below). Other dissertation-related materials are found in the second part of this document, entitled Dissertation Guide.

CTX Dissertation Guide

After passing the Qualifying Exam upon completion of the core courses, students should obtain the CTX Dissertation Handbook which details the format for all dissertations, abstracts, and proposals. The CTX Dissertation Guide will direct students to follow the American Psychological Association's (APA) (2020) *Publication Manual of the American Psychological Association* (7th ed.). Additional information on the *APA Publication Manual*, including tutorials, can be found on the APA website at www.apastyle.org/learn/. The CTX Dissertation Handbook will further discuss details such as paper, page format, margins, pagination, submission requirements, and required forms.

Dissertation Proposal

Near the end of Year Two of the program, students will take Research IV – The Proposal. In general terms, students should have had many opportunities to consider and discuss with faculty a topic for the dissertation. It is in Research IV that this process must be finalized. The minimum expectations of Research IV are as follows:

- That the student will receive approval from the instructor on the dissertation topic;
- That the instructor will submit the topic with any comments to the Program Director, who, in turn, will sign off on the topic selected;

- The student will complete a “working draft” of the first three chapters of the dissertation which is called the Proposal.
- Once a student’s Proposal is considered satisfactory by the instructor(s), the student will be able to register for Research V-Dissertation courses, and attain a full committee.
- Special Note: During the Dissertation courses, the student will finish all required heading sections of a “completed draft” of the Proposal. This includes all headings of Chapters 1-3 that were not completed in the Research IV course, an exhaustive Review of the Literature, and requested changes (revisions and additions) to the Methodology, as required by the Dissertation Chair.

Not meeting these expectations may result in the candidate being required to repeat the course.

At any time during the process, advice and/or intervention by the ED Program Director should be sought in cases where differences cannot be resolved.

IRB Committee

The purpose of the Institutional Review Board (IRB) is to ensure that proper protocols are followed in the use of human subjects for research. Unless an exception is granted by the Program Director, IRB approval must be secured before data gathering for a dissertation begins. This will normally take place after or around the time the student completes the Dissertation Proposal Defense, but in no case after data gathering involving human subjects has begun. Students should consult with their Dissertation Chair during Research V, who can guide them through the IRB application and review process. CTX IRB – related policies are found on the CTX website. The final approval from IRB for research to commence should be a part of the student record filed in the Graduate Studies office.

Dissertation and Defense

The culminating activity of this program will be the completion of the dissertation and its defense. These activities are described in great detail in the Dissertation Handbook that accompanies this document.

Culminating Research-based Inquiry of Practice (CRIP) (Available to students who started in 2021 and later)

CRIP Committee

CRIP Committees are a very important component of a student’s doctoral journey. This committee will have ultimate discretion as to whether or not a student can complete the

program, based on the quality of the student's work. CRIP Chair assignments will take place after the first semester of the second year. CRIP Committee member assignments will take place before the student begins CRIP courses in their third year. CRIP Committees will consist of three members. Generally, at least two of the three members will be from the College of Education. Any variation to the plan described above will require a petition to the Program Director. A petition will also be necessary in the event that a CRIP Committee member must be replaced.

It will be up to the student and the CRIP Chair to work out a "calendar of events" that will lead to completion and defense of the CRIP and to establish protocols for meetings, contacts, etc. The Chair will be the main point of contact for all things CRIP-related throughout the program, including serving as liaison between the student and the IRB Committee (See IRB Committee below). Other CRIP-related materials are found in the second part of this document, entitled CRIP Handbook.

CTX CRIP Guide

After passing the Qualifying Exam upon completion of the core courses, students should obtain the CTX CRIP Handbook which details the format for all CRIPs, abstracts, and proposals. The CTX CRIP Handbook will direct students to follow the American Psychological Association's (APA) (2020) *Publication Manual of the American Psychological Association* (7th ed.). Additional information on the *APA Publication Manual*, including tutorials, can be found on the APA website at www.apastyle.org/learn/. The CTX CRIP Handbook will further discuss details such as paper, page format, margins, pagination, submission requirements, and required forms.

CRIP Proposal

Near the end of Year Two of the program, students will take Research IV – The Proposal. In general terms, students should have had many opportunities to consider and discuss with faculty a topic for the CRIP. It is in Research IV that this process must be finalized. The minimum expectations of Research IV are as follows:

- That the student will receive approval from the instructor on the CRIP topic;
- That the instructor will submit the topic with any comments to the Program Director, who, in turn, will sign off on the topic selected;
- The student will complete a "working draft" of the first three chapters of the CRIP which is called the Proposal.
- Once a student's Proposal is considered satisfactory by the instructor(s), the student will be able to register for Research V-CRIP courses, and attain a full committee.
- Special Note: During the CRIP courses, the student will finish all required heading sections of a "completed draft" of the Proposal. This includes all headings of Chapters 1-3 that

were not completed in the Research IV course, an exhaustive Review of the Literature, and requested changes (revisions and additions) to the Methodology, as required by the CRIP Chair.

Not meeting these expectations may result in the candidate being required to repeat the course.

At any time during the process, advice and/or intervention by the ED Program Director should be sought in cases where differences cannot be resolved.

IRB Committee

The purpose of the Institutional Review Board (IRB) is to ensure that proper protocols are followed in the use of human subjects for research. Unless an exception is granted by the Program Director, IRB approval must be secured before data gathering for a CRIP begins. This will normally take place after or around the time the student completes the CRIP Proposal Defense, but in no case after data gathering involving human subjects has begun. Students should consult with their CRIP Chair during Research V, who can guide them through the IRB application and review process. CTX IRB – related policies are found on the CTX website. The final approval from IRB for research to commence should be a part of the student record filed in the Graduate Studies office.

CRIP and Defense

The culminating activity of this program will be the completion of the CRIP and its defense. These activities are described in great detail in the CRIP Handbook that accompanies this document.

Program Continuance Beyond Third Year

Students are expected to complete all degree requirements within three years. Students' progress is normally marked as passing the Qualifying Examination at the end of the first year, completing the Dissertation/CRIP Proposal at the beginning of the third year and successfully defending the Dissertation/CRIP at the end of the third year. Students who are in good standing will be authorized to continue beyond the third year as follows:

- Beginning of Year 4 – Authorization will be made by the Dissertation/CRIP Chair
- Beginning of Year 5 – Authorization will be made by the EdD Program Director
- Beginning of Year 6 – Authorization will be made by the Director of the College
- Beginning of Year 7 – Authorization will be made by the Dean of Teaching and Learning.

Students requiring extensions to the fifth year and beyond must meet all policy requirements of the University including validation of old coursework.

Commencement

Candidates for a Concordia University Texas degree must be registered for the appropriate Graduation Course during the final term in which their work is to be completed and the diploma is to be awarded. All students completing their studies must register for graduation regardless of their intent to attend the commencement service. If a student does not register for graduation, their record will not be flagged for graduation processing and the student would unfortunately not graduate. Students will be registered for graduation after their dissertation/CRIP defense has been scheduled. EdD graduates must purchase regalia through the University Bookstore if they choose to participate in the commencement service. Typically, the doctoral graduate is “hooded” by the Program Director while the title of the dissertation is read by the announcer. Commencement is a special time for celebration for the graduate and the graduate’s family and support system.