



Doctor of Education (EdD)

Student Handbook

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Introduction

You are about to become involved in a project that will change your life forever. 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 club 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

The mission of Concordia University Texas is developing Christian leaders.

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 credited teaching experience and/or administrative/leadership experience (mid-management, principal certification or related professional experience for those seeking superintendent certification);
4. Letter of Intent (LOI) – This letter will introduce the applicant to the review committee and answer the question, “Given the mission of Concordia, ‘to develop Christian leaders,’ 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 (if a school district), 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, to include present and/or past supervisors, co-workers, professor from master’s degree program;
7. Official Transcripts – from accredited master’s degree conferring institution;
8. Resume or Vita – should summarize educational and professional career. Applicant should be able to explain any gaps in service;
9. A graduate GPA of at least 3.0 on a 4-point scale;
10. Sample of scholarly writing which may be a research project from graduate school, a published article, or a paper that demonstrates the ability to conduct cited scholarly research;
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.

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 EDAD program and are subject to regulations of the Texas Education Agency. At this time, the candidate seeking superintendent certification must:

- Submit written application for admission
- Complete a faculty interview (Rubric with faculty recommendation)
- Be admitted to EdD Candidacy (Comprehensive Exam report)
- Provide Service Record showing at least three years of managerial experience in a public school district
- 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:

- Meet all admission requirements to the Superintendent specialization
- Earn passing scores on both the Interview and Comprehensive Exam
- Accept the admissions offer within the required timeframe
- Remain in good standing with the University
- Pass all required coursework
- Pass the State Superintendent exam(s) during EDAD 6235 Practicum I or EDAD 6236 Practicum II
- Successfully complete EDAD 6235 Practicum I and EDAD 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 experience

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.
- 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.
- 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 College of Education.

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.

- 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.

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 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 appeals 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. Blended 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

- Headset with USB
- Google Talk
- Google Drive
- Flash installed
- Java 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, Internet Explorer, and/or Firefox)
- Current telephone number listed in MyInfo

Recommended:

- Computer keyboard
- Computer mouse
- Microsoft Office Suite
- Email set up on a mobile device and password protected
- Printer with scanning capabilities

Program of Study

The CTX EdD program is a 61-credit hour plan of study. The first 24 credit hours are core classes, common to both specialties. The remaining 37 credit hours are taken in one of two specialties, Administration 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 work as the capstone activity of the program.

Sequence of Study: Educational Administration

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

EDAD Cohort

Year 1

Fall Semester (16 weeks)

EDU 6310 Christian Values & Ethics

EDU 6311 Research 1 – Academic Writing

EDU 6312 Research II – Quantitative Research

Each course meets in Blackboard (Bb) for 16 weeks and each course has four face-to-face meetings of 4 hours scheduled on the second weekend of the month. Total face-to-face time is 16 hours per course.

Spring Semester (16 Weeks)

EDU 6313 Multicultural Experiences

EDU 6342 Leadership in Faith Traditions

EDU 6315 Research III – Qualitative Research

Each course meets in Blackboard (Bb) for 16 weeks and each course has four face-to-face meetings of 4 hours scheduled on the second weekend of the month. Total face-to-face time is 16 hours per course.

Summer 1 Semester (8 Weeks)

EDU 6314 Grant Writing

Course meets in Blackboard (Bb) for 8 weeks and has face-to-face meetings scheduled on the second weekend of two months (May & June). Face-to-face meetings are 5-9 PM on Friday and 8 AM-Noon and 1-5 PM on Saturday. Total face-to-face time is 24 hours.

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)

EDAD 6320 Program Analysis & Evaluation

EDAD 6322 Organizations & Public Relations

EDAD 6324 Leadership in the District

Each course meets in Blackboard (Bb) for 16 weeks and each course has four face-to-face meetings of 4 hours scheduled on the second weekend of the month. Total face-to-face time is 16 hours per course.

Spring Semester (16 Weeks)

EDAD 6321 Issues in District Leadership

EDAD 6325 Advanced School Law

EDAD 6323 Research IV - Proposal

Each course meets in Blackboard (Bb) for 16 weeks and each course has four face-to-face meetings of 4 hours scheduled on the second weekend of the month. Total face-to-face time is 16 hours per course.

Summer 1 Semester (8 Weeks)

EDAD 6351 School Finance

Course meets in Blackboard (Bb) for 8 weeks and has face-to-face meetings scheduled on the second weekend of two months (May & June). Face-to-face meetings are 5-9 PM on Friday and 8 AM-Noon and 1-5 PM on Saturday. Total face-to-face time is 24 hours.

Summer 2 Semester (8 Weeks)

EDAD 6352 Conflict Resolution

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 3

Fall (16 Weeks)

EDAD 6235 Practicum

EDAD 6361 Research V (1) – Dissertation

Spring (16 Weeks)

EDAD 6236 Practicum

EDAD 6362 Research V (2) – Dissertation

Summer 3 (16 weeks)

EDAD 6363 Research V (3) - Dissertation

C&I Cohort

Year 1

Fall Semester (16 weeks)

EDU 6310 Christian Values & Ethics

EDU 6311 Research 1 – Academic Writing

EDU 6312 Research II – Quantitative Research

Each course meets in Blackboard (Bb) for 16 weeks and each course has four face-to-face meetings of 4 hours scheduled on the second weekend of the month. Total face-to-face time is 16 hours per course.

Spring Semester (16 Weeks)

EDU 6313 Multicultural Experiences

EDU 6342 Leadership in Faith Traditions

EDU 6315 Research III – Qualitative Research

Each course meets in Blackboard (Bb) for 16 weeks and each course has four face-to-face meetings of 4 hours scheduled on the second weekend of the month. Total face-to-face time is 16 hours per course.

Summer 1 Semester (8 Weeks)

EDU 6314 Grant Writing

Course meets in Blackboard (Bb) for 8 weeks and has face-to-face meetings scheduled on the second weekend of two months (May & June). Face-to-face meetings are 5-9 PM on Friday and 8 AM-Noon and 1-5 PM on Saturday. Total face-to-face time is 24 hours.

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 6322 Curriculum Design

CAI 6320 Curriculum Theory

CAI 6324 Assessment of Student Learning

Each course meets in Blackboard (Bb) for 16 weeks and each course has four face-to-face meetings of 4 hours scheduled on the second weekend of the month. Total face-to-face time is 16 hours per course.

Spring Semester (16 Weeks)

CAI 6321 Strategies for Professional Development

CAI 6325 Contemporary Issues

CAI 6323 Research IV - Proposal

Each course meets in Blackboard (Bb) for 16 weeks and each course has four face-to-face meetings of 4 hours scheduled on the second weekend of the month. Total face-to-face time is 16 hours per course.

Summer 1 Semester (8 Weeks)

CAI 6352 Supervision & Leadership

Course meets in Blackboard (Bb) for 8 weeks and has face-to-face meetings scheduled on the second weekend of two months (May & June). Face-to-face meetings are 5-9 PM on Friday and 8 AM-Noon and 1-5 PM on Saturday. Total face-to-face time is 24 hours.

Summer 2 Semester (8 Weeks)

CAI 6351 Program Evaluation

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 3

Falls Semester (16 Weeks)

CAI 6235 Practicum

CAI 6361 Research V (1) – Dissertation

Spring Semester (16 Weeks)

CAI 6236 Practicum

CAI 6362 Research V (2) – Dissertation

Summer 3 Semesters (16 weeks)

For most candidates, completion of the Dissertation will take place at end of Academic Year 3 with Dissertation Defense, Oral Exam, and Graduation taking place in the summer or fall.

Policies Related to Courses

Core Courses

All students accepted to begin the EdD program, regardless of specialty, will take the 24-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 Dean of the College of Education and Registrar. 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

A two-day orientation will be held on the main campus prior to the start of the program. 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.

Typical Course Meeting Schedule

Courses will typically be scheduled during the long semester to meet four times face-to-face on a Friday and Saturday with on-line assignments delivered and received during the semester. During the summer session, a week-long Summer Institute will be held. All courses are blended with both on-line Bb and face-to-face learning.

Attendance

Students are to attend all class sessions and be present for the entire class session. There are no excused absences. However, if emergency circumstances dictate missing a session, students will notify the instructor to determine how to make up the work missed in the class session. Often, an alternate assignment will be developed which will require outside of class research and reporting. If, for whatever reason, a candidate misses more than five (5) hours of cumulative absences, including late arrivals and early departures, he/she will be administratively withdrawn from the course, and will have to repeat the course at a later date. In the event of extreme extenuating circumstances, the candidate may petition the Dean 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. To affirm attendance and full participation, instructors will record late arrivals and early departures, both of which may be counted as absences. If candidates know that such absences are inevitable (i.e. proposed surgery, long-planned vacations, conference attendance, etc.), it is often better to drop the course and take it at a later time with another cohort. If a candidate develops absence patterns (i.e. missing one session in two classes of one term), he/she will be asked to meet with the Program Director to justify his/her continued participation in the program.

Attendance Policy for online courses and the online part of hybrid courses

Concordia University Texas expects students to log in to class on the first day of the course. Doing so establishes intention to participate in the course. Students are encouraged to log in often in order to maximize their educational experience. Online attendance for all College of Education graduate courses is maintained by logging in to the learning management system, accessing the course and completing at least one assignment a minimum of once per week. Individual programs and instructors may establish additional attendance policies for courses, and that policy is communicated to students in the course syllabus. Students are responsible for familiarizing themselves with this policy at the beginning of each course. Students receiving any form of

financial assistance (including VA benefits) must maintain regular attendance to be eligible for assistance. Faculty members will contact students who have not logged in to their online courses for seven consecutive days. Faculty members will make at least two attempts to contact a student. If the student does not communicate with the professor within 48 hours of the second attempt, the student will be administratively withdrawn from class.

Practicum/Internship Meetings

The third year of the program will consist of students working on and finalizing their dissertations 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.

Comprehensive Exam

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

Purpose

The purpose of the Comprehensive 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 responses.

Content

Each instructor in the Core Courses will be asked to develop questions (and suggested acceptable answers) that will cover the most critical aspects of their respective course. These questions will be essay in nature. The exact format of the exam will be provided prior to the end of the fall semester.

Logistics

The Comprehensive Exam will be scheduled near the completion of the final Core Course. The date(s) will be announced in advance and study sheets will be provided 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.

2018-2019 Meeting Dates

August 10-11	Orientation
August 27	Fall Term Begins
September 7-8	Meeting #1
October 12-13	Meeting #2
November 9-10	Meeting #3
December 7-8	Meeting #4
December 17	End of Fall Term/Grades Due
January 7	Spring Term Begins
January 11-12	Meeting #1
February 8-9	Meeting #2
March 8-9	Meeting #3
April 12-13	Meeting #4
April 29	End of Spring Term/Grades Due
May 6	Summer Term 1 Begins
May 10-11	Meeting #1
June 7-8	Meeting #2
June 28	Summer Term 1 Ends
July 1	Summer Term 2 Begins
July 8-12	Summer Institute
August 2	End of Summer Term/Grades Due

Weekend meetings are 5-9 p.m. on Friday; 8 a.m. to noon and 1 p.m. to 5 p.m. on Saturday. Summer Institute meeting times will be announced.

Student Academic Standing

Advancement to Candidacy

Students are advanced to Candidacy status when they successfully complete the core classes and pass the Comprehensive Examination.

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.

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, 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 courses, which will have the following grading scale:

- Passing
- Passing with Reservations
- 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 Dean of the College. If the issue is not resolved by the Dean, the student may appeal to the Provost, 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 Dean 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.

Program Withdrawal

Withdrawing from the program is governed by the rules outlined in the schedule of courses. After specific dates, students are not allowed to withdraw from a course without impacting their GPA. Withdrawing from the program can be accomplished by sending notice to the Program Director.

Dissertation

Dissertation Committee

One of the most important decisions for the student with faculty guidance will make in the EdD program will be selecting the Dissertation Committee. 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. Thought as to the makeup of this committee should take place early and often in the course of the program. Students may begin informal discussions with instructors during course work; however, since faculty participation on Dissertation Committees is limited by several factors, no student should formally ask any faculty member to chair or serve as a reader on their Dissertation Committee.

Dissertation Committee selection and approval should take place during the second semester of the second year during the Research IV - Proposal course. Dissertation Committees will consist of three faculty members from CTX, one of which must be a full-time faculty member. Generally, two of the three members will be from the College of Education. All requests to have a faculty member serve on a Dissertation Committee must be made by the instructor of Research IV – Proposal course. A signed agreement from the faculty member must be delivered to the Program Director who must approve final committee selection. 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 Comprehensive Exam upon completion of the core courses, students should obtain the CTX Dissertation Guide 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) (2010) *Publication Manual of the American Psychological Association* (6th 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 Guide 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 – Dissertation 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 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 in or around the time the student takes Research V, 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 may be 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 Guide 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 Comprehensive Examination at the end of the first year, completing the Dissertation Proposal at the end of the second year and successfully defending the Dissertation 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 Chair of the Doctoral Program
- Beginning of Year 5 – Authorization will be made by the Dean of the College
- Beginning of Year 6 – Authorization will be made by the University Provost.

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 register online for graduation like it is a course in the secure area of MyInfo. EdD graduates will have the option of renting or purchasing regalia through the University Bookstore. Typically, the doctoral graduate is “hooded” by their dissertation chair 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.