



**CONCORDIA**  
**UNIVERSITY IRVINE**

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SCHOOL OF EDUCATION

Doctor of Education (Ed.D.)  
in Educational Leadership

Student Handbook  
Irvine 10

School of Education  
October 2018

## Table of Contents

Mission Statement: Concordia University Irvine .....	1
Program Purpose .....	1
Institutional Learning Outcomes for Graduate Students (GLOs).....	1
Building and Sustaining a Doctoral Culture of Learning and Leadership .....	2
Support and Resources .....	3
Library Resources.....	3
Technology Training.....	3
Technical Support .....	3
Blackboard Learning Management System .....	3
Adobe Connect.....	4
Google Hangouts.....	4
Eagles Email Account .....	4
Writing Studio .....	4
Grammarly .....	5
Tech Tips and MS Office 365.....	5
General Information .....	6
Accreditation.....	6
Bookstore .....	6
Minimum Computing Requirements .....	6
“Reasonable Accommodation” Statement.....	6
Policies on Professional Ethics and Academic Integrity.....	7
Code of Honor.....	7
Policy on Honesty and Plagiarism .....	7
The Program of Study Required for Degree .....	8
Program Learning Outcomes— <i>aligned with GLOs</i> .....	8
Systems Thinking.....	9
Integrated Dissertation Track: From Doctoral Orientation to Oral Defense .....	9
Individual Learning Plans (ILPs).....	9
Research Benchmarks.....	10
Cohort Membership.....	10

Small Cohort Size and Groupings.....	10
Blended Delivery System .....	10
Typical 8-Week Schedule for Content/Research Courses and Seminars 1 and 2 (Terms 1-4).	11
Active Learning.....	11
Educational Trips.....	11
Pedagogical “Best Practices” .....	12
Student Participation at a Professional Conference and Financial Reimbursement .....	12
Course Sequence and Cohort Calendar .....	12
Degree Requirements.....	12
Course Descriptions .....	13
Research Benchmark Descriptions .....	19
Student Fees and Financial Aid.....	22
Academic Information and Policies .....	24
Student Rights and Privacy .....	31
Student Leaves and Withdrawals .....	32
Policies on Harassment and Discrimination .....	33
Appendix .....	34
Ed.D Handbook Agreement .....	35
Recording Lecture Agreement.....	36

## Mission Statement: Concordia University Irvine

*Concordia University, Irvine, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.*

### Program Purpose

*The **PURPOSE** of the Doctoral Program in Educational Leadership is to develop transformative leaders who embody the knowledge, competencies, and skills necessary to guide organizations toward continuous improvement and sustained effectiveness. The Doctoral Program in Educational Leadership accomplishes this purpose through a rigorous and integrated curriculum focusing on theory and applied research in leadership and systems thinking with the development of analytical skills applicable to dynamic and diverse learning organizations.*

### Institutional Learning Outcomes for Graduate Students (GLOs)

Students will be able to:

Scholarly Research: Generate scholarly research on problems and issues in their field of study.

Integrated Learning: Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.

Ethical Leadership: Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.

Effective Communication: Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.

Reflective Practice: Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.

Community Engagement: Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

Non-Discrimination. *Neither party shall discriminate against any University student on the basis of disability, age, race, color, gender, gender-identity, sexual orientation, national and ethnic origin or any other protected class in administration of this Program, except to the extent that religious freedom exemptions apply.*

## Building and Sustaining a Doctoral Culture of Learning and Leadership

The Doctor of Education program has been designed to support a doctoral level culture of learning and leadership. Elements of the design include, but are not limited to, the following:

- Recruit and retain Christian professors who are devoted to the ongoing development of a doctoral level culture through their active engagement in the elements listed below.
- Expect scholarly research of students that utilizes theory and applied research to develop student abilities to generate new knowledge as demonstrated through the dissertation experience and to apply knowledge and skills to successfully lead diverse learning organizations.
- Expect scholarly research from faculty by providing release time within faculty workloads for research and by developing and implementing a policy to address research expectations and protocols for faculty. Each full-time faculty member is expected to regularly present at a professional conference and/or be published in an article in a scholarly journal.
- Provide dissertation training to prepare faculty to chair or serve on dissertation committees. Co-teach dissertation seminars.
- Develop, implement, and sustain a rigorous and integrated curriculum that increases student knowledge and skills in the fields of educational leadership and systems thinking, as demonstrated in course descriptions, course assignments and activities including research benchmarks, and course learning outcomes.
- Inspire ethical leadership that promotes analysis and application of ethical standards, informed by Christian principles and values, to build a shared vision in the program.
- Transform learning for 21<sup>st</sup> century learning through modalities that utilize a blended, educational delivery system that includes library resources.
- Utilize interactive design and media that incorporates collaborative activities through dialogue-based discussions including face-to-face class sessions and online interaction among students and faculty.
- Infuse pedagogical “best practices” that encourage contact between students and faculty, develop reciprocity and cooperation among students, encourage active learning, give prompt feedback, emphasize time on task, communicate high expectations, and respect diverse talents and ways of learning (Chickering & Gamson, 1987).
- Recognize and encourage the distinct advantages of cohort membership in doctoral study, such as:
  - Cohort members offer support for other members and provide opportunities for members to learn from one another.
  - Membership in a cohort group helps raise the expectation that all but the occasional student will complete the program successfully.

- Offer educational trips to Washington, DC and the People’s Republic of China that:
  - Enhance student understanding of policy, law, and practice to effect change in dynamic and diverse educational settings.
  - Provide opportunities for building relationships among cohort members and faculty.

## Support and Resources

### Library Resources

The CU Library collections include more than 80,000 books, 124,000 eBooks and 42,000 full text journals. In addition, the library offers workshops, librarian help, group study rooms, video tutorials, and research guides. For more information access the library website at [cui.edu/library](http://cui.edu/library) or email [librarian@cui.edu](mailto:librarian@cui.edu)."

Electronic databases are available to registered students through any internet connection. Students must have a user name and password to access these databases. User names and passwords are distributed to students upon registration for classes.

### Technology Training

During EDD700 Doctoral Studies Orientation, students will demonstrate proficiency in the use of Blackboard—the university’s online learning and course management system—and such technological learning strategies as chat rooms (text only) voice (phone), video conferencing, discussion boards, and other technological strategies.

### Technical Support

At any time you experience technical problems, you may contact our Information Technology Services (ITS) department. The email address is [ITS@cui.edu](mailto:ITS@cui.edu) and the phone number is 949 214-3175. For specific hours of operation and additional help information, go to <http://www.cui.edu/it>.

Passwords: Concordia provides a 24 hour 7 days a week self-help password assistance program. To access this service, go to [myaccount.cui.edu](http://myaccount.cui.edu). If you need further assistance, please email [ITS@cui.edu](mailto:ITS@cui.edu) or call ITS at 949 214-3175.

### Blackboard Learning Management System

All courses and the streamlined dissertation track utilize the Blackboard Learn Management System. Students receive a user name and password to Blackboard upon acceptance. Blackboard is accessed at [cui.blackboard.com](http://cui.blackboard.com). Each program varies in the use of Blackboard. Instructors for each course will provide additional information on how Blackboard is used in a specific class.

### The Dissertation Track Management System (DTMS) in Blackboard Learn:

- Tracks and manages the dissertation process.
- Houses dissertation documents and forms.

- Ensures that all required documents and forms have been correctly completed and submitted to the Doctoral Office.
- Manages communications with students, faculty, advisors, staff, and the Doctoral Office.

### **Adobe Connect**

The Doctor of Education program utilizes Adobe Connect for online synchronous learning sessions. Training and practice with these video conferencing tools is provided to students at the EDD 700 Doctoral Studies Orientation.

### **Google Hangouts**

Google Hangouts are used to enable students to have the capability to directly contact and interact with other students in a synchronous format. Training and practice with the video conferencing tool is provided to students at the EDD 700 Doctoral Studies Orientation.

### **Eagles Email Account**

This is the official email of the university. You will receive notification of financial aid awards, deadlines, and other official university communication through this account, so you do need to check it. To access it, go to <http://eagles.cui.edu> . The email account, user name and password are issued upon acceptance. If you do not have your password, contact ITS@cui.edu and include a contact phone number or you can call them at 949 214-3175. The system works in a very similar manner to all web-based mail programs.

### **Writing Studio**

The Concordia Writing Studio is available to all current Concordia University Irvine students. Students taking online courses can take advantage of our [Online Writing Lab](#) (OWL).

Using the OWL is easy--just do the following:

1. Send an email message to [writing.center@cui.edu](mailto:writing.center@cui.edu) with the following information:
  - Your name.
  - The title of the course and the instructor's name.
  - A description of the paper assignment.
  - A description of the things you'd like the OWL consultant to look at in the paper.
2. Attach the paper to the email message.

A consultant in the Writing Studio will read your paper and make suggestions about how to improve the work. The consultant will look at clarity of the main ideas, support and development, organization, and other major concerns first. At the level of sentences and grammar, tutors pinpoint the most important or most frequent patterns of error. If you would like help with a specific grammar problem in the paper, be sure to mention it in the email message. You can expect lots of summary and evaluative comments, particularly about specific questions or concerns you raise, but remember that the consultant does not proofread a paper for you. The goal of the Studio is to help students become better writers.

You will receive a response to your paper, via email, within 24 hours from the time it is picked up by a consultant. Please note that papers sent Friday or during the weekend may not receive responses until Tuesday. Also, the Writing Center will be **closed** for midterm break and designated holidays.

### **Grammarly**

Concordia students have access through BlackBoard Learn an automated instructional proofreader that develops essential writing skills and helps students when revising papers. This grammar checking technology reviews and improves text, correcting grammar, spelling, word choice and style mistakes. DIRECTIONS: Once in BlackBoard, click on Writing Center on the left side bar, this will lead you to the Grammarly link. Please remember to register with your Concordia eagles email when first signing up in Grammarly.

### **Tech Tips and MS Office 365**

The Ed.D. Program strongly recommends that doctoral students use MS Word for word processing, especially for your dissertation. MS Word has the capacity to manage the very technical nature of dissertations, such as Table of Contents, Headings, Tables & Figures, as well as citations and references. Google Docs does not have this capability and moreover formatting, capitalization, etc. will not translate accurately when one “flips” a Google doc to a MS Word doc. The Program has also been advised that “Pages” (iOS word processing application) may not translate formatting to MS Word as well.

As CUI students, you are eligible for a free copy of Microsoft Office 365 Standard, which automatically updates. Here is the link from CUI IT: “Concordia students are now eligible for a free copy of Microsoft Office 365 Standard. The software is available here: [Office 365 Download](#). Once you are at the portal, select the "Sign in" option and follow the setup process using your Eagles Email address.”

Additionally, we have been advised by IT that if you are sharing your dissertation writing with your dissertation chair, to create a Google Folder on your drive, upload the document in MS Word and share permissions with your chair. Both you and your chair should download and upload the document in MS Word to preserve the formatting of the author. Sharing by e-mail or thumb drive has been shown to potentially corrupt the formatting of the author. If you have further questions, please contact the Ed.D Office at [eddoffice@cui.edu](mailto:eddoffice@cui.edu).



## General Information

### Accreditation

Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, P.O. Box 9990, Oakland, CA 94613-0990, (510) 632-5000. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost. Concordia University's credential programs for teacher and administrative services are approved by the California Commission on Teacher Credentialing.

### Bookstore

The campus bookstore is open during the regular academic year Monday through Friday. Please visit the campus bookstore website at <http://www.neebo.com/cui> for exact hours. You may also call the bookstore at (800) 229-1200 ext.3454 for hours. Textbooks and school/study related items may be obtained as well as stationery items, cards and casual clothing carrying the Concordia University emblem.

### Minimum Computing Requirements

A computer with internet access and a webcam is required. Broadband connection is highly recommended. The following internet browsers are recommended: Internet Explorer 5.5 or higher, any version of Firefox. Safari is not supported.

### “Reasonable Accommodation” Statement

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC by dialing extension 1586 on campus or dialing direct at 1-949-214-1586. See Appendix for Recording Lecture Agreement.

## **Policies on Professional Ethics and Academic Integrity**

### **Code of Honor**

The purpose of the Honor Code system for the School of Education at Concordia University is to promote the highest standards of academic integrity. This integrity is upheld by individuals who strive to maintain a personal sense of honor while at the same time encouraging others to assume similar expectations. Concordia University assumes that each student holds honor and integrity in the highest esteem unless his or her actions prove otherwise. The goal of the Honor Code is to create a community of trust and respect that empowers each member of the community to act with honor and dignity.

### **Policy on Honesty and Plagiarism**

The program seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment. Plagiarism and cheating subvert these goals and will be treated according to the policy stated in the Student Handbook.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to SafeAssign via Blackboard. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.

## The Program of Study Required for Degree

The curricular design allows students to encounter success in steps and feel confident in their research abilities and skills as they progress through the program. The idea is that once students have achieved success, they exhibit increased confidence to tackle increasingly difficult concepts, methods and skills. With mastery of each successive step, it will become much easier for students to undertake the challenges of conducting and completing dissertation research, which requires mastery of research methods and skills.

The program is designed to support interaction and learning among students and faculty by incorporating within the design:

- Program learning outcomes
- “Systems Thinking” theme
- Integrated dissertation track
- Individual learning plans (ILPs)
- Research benchmarks
- Cohort membership
- Small cohort size and groupings
- Active learning
- Educational trips
- Blended delivery system
- Pedagogical “best practices”
- Student participation at a professional conference and financial reimbursement
- Degree requirements
- Program calendar and course sequence

### **Program Learning Outcomes—aligned with GLOs**

During this program of study, each graduate will develop and become proficient in the following skills:

- **Scholarly Research:** Graduates will initiate, assemble, arrange, and reformulate ideas, concepts, designs, and methods in carrying out a research project directed at a problem in the field of educational leadership. (*Scholarly Research, Integrated Learning*)
- **Systems Thinking:** Graduates will analyze and apply concepts and skills necessary to create, lead, and manage learning organizations as complex, responsive, and adaptive systems. (*Integrated Learning, Community Engagement*)
- **Ethical Leadership:** Graduates will analyze and apply standards of ethical leadership and management, utilizing a shared vision informed by Christian principles and values. (*Ethical Leadership*)
- **Effective Communication:** Graduates will communicate clearly through appropriate methods and media, while monitoring, analyzing, and adjusting for diverse settings and context. (*Effective Communication*)

- **Reflective Practice:** Graduates will engage in reflective practice balancing data driven decision making, informed logical thinking, and human dynamics. (*Reflective Practice*)

### **Systems Thinking**

The curriculum integrates the theme, “Systems Thinking,” across the curriculum to develop student understanding and skills necessary to build learning organizations where people continually expand their capabilities to understand complexity, clarify vision, improve shared mental models, and recognize that they are responsible for learning.

### **Integrated Dissertation Track: From Doctoral Orientation to Oral Defense**

The integrated dissertation track is designed to immerse doctoral students in research from the beginning through completion of the program. Starting the dissertation process at the beginning of the program allows and encourages students to integrate—when appropriate—their coursework topics with dissertation seminar discussions, as they progress through the dissertation track process. The track consists of five distinctive phases: Search for Researchable Problems, Scholarly Writing and Research Methods, Comprehensive Dissertation Proposal, Dissertation Research, and Degree Completion.

Please see the Integrated Dissertation Track: From Orientation to Oral Defense document for information on:

- Dissertation seminars
- Requirements for a dissertation
- The dissertation research process
- Committee membership
- Roles and responsibilities of the doctoral candidate, chair, and other committee members
- Required structure for a dissertation
- Oral defense of the dissertation proposal and dissertation
- Institutional Review Board (IRB)
- Degree completion

### **Individual Learning Plans (ILPs)**

Individual Learning Plans (ILPs) are self-paced, learning plans that help doctoral students master progressively more advanced research concepts, methods and skills, as they move through the series of dissertation seminars. The ILP oral report provides each student the opportunity to share information with the instructor on what the student has learned and what next steps to take in the dissertation track process.

These reports allow students to interact with their instructor as they progress through the series of dissertation seminars. The idea is that once students have achieved success, they exhibit increased confidence to tackle increasingly difficult research related concepts, methods and skills. With mastery of each successive step, it will become much easier for students to undertake the challenges of

conducting and completing dissertation research, which requires mastery of research methods and skills.

### **Research Benchmarks**

Research benchmarks—which are integrated across the curriculum—ensure that students have an appropriate foundation to build upon concepts, theories, and research in preparation for dissertation research and for use in learning organizations.

### **Cohort Membership**

Groups of students admitted each year will take courses together. This will allow for several distinct advantages of group membership in graduate study, including those identified below:

- Cohorts offer support to candidates and provide opportunities for members to learn from one another.
- Cohorts establish professional ties that often last beyond the doctoral program itself; such networks are valuable in terms of continued professional support and growth.
- Fostering and monitoring of candidates' progress is enhanced in cohorts. The group carries with it the expectation that all but the occasional candidate will complete the program successfully, including such standard benchmarks as the dissertation proposal, advancement to candidacy, and completion of the dissertation.

### **Small Cohort Size and Groupings**

The program limits the number of students within a cohort and strategically allows for arrangement of students in small groups for online learning that is advantageous for active learning. As approximations:

- On-campus, face-to-face learning sessions: 12-16 students
- Real-time Online Learning
  - a. For content and research courses: Groupings tbd by each professor based on “best” instructional practices to deliver course content and to promote student learning.
  - b. For dissertation seminars 1 & 2: 3-4 students
  - c. For dissertation seminars 3 & 4: mostly 1-to-1 tutorials, some small group sessions

### **Blended Delivery System**

The doctoral program incorporates a blended delivery system which utilizes face-to-face, on-campus class sessions (20%) as well as the use of synchronous and asynchronous online modalities (80%). For content courses and research courses, students meet on-campus during week 1 and week 8 to complete requirements of one course and to attend an orientation for the next course within the sequence of courses. During weeks 2 through 7, students interact online with the course instructor and other students via synchronous (weeks 3, 5, & 7) and asynchronous (weeks 2, 4, & 6) modalities.

Video conferencing for Dissertation Seminars vary depending on the activities and assignments for a particular seminar. For Dissertation Seminars 1 and 2, doctoral students video conference with their instructor in small groups (weeks 2 & 6). Starting with EDD 773 Dissertation Seminar 3 (Term 5), each student is assigned a dissertation chair to collaborate with on a 1-to-1 basis, and at times in small

groups as determined by the dissertation chair. For the dissertation proposal and research, F2F and/or online sessions are scheduled on an as needed basis as determined by the chair, committee members and dissertation candidate.

**Typical 8-Week Schedule for Content/Research Courses and Seminars 1 and 2 (Terms 1-4)**

Week	Type of Course	Learning Modality	Day of Week/Times
1	Content/Research	Face-to-Face	Saturday afternoon 1:15-5:00pm
2	Content/Research	Online Asynchronous	
2	Dissertation Seminar	Online Synchronous	Thursday evening
3	Content/Research	Online Synchronous	Thursday evening
4	Content/Research	Online Asynchronous	
5	Content/Research	Online Synchronous	Thursday evening
6	Content/Research	Online Asynchronous	
6	Dissertation Seminar	Online Synchronous	Thursday evening
7	Content/Research	Online Synchronous	Thursday evening
8	Content/Research	Face-to-Face	Saturday morning 8:30-12:15pm

Exceptions: EDD 706 *Policy, Law and Practice in Dynamic Settings* and EDD 707 *Change Forces in Diverse Educational Settings* to adjust contact hours for their imbedded educational trips.

**Active Learning**

Participation in class is essential for student success in graduate courses. For synchronous learning sessions, students are expected to be prepared to engage in discussions or activities in a small group format, led by the instructor. For asynchronous learning, students are required to communicate with the professor and fellow classmates several times a week. A large portion of this is accomplished through weekly discussion board conversations.

**Educational Trips**

The program embeds educational trips within the curriculum to enhance student understanding of how policy, law and culture affect learning organizations. During the Washington, DC trip students meet with government officials to discuss standards, policies, and entities that presently guide decisions at the national-level and how political aspects impact education policy. During the trip to the People’s Republic of China, students interact with Chinese colleagues and students to generate a

comparative analysis of different educational systems and to identify desirable attributes to integrate within their local educational system. These trips also offer students and faculty the opportunity to build a sense of community and camaraderie within the cohort. International trip subject to change.

### **Pedagogical “Best Practices”**

Since Arthur Chickering and Zelda Gamson published “Seven Principles for Good Practice in Undergraduate Education”, their principles have been adopted by educators at many colleges and universities throughout the United States. Their pedagogical framework forms the foundation for instruction and learning in the doctoral program for both on-campus and online modalities. The seven principles are listed below:

- Encourage contact between students and faculty
- Develop reciprocity and cooperation among students
- Encourage active learning
- Give prompt feedback
- Emphasize time on task
- Communicate high expectations
- Respect diverse talents and ways of learning

### **Student Participation at a Professional Conference and Financial Reimbursement**

In Year 3 of the program when students are conducting dissertation research, each student is expected to present and/or attend a professional conference to gain a complete understanding of the research process and to promote networking among professionals. A stipend for participation at a conference is available to each doctoral student.

### **Course Sequence and Cohort Calendar**

The typical length of a term for each course is eight (8) weeks. Normally, Saturday on-campus learning sessions include a morning, closing/summary session for one course and an orientation, afternoon session for the next scheduled course.

### **Degree Requirements**

The program is designed to be completed within three years from the start of enrollment in the program, with the student attending fall, spring, and summer semesters each of the years. The degree requires 46 units of study and must be completed in residence at Concordia University Irvine.

## Course Descriptions

### **EDD 700 Doctoral Studies Orientation**

**.5 Unit**

The Doctoral Studies Orientation provides new students with an entire overview of the program from course work to dissertation proposal and finally to successful completion of the dissertation. The orientation will cover the scope and sequences of the coursework with an overview of how the research benchmark assignments are integrated to prepare students for successful dissertation proposal and completion. The Doctoral Studies Orientation includes an overview of the library resources available within the library and through outside access. Also highlighted in this orientation will be an overview of the blended learning approach taken in the program and expectations for student performance as outlined in the doctoral student handbook.

### **EDD 701 Leadership for Whole System Reform**

**3 Units**

This course will equip students with knowledge and skills to understand and practice their role as leaders in a climate of change. An emphasis will be placed on applying leadership and organizational theory to build and sustain cultures of learning. Additional emphasis will be given to the role of leadership in setting the moral example, fostering a caring environment, and developing a community of learners respectful of all members and differences. Students will assess their leadership traits and styles, evaluate their strengths and weaknesses, and identify areas in need of improvement. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as whole system reform, coherence building, systems thinking, leadership, organizational planning and learning.

### **EDD 702 Building Capacity for Learning and Continuous Improvement**

**3 Units**

This course immerses students in an in-depth exploration of three leadership modes— instructional, adaptive, and transformational—to create capacity for learning and continuous improvement. Through the examination of these modes, students will further their understanding, skills and competencies to ensure quality learning systems, cultivate a high-performing faculty, foster continuous improvement, inspire a shared vision, model cultural responsiveness, and sustain inclusive learning communities. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as capacity building, leadership, and learning organizations, among other topics. Students will also create a personal philosophy and leadership development plan to demonstrate their own commitment to continuous learning and improvement.

### **EDD 703 Technology in a Systems Approach to Leadership**

**3 Units**

This course will provide students opportunities to learn and to utilize technology for pursuit of information, providing transformational instruction, communicating effectively with all stakeholders, and fostering an organizational culture that embraces technology toward ongoing improvement. The course covers a wide spectrum of available technological resources to help leaders better understand student achievement as well as contextual factors (ex. school climate, parent satisfaction, teacher satisfaction) in schools. Specific emphasis will be given to exploration of potential applications of technological resources in a current organizational setting for becoming an integral component of



leadership and school culture, performance monitoring, and enhancing learning options for students and staff members.

**EDD 704 Strategic Human Resource Management and Development** **3 Units**

This course will provide students with the knowledge and skills to effectively manage human resources in a sustainable way that supports learning for all students, fosters a professional work environment, upholds contractual agreements, and develops employee capacity fairly and ethically. Specific emphasis will be focused upon promoting a learning organization through effective and collaborative performance reviews, legal compliance, and strategic placement of resources to maximize organizational effectiveness toward student learning.

**EDD 705 Sustained Fiscal Leadership for Organizational Effectiveness** **3 Units**

This course provides students with an overview of successful fiscal leadership in schools by surveying the dynamic landscape of school funding from federal, state, and local levels. This course will provide students with abilities to effectively lead safe, efficient, and effective organizations through meaningful and compliant fiscal management of organizational components, operations, and resources. Specific emphasis will be given to the study of the major responsibilities of a fiscal leader and the utilization of resources in effective and transformative ways.

**EDD 706 Policy, Law and Practice in Dynamic Settings** **3 Units**

This course will provide students with insight into the development of, response to, and ability to influence the larger political, social, economic, legal, and cultural contexts impacting educational organizations and practices. Specific emphasis will be given to standards, policies, and entities presently guiding decisions at national, state, district, and school levels. The course provides a rich history of the political aspects inherent to education policy and how these policies transverse from the federal government, to state education agencies, district offices, and are ultimately implemented at the local level.

\*\* Group travel to Washington D.C. to meet with governmental officials will be incorporated into this course.

**EDD 707 Change Forces in Diverse Educational Settings** **3 Units**

This course will provide students insight and knowledge into the challenges and complexities of intercultural communication in the global context. The course engages students in the process of reflective, critical thinking and acting to enable them to navigate in complex and dynamic intercultural environments and educational settings. Specific emphasis is placed on knowledge and skills necessary for cross-cultural interpersonal and group communication that reflects a commitment to respect for other cultures and an ability to communicate with diverse audiences. Central to the course is the idea that understanding of cultures is essential to leading diverse learning organizations in a rapidly changing and mobile world. The course concludes with an examination of how changing culture in systemic ways can lead to successful education reform.

**EDD 751 Statistical Analysis for Educational Leaders****3 Units**

This course will provide students with an overview of statistics as applied to the educational setting and for the purpose of leading schools. The course will review basic statistics and utilize StatPlus as the technological platform for managing and understanding data to drive decision making in schools. Students will participate in hands on learning labs in the application of statistical analysis to real data sets. Students will become skilled in the analysis, interpretation, and consumer use of statistical analysis applied to school settings and situations.

**EDD 752 Applied Quantitative Methods for Educational Leaders****3 Units**

This course provides students with an exposure and skill development in the use of quantitative methods for the study of educational research. Students will learn and understand the theoretical underpinnings of quantitative methods and the application of these methods for effective leadership in dynamic educational settings. The course approaches conducting research and the understanding of research as a key competency for those who will successfully lead school organizations in the 21st century. Special attention is given to the quantitative methods that will help leaders guide teachers and stakeholders to better solutions for solving educational problems in the local context. This course also prepares students to craft and answer important educational questions using quantitative methods and applied statistical analysis.

**EDD 753 Applied Qualitative Methods for Educational Leaders****3 Units**

This course develops students skill set in the use of qualitative methods for the study of educational research. Students will learn and understand the theoretical basis of qualitative methods and how these methods are applied toward the successful leadership of schools and educational organizations. The course covers the collection, analysis, and reporting of qualitative data. This course also prepares students to craft and answer important educational questions using qualitative methods.

**EDD 771 Dissertation Seminar 1****.25 Units**

Dissertation Seminar 1 serves as an orientation to the initial stages of the dissertation seminar process. This seminar will focus on identification of a potential research topic, conducting a broad scan of the literature, reviewing, summarizing, and classifying annotated sources, and mastering the academic writing style (American Psychological Association). Students will be provided with an overview of dissertation topics and sample dissertation proposals. The seminar will also reference work done on the Annotated Bibliography Benchmark Assessments.

**EDD 771a Dissertation Seminar 1****.25 Units**

EDD 771a is a continuation of EDD 771.

**EDD 772 Dissertation Seminar 2****.25 Units**

Dissertation Seminar 2 will build on the information covered in Dissertation Seminar 1 with the final outcomes of the seminar to be the development of a prospectus and focused review of literature (i.e., annotated bibliography) for the preliminary dissertation proposal. In this seminar students focus on annotating and evaluating sources and narrowing a researchable topic, while beginning

the process of identifying a theoretical framework and preliminary research method. Attention will be given to identifying problem statements and research questions that can guide their progress toward completion of the preliminary dissertation proposal. Students build upon the Annotated Bibliography and Preliminary Literature Review Benchmark Assessments to move students toward an initial outline for the preliminary dissertation proposal.

**EDD 772a Dissertation Seminar 2** **.25 Units**

EDD 772a is a continuation of EDD 772.

**EDD 773 Dissertation Seminar 3** **.25 Units**

Dissertation Seminar 3 serves as a time for students to focus on scholarly writing skills and specifically on the development of a problem statement and a preliminary chapter two of the dissertation proposal. Important in this seminar will be the student's identification of a theoretical framework and the kinds of references they will need to continue to gather for the literature review. This seminar builds on the Annotated Bibliography and Preliminary Literature Review Benchmarks toward developing student broader understanding of their research ideas related to the literature. Each student is assigned a dissertation committee chair to direct the student through the dissertation track process and to provide feedback on drafts of student written work. The final outcomes include the identification of a research problem completion of a preliminary chapter two literature review.

**EDD 773a Dissertation Seminar 3** **.25 Units**

EDD 773a is a continuation of EDD 773.

**EDD 773b Dissertation Seminar 3** **.25 Units**

EDD 773b is a continuation of EDD 773a.

**EDD 774 Dissertation Seminar 4** **.25 Units**

In Dissertation Seminar 4 students will focus on the development of the preliminary methodology chapter for the preliminary dissertation proposal and on the development and alignment of research questions to research methods described in the chapter. Students will be guided on the collection and analysis of data, both quantitatively and qualitatively, to lead them to the answering of their research questions, based on skills that have been developed through the Research Benchmarks: Quantitative Research Plan and Qualitative Research Plan. Each student will also receive feedback from her or his chair and research course instructor on drafts of chapter one (problem statement, purpose of the study, & research questions) and chapter three of the preliminary dissertation proposal.

**EDD 774a Dissertation Seminar 4** **.25 Units**

EDD 774a is a continuation of EDD 774.

**EDD 774b Dissertation Seminar 4** **.25 Units**

Dissertation Seminar 774b serves as a time to develop a mixed methods research design from previous work conducted for the Quantitative Research Plan and Qualitative Research Plan. Time is

also devoted to writing, review, revision, and approval of the preliminary dissertation proposal. Moreover, students will be provided with direction in developing a detailed timeline leading them to successful completion of the next stages of the dissertation process.

**EDD 775 Dissertation Seminar 5**

**.25 Units**

Dissertation Seminar 5 parallels EDD 791 (a-c) to provide doctoral candidates further direction and strategies in implementing the comprehensive dissertation proposal, addressing challenges that arise in the collection and analysis of data, organizing and writing chapter 4 and chapter 5 of the final dissertation document, and preparing for the dissertation oral defense as outlined in the doctoral student handbook. Candidates will also attend and participate in a professional conference to gain a complete understanding of the research process and to promote networking among professionals.

**EDD 775a Dissertation Seminar 5**

EDD 775a is a continuation of EDD 775.

**.25 Units**

**EDD 775b Dissertation Seminar 5**

EDD 775b is a continuation of EDD 775a.

**.25 Units**

**EDD 775c Dissertation Seminar 5**

EDD 775c is a continuation of EDD 775b.

**.25 Units**

**EDD 781 Dissertation**

**1-3 Units**

During the dissertation proposal and research phases, the doctoral candidate engages in a number of activities and tasks to fulfill the requirements of the dissertation track.

A doctoral student may need additional time to complete the preliminary dissertation proposal, under the guidance of the student's Dissertation Seminar 4 professor. Once approved by the seminar professor and Doctoral Office, the doctoral candidate is assigned to a dissertation chair and committee.

Under the direction of the dissertation chair and working with committee members, the doctoral candidate develops the final version of the comprehensive dissertation proposal including the problem statement, literature review, and research design. The candidate will also receive training and gain certification on the institutional review board (IRB) approval process at Concordia and submit proposals to the IRB. During this time the candidate also prepares for the oral defense of the dissertation proposal and work with the dissertation chair to schedule the oral defense of the proposal.

Dissertation research involves implementation of the dissertation research design, collection and analysis of data, and reporting and discussion of research findings. Each doctoral candidate will execute the research design, follow the dissertation proposal timeline, collect and analyze data related to dissertation research questions, work with the dissertation chair to discuss the execution

of the dissertation research plan and progress made on data collection and analysis, organize and write drafts of chapters 4 and 5 of the dissertation, and prepare for the dissertation oral defense as outlined in the doctoral student handbook. Dissertation research culminates in the successful completion of the dissertation and dissertation oral defense.

**EDD 781a Dissertation** **1-3 Units**  
 EDD 781a is a continuation of EDD 781.

**EDD 791 Dissertation** **1-3 Units**  
 EDD 791 is a continuation of EDD 781a.

**EDD 791a Dissertation** **1-3 Units**  
 EDD 791a is a continuation of EDD 791.

**EDD 791b Dissertation** **1-3 Units**  
 EDD 791b is a continuation of EDD 791a.

**EDD 791c Dissertation** **1-3 Units**  
 EDD 791c is a continuation of EDD 791b.

**EDD 792a Dissertation** **1 Unit**  
 EDD 792 Dissertation is a course extension requirement for candidates who have not completed the dissertation and the dissertation oral defense. Tuition fees are waived for this extension.

**EDD 792a Dissertation** **1 Unit**  
 EDD 792a is a continuation of EDD 792. Tuition fees are waived for this extension.

**EDD 792b Dissertation** **1 Unit**  
 EDD 792b is a continuation of EDD 792a. Tuition fees are waived for this extension.

**EDD 792c Dissertation** **1 Unit**  
 EDD 792c is a continuation of EDD 792b. Tuition fees are waived for this extension.

**EDD 793 Dissertation** **1 Unit**  
 EDD 793 Dissertation is a course extension continuous enrollment requirement for candidates who have not completed the dissertation and the dissertation oral defense, by the end of EDD 792c.  
**Tuition fees are not waived for this extension.**

**EDD 793a Dissertation** **1 Unit**  
 EDD 793a is a continuation of EDD 793. Candidates, who have not completed the dissertation and the dissertation oral defense in EDD 793a, enroll in EDD 793b and then EDD 793c, etc. as warranted.  
**Tuition fees are not waived for these extensions.**

## Research Benchmark Descriptions

Research benchmarks have been developed and integrated throughout the curriculum to ensure that students have an appropriate foundation to build upon concepts, theories, and research in preparation for dissertation research and for use in learning organizations. The curricular design embeds a research benchmark (assignment) in each content, research, and seminar course described below.

### **EDD 701 Leadership for Whole System Reform**

The research benchmark for this course is Annotated Bibliography I. This annotated bibliography will require students to research the topic areas of leadership, systems thinking, learning organizations, and capacity building. Students will follow a specified annotated bibliography format and informative research from peer-reviewed journals, reliable publications, dissertations, and books related to the topic areas. The student will be required to gather references balanced among the topic areas. This research benchmark develops the student's skills in retrieving quality information through library and online sources, synthesizing research findings into an annotated bibliography format, and deepening student knowledge and understanding of leadership, systems thinking, and learning organizations.

### **EDD 702 Building Capacity for Learning and Continuous Improvement**

The research benchmark for this course is Annotated Bibliography II. This research benchmark builds on the skills developed in Annotated Bibliography I, but places the specific focus of the annotated bibliography on instructional leadership and assessment. This benchmark will require students to deepen their understanding of the concept of instructional leadership through the collection of 10 references from reliable sources. Students will also gather references related to assessment and specifically the role of assessment in instructional leadership. This research benchmark further develops the student's skills in retrieving quality information through library and online sources, synthesizing research findings into an annotated bibliography format, and deepening knowledge and understanding of instructional leadership and assessment.

### **EDD 704 Strategic Human Resource Management and Development**

The research benchmark for this course is a case study. The case study allows students to identify a real-world problem and study one aspect of that problem from many different viewpoints. For this specific case study students will identify a real-world problem within the area of human resource management and development. This case study will begin with students providing a history of the problem and citing historical documents. The next step of the case study will be for students to identify at least two different perspectives of the problem (e.g., Teachers and Administrators). Next the student will be asked to collect at least one piece of authentic data related to the problem via interviews, questionnaires or observation. Lastly the student will collect and summarize current documents that have produced models to address solving the problem. This research benchmark furthers the student's skills in analyzing historical documents, gathering data, and summarizing current information related to the problem.

### **EDD 705 Sustained Fiscal Leadership for Organizational Effectiveness**

The research benchmark for this course is a case study. The case study allows students to identify a real-world problem and study one aspect of that problem from many different viewpoints. For this specific case study students will identify a real-world problem within the area of fiscal leadership and organizational effectiveness. This case study will begin with students providing a history of the problem and citing historical documents. The next step of the case study will be for students to identify at least two different perspectives of the problem (ex. Teachers and Administrators). Next the student will be asked to collect at least one piece of authentic data related to the problem via interviews, questionnaires or observation. Lastly the student will collect and summarize current documents that have produced models to address solving the problem. This research benchmark furthers the student's skills in analyzing historical documents, gathering data, and summarizing current information related to the case study problem.

### **EDD 707 Change Forces in Diverse Educational Settings (International trip--optional)**

The research benchmark for this course is an analysis of an intercultural issue within a system. The analysis will require each student to investigate an alternative system to that of a system in which the student resides from a micro-, meso-, and/or macro- framework (i.e., interpersonal, intergroup, and/or global context). The student will demonstrate an ability to provide ample information on the issue discussed and to analyze the issue from multiple frameworks, supported by credible evidence. In the final section of the analysis, the student will reflect on the evidence collected and provide strategies by which to change the culture of the system to bring about successful reform. This research benchmark assignment builds on student skills to locate credible evidence through the use of research methods learned and applied in previous coursework and dissertation seminars. Additionally, student critical thinking is engaged as the student weighs through evidence and constructs conclusions on culture and system reform.

### **EDD 751 Statistical Analysis for Educational Leaders**

The research benchmark for this course is an analysis framework that requires students to demonstrate proficiency on various statistical procedures using a data set and SPSS statistics software. Throughout this course students will be trained in the use of SPSS as the application software to the statistical analysis training provided in the course. For this research benchmark students will perform a series of analysis based on a class dataset containing various clearly defined education related variables. Students will be given a list of research questions that can be answered using the class dataset. Students will demonstrate proficiency in creating a framework for the research questions that provides a description of the variables being used, explanation of the statistical procedures to be conducted, and finally a description of the results of the statistical procedures. Statistical procedures demonstrated on the analysis framework research benchmark will be basic descriptive statistics, reliability analysis, and inferential statistics (ex. t-Tests, Chi-Square, Pearson's r, Analysis of Variance, and Analysis of Co-variance). Skills demonstrated by the student will include the use of SPSS in the analysis of education related data and the ability to summarize findings from the SPSS output.



### **EDD 773, EDD 773a & EDD 773b Dissertation Seminar 3**

The research benchmark for this course is a working literature review. The review builds on the prior research benchmarks Annotated Bibliographies I and II. Students will be encouraged to utilize references they have reviewed in their annotated bibliographies and integrate them into a working review of the literature, along with new references that relate to systems thinking, instructional leadership, assessment, the development of learning organizations, etc. Students will follow a specific outline for the working literature review and will integrate their references in a cohesive document that links these many facets of the learning organization together. This research benchmark further develops the student's skills in retrieving quality information through library and online sources, synthesizing research findings, and coordinating research findings into a unifying document that demonstrates a sound understanding supported by evidence. During these seminars students also focus on writing an initial statement of the research problem and purpose of the study.

### **EDD 752 Applied Quantitative Methods for Educational Leaders/EDD 774 or EDD 774a Dissertation Seminar 4**

The research benchmark for this course/seminar is a quantitative research plan. The research plan will include a statement of the research problem, purpose of the study, quantitative research questions, description of the sample, description of instruments used to answer research questions, and a description of the quantitative analysis procedures employed to answer the research questions. Additionally students will create a timeline of data collection, analysis, and reporting that demonstrates their understanding of how a research plan could be actualized around the research questions. With this research plan benchmark students will need to provide at least five references specific to supporting their plan for use of instruments and methods of analyzing the research questions. These references must build on prior research studies aimed at answering similar research questions. This research benchmark builds on prior benchmarks by requiring students to craft research questions and thoughtfully construct a plan to answer the questions using quantitative methods. Continued development of information and resource literacy is addressed as students are required to search and find evidence that supports their quantitative research plan.

### **EDD 753 Applied Qualitative Methods for Educational Leaders/EDD 774 or EDD 774a Dissertation Seminar 4**

The research benchmark for this course/seminar is a qualitative research plan. The research plan will include a statement of the research problem, purpose of the study, qualitative research questions, description of the sample, description of instruments used to answer research questions, and a description of the qualitative analysis procedures employed to answer the research questions. Additionally students will create a timeline of data collection, analysis, and reporting that demonstrates their understanding of how a research plan could be actualized around the research questions. With this research plan benchmark students will need to provide at least five references specific to supporting their plan for use of instruments and methods of analyzing the research questions. These references must build on prior research studies aimed at answering similar research questions. This research benchmark builds on prior benchmarks by requiring students to craft research questions and thoughtfully construct a plan to answer the questions using qualitative methods.



Continued development of information and resource literacy is addressed as students are required to search and find evidence that supports their qualitative research plan.

### Student Fees and Financial Aid

The Financial Information section may be revised at any time. Please contact the Financial Aid Office or the Bursar's Office for the most current information.

Financial Aid Office

949-214-3066

finaid@cui.edu

<http://www.cui.edu/studentlife/financial-aid/>

Bursar's Office

949-214-3075

bursar@cui.edu

<http://www.cui.edu/studentlife/bursar/>

See the DTMS for tuition, student service fees, and costs for educational trips by term, semester, fiscal year, and total cost of the program.

### Financial Aid Process

If you plan on using Financial Aid to assist in the payment of tuition, you need to do the following:

**Step 1:** Obtain a Pin: Go to [www.pin.edu.gov](http://www.pin.edu.gov). Supply your name (as it appears on your Social Security Card), Social Security number, date of birth and either an email or street address to which you want the PIN sent.

**Step 2:** Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov). The FAFSA will be used to generate the needs analysis report Concordia University will use to determine your need for assistance. Be sure to complete all sections of the FAFSA and include our school code and name in the appropriate box(es) on the FAFSA so that the results of your needs analysis will be sent to Concordia University. Our school code is: Concordia University, CA Federal Code #013885.

**Step 3:** Complete Concordia University's Post-Baccalaureate Financial Aid Application and Stafford Loan Worksheet and submit it to the Financial Aid Office. This form is available online at <http://www.cui.edu/academicprograms/graduate/ma-curriculum-instruction/fa.aspx>. Be sure to complete both pages and sign the last page.

### Loans

As a post-baccalaureate student at Concordia University, you are eligible to apply for federally guaranteed student loans under the Federal Direct Loan Program. The Federal Direct Loan Program includes the Federal Direct Subsidized Stafford Loan and the Federal Direct Unsubsidized Stafford Loan. You become responsible to repay on a Federal Direct Stafford Loan six months after you graduate, drop below half-time status, or withdraw from school. The six months is called a "grace period". For the Unsubsidized Federal Direct Stafford Loan, the borrower is responsible for interest that accrues during the in-school, grace, and deferment periods.

Once all of these steps have been completed, you have been accepted to the graduate program, and you have registered for classes, the Financial Aid Office will review your information and determine your eligibility for financial aid for the academic year in which you are enrolled. You will then receive an electronic award notification from the Concordia Financial Aid Office to your Eagle's email address. The award notification will explain what has been awarded to you. You will need to accept, decline, or modify each award in the spaces provided on the award notification. The offer of financial aid becomes official only upon receipt of the electronic acceptance. New students accepting financial aid must complete Loan Entrance Counseling and sign your Master Promissory Note (MPN). Students must maintain at least part-time status to be eligible to receive Financial Aid. Part-time status is defined as 3 units per semester. Full-time status is defined as 6 units per semester.

### **Payment Policies and Procedures**

**With No Financial Aid:** Total payment is due prior to beginning of class if your Financial Aid application (FAFSA) has not been filed.

**With Financial Aid:** If you have been accepted into the Doctoral program, have submitted your Federal Aid application (FAFSA) and have submitted your **Post Baccalaureate Financial Aid Application and Stafford Loan Worksheet**, please contact financial aid for information on Financial Aid eligibility. You may be responsible for full or partial class payment depending on your aid package.

**Payment Plans:** If you would like to set up a payment plan or learn more about payment plans, please visit [www.cui.edu/paymentplans](http://www.cui.edu/paymentplans).

### **Refunds**

Students withdrawing from the University or dropping courses within the refund period may be eligible for a tuition refund in accordance with the university's fee schedule and refund procedures. Concordia University's refund policy is determined by a weekly percentage until the 60 percent or greater point in the semester is reached. The student is responsible for paying any outstanding charges to the university. It is the sole responsibility of the student to officially drop classes through the Registrar's Office. See Courses - Adds/Drops for how to officially drop a course.

The Bursar's Office prorates charges based on the drop date provided by the Registrar's Office.

- **Refund before classes begin:** A full refund is issued, minus the application fee, if the student withdraws before the first class meeting. Please note that Concordia University requires dated documentation from the student seeking to withdraw.
- **Refund after classes begin:** Students who withdraw from school after classes begin may apply with the Bursar's Office for refunds. Concordia University's Education refund policy is determined by a weekly percentage. The student is responsible for paying any outstanding charges to the university.
- **Tuition refunded amounts are as follows:**
  - Week 1 = Students may add or drop classes during the first week without penalty
  - Week 2 = 86% tuition refunded
  - Week 3 = 72% tuition refunded
  - Week 4 = 58% tuition refunded
  - Week 5-8 = 0% tuition refunded

**Return of Title IV Federal Financial Aid Policy:** This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy includes Federal Pell Grant, Federal SEOG, Federal Direct Stafford Loan and Federal Direct Plus Loan. A student withdrawing from Concordia University during a semester must file an Official Withdrawal Form with the Registrar's Office located in Grimm Hall, first floor. If a student is not able to visit the office, he/she may contact a staff person in the respective office regarding the withdrawal date. The student's official withdrawal date will be determined by the university as: 1) the date the student began the university's withdrawal process; 2) the midpoint of the semester if the student withdraws without notifying the university; or 3) the student's last date of attendance at an academically related activity as documented by the university.

**If a student withdraws during a semester**, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is 60 percent or greater, the student is considered to have earned 100 percent of eligibility. This policy does not affect the student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition. If it is determined that a portion of the financial aid received on the student's behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the United States Department of Education to repay the amount. If the student fails to repay or make payment arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.

## Academic Information and Policies

### Academic Advising

Planning for a degree program must be done in consultation with a Graduate Academic Advisor. This ensures that the candidate is aware of the current program requirements and has scheduled his/her program to be completed within these requirements. Concordia University is not responsible for decisions candidates implement without consultation and approval. Early enrollment by a student for any course or seminar must be approved by Executive Director.

### Degree Completion

A candidate has seven years from the time of initial enrollment in the program to complete all requirements for the Doctor of Education degree. The earliest a candidate can complete the program is 33 months (start to dissertation defense).

### Issuance of State Credentials and Certificates

Concordia University Irvine conducts specific programs that are accredited by the State of California to satisfy the State requirements for specific Credentials and Certificates. The State of California issues the specific Credentials and Certificates based on the successful completion of all requirements.

Concordia University reserves the right to deny recommendation to the State if in the judgment of the School of Education the student has not successfully completed the specific program.

### **Class Attendance**

Participation in class is essential for candidate success in doctoral courses. Attendance is required for all Irvine campus class sessions and online synchronous sessions. Active participation is expected during these sessions. Excused absences for professional or health reasons must be arranged with prior approval from the instructor, with the student making up missed work as stipulated by the instructor. Because of the minimum on-campus class sessions for this course, unit credit cannot be earned if a candidate has more than one class absence. Exceptions to this policy will be allowed only with the approval of the instructor, based on an adequate plan for the student to satisfactorily complete all requirements for the course.

### **Courses – Add / Drop Changes**

Course registration revisions/changes are the candidate's responsibility. Candidates may add/drop a course online in MyRecords up until the end of the open registration window. When open registration is closed candidates make course changes by contacting their Academic Advisor or the Registrar's Office. All forms must be signed by the candidate and require the approval of the Academic Advisor, the instructor involved and the Office of the Registrar.

### **Appeals of Grades / Academic Disputes**

For all issues other than admission, candidates with grievances must address those grievances with the Executive Director of the Doctoral Program. If the candidate does not feel the issue is satisfactorily resolved he/she may file a formal written appeal with the Dean of the School of Education. The appeal should contain a rationale as to why the decision in question should be reconsidered. The Dean of the School of Education will render a decision within 30 days or call for an appeal committee. Grade appeals must be filed with the Dean of the School of Education within 30 days of the day the grade was posted in MyRecords.

### **Active Status**

Active enrollment in the program is defined as:

- Full-time student = 3 units per semester
- Part-time student = 1 unit per semester

### **Inactive Status**

Any candidate who has not enrolled in courses for one term will be considered an "Inactive Candidate." Inactive candidates shall be removed from the education program if no progress is made toward a degree for 12 consecutive months. An inactive candidate wishing to return to the program must re-apply for admission. Re-admission is not guaranteed. Candidates returning from inactive status may be required to take additional course work or repeat course work if the content of the new course(s) are deemed critical to the candidate's performance.

### **Maintaining Good Standing**

A student must maintain a 3.00 to remain in academic good standing in the Ed.D. program. If a student drops below the cumulative GPA of 3.00 at the end of any given term, the candidate is placed on one term of academic probation. The student has one term to bring the cumulative GPA back to 3.00. A student must earn a B- or better in each course of the doctoral program.

### **Academic Dismissal**

The first step in academic dismissal is placing a student on probationary status. Students who do not remedy the stipulations of the probationary status and return to “good standing” within one semester will be dismissed from their program.

### **Repeating a Course**

If a course needs to be repeated by the student the student must file a petition with the Dean’s Office. No more than one course can be repeated during the doctoral program. The Dean’s Office in consultation with the Executive Director of the doctoral program will determine when the course can be completed, the academic terms of successful completion, and grade replacement.

### **Special Learning Needs of Students**

Concordia University is dedicated to providing students with disabilities access to the programs, services, and activities of the University as required by the Americans with Disabilities Act (1990) and Amendment (2008) and by Section 504 of the Rehabilitation Act (1973). Section 504 states: “No otherwise qualified individual shall, solely by his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Students desiring accommodations on the basis of physical, learning, or psychological disability are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC by dialing extension 1586 on campus or dialing direct at 1-949-214-1586. See Appendix for Recording Lecture Agreement.

### **Transcripts**

A transcript order is defined as a request for a transcript to each separate destination/address; each separate destination/address constitutes a separate order. Students may obtain an official transcript of their academic record by filing a request with the Office of the Registrar. A fee is charged for transcripts and must be paid in advance. Ten working days should be allowed for processing and mailing of the transcript. Transcripts will not be released until all fees have been paid. Transcripts from other schools become the property of the University and will not be released or copied.

## Transferring in Courses

Concordia does not accept transfer credits for this program.

## Grading System

The grade point average (GPA) at Concordia University is computed on a 4.0 point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly, and the letter grades cannot be defined here other than in a general manner. Only grades of B- or better may be applied for fulfillment of doctoral requirements.

The following grade points are applied by the Registrar to the Grade Point Average for each Course Final Grade submitted by the instructor.

Letter Grade	Grade Points
A	4.0
A -	3.7
B +	3.3
B	3.0
B -	2.7
Less than B-	0

### P/F = Pass/Fail

Assigned when a course is graded on a Pass/Fail basis as opposed to a letter grade (A through B-). Since no grade points may be assigned for a "P" grade, the course will not affect the GPA but will be counted for credit. Only specific courses may be graded using this option. For the Doctor in Education program, the following courses are graded on a Pass/Fail basis:

EDD 700 Doctoral Studies Orientation

EDD 771-777 Dissertation Seminars

EDD 781-79x Dissertation

AUD = Audit

Assigned for classes attended for no credit and for the purpose of gaining information without the requirements of tests and papers. Audits must be approved by the Executive Director of the Doctoral Program.

### I = Incomplete

Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. **Incompletes must be removed within 4 weeks from the beginning of the next term, unless an extension is granted by the instructor with an approval from the Executive Director of the Doctoral Program.** Failure to remove an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete.

IP = In Progress

Assigned when an educational experience (e.g. thesis and practicum) is designed to extend beyond a single grading period. An “IP” grade must be accompanied by the terminal date at which the regular grade is due. When the grade is not assigned and submitted to the Registrar within the specified time after the terminal date, the grade of “I” will be assigned in accordance with the policy on the grade of “Incomplete.” Thereafter, the course is governed by the rule of “I.”

W = Withdrawal

Assigned when a student officially withdraws from a class after census date and through the fifth week.

It is the student’s responsibility to bring any error in grades to the attention of the instructor within 30 days following the day the grade is posted in Banner. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next full term. Submission of extra work after a term is completed will be permitted only when a grade of “Incomplete” was assigned.

### **Graduation**

All Doctor of Education students must complete a Graduation Application in order to graduate. An application fee is due and payable upon submission of the application. The graduation application, exact application amounts, and deadlines for applying are found at:  
<http://www.cui.edu/student-services/registrar/index.aspx?id=17651>

Graduating students are encouraged to celebrate the completion of their program by participating in the annual Commencement Ceremony held each May. You must notify the university on your Graduation Application. If you are graduating in summer or fall, you may participate in the commencement the following May. The Graduation Application must be completed and submitted even if you do not plan to participate in the Commencement Ceremony.

The application fee applies to all graduates as well, regardless of Commencement Ceremony participation. Students who do not complete the requirements to graduate during the semester stated on their Graduation Application must complete the Re-Apply Application.

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

Federal regulations require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress (SAP) policy. Title IV financial aid programs include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, Federal Direct PLUS Loans, and Work-Study. The requirements of this policy apply to all students receiving federal and state aid, and institutional aid per university policy.

### **Minimum Standards**

To remain eligible for federal grants, loans, and work-study, students must meet the standards indicated below at the end of each semester. Please note the standards to establish and maintain eligibility for Title IV assistance are more stringent than the University's academic standards for continuous enrollment. At the end of each term of enrollment, students must earn the minimum cumulative GPA, minimum number of credit hours, and be within the maximum timeframe. Failure to meet the minimum cumulative standards may result in a loss of financial aid eligibility.

### **Qualitative Measure of Progress**

The qualitative requirement sets a minimum Cumulative Grade Point Average (GPA) for the degree level at which a student is classified. Note: This is the GPA used to determine one's status and includes grades from courses taken at all other schools that are accepted by the university. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

- Minimum Cumulative GPA for Ed.D. students is 3.0

### **Quantitative Measure of Progress**

The quantitative requirement contains two components, (1) Pace of Progression and (2) Maximum Timeframe.

#### **Pace of Progression/Completion Rate**

The credit hour completion rate reflects the pace at which students must progress to ensure that they are able to complete their degree program within the maximum timeframe. The pace of progression is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has attempted. All students regardless of classification must earn 67% of all hours attempted. This is a cumulative calculation and includes credits attempted at all schools before and while attending Concordia.

#### **Maximum Timeframe**

The maximum timeframe for undergraduate students to complete their degree cannot exceed 150% of the published length of the academic program. Hours are counted starting with the semester the student entered school, even those semesters in which he/she did not receive financial aid. The maximum timeframes are listed below:

- Hours Attempted required for the Ed.D. program

Hours Attempted: Hours attempted include all hours pursued in the student's career and are counted in the maximum timeframe whether or not financial aid was received. Attempted hours also include the following: withdrawals, incompletes, failing grades, repeated coursework, and transfer credits accepted by the University.

### **Financial Aid Warning**

Students who do not meet the SAP standards will be placed on Financial Aid **WARNING**. While on **WARNING** status, students will continue to receive financial aid. All students who are notified of their



**WARNING** status should seek academic counseling and take advantage of all other student services available to ensure student success at the university.

### **Financial Aid Termination**

Students who do not meet the SAP standards for more than one term will be **PROHIBITED** from receiving all financial aid. Being on **PROBATION** status does not prohibit a student from continuing their education. Students who have lost their financial aid eligibility may be reinstated once they demonstrate satisfactory academic progress.

### **Appeal Standards**

Only appeals for the following reasons will be accepted:

- A death of an immediate family member of the student.
- Medical/hospitalization of the student.
- Mitigating circumstances beyond the student's control that affected their academic progress.

### **Appeal Process**

All appeals must be submitted in writing, and include the Financial Aid Satisfactory Academic Progress (SAP) Appeal Form, **with supporting documentation attached**, to the Financial Aid Office. Acceptable **documentation** for each circumstance **must** be stated in the appeal letter and supporting documentation **must** be attached, such as medical records, death certificates and any documentation that supports the student's mitigating circumstances. The Director of Financial Aid will approve or deny appeals as they are submitted. Results of an appeal will be sent to the student in writing. Any student whose appeal is denied by the Director of Financial Aid has the right to appeal to the Financial Aid Committee. The Financial Aid Committee will use the same criteria in rendering its decision.

### **Appeal Decision**

If a student's appeal is **approved**:

The student will be placed on **PROBATION**. A student on **PROBATION** will continue to be eligible for financial aid on a semester by semester basis provided they meet the required terms and conditions as indicated in the student's approval. Failure to meet these requirements on a term by term basis will result in **TERMINATION** of financial aid.

If a student's appeal is **denied**:

The student must meet SAP standards before any further financial aid may be awarded as long as the student hasn't reached the maximum units.

### **Reinstatement of Financial Aid**

To reinstate financial aid a student must have an approved Financial Aid Appeal or must meet the financial aid satisfactory academic progress cumulative qualitative, quantitative, and maximum timeframe standards. Neither paying for classes out of pocket, nor sitting out a period of time is sufficient in and of itself to re-establish a student's financial aid eligibility.

### **Treatment of Grades**

- Courses for which a student receives a letter grade of A, B, or P are included in the calculation of cumulative credit completion percentage as courses successfully completed.
- Courses for which a student receives a letter grade of IP, I, N, NP, IF, F, W or GD will be treated as credits attempted but not successfully completed.

### **Withdrawals**

Credits for which a grade of “W” is received are considered attempted credits but not successfully completed credits. A grade of “W” does not impact GPA but does negatively impact the cumulative completion percentage and counts toward the maximum time frame.

### **Repeated Coursework**

Undergraduate students are allowed to repeat a course as often as allowed by the academic policies of the university. Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeats count against the maximum timeframe (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once.

### **Transfer Credits**

Transfer credits accepted by the institution and applied toward a student’s degree, diploma, or certificate requirements to graduate will apply toward the maximum time frame calculation. If at the point of admission a transfer students prior academic record does not meet the colleges minimum cumulative qualitative or quantitative SAP standards, the university may immediately place the student in a probation status for financial aid eligibility.

### **Consortium Credits**

Credits for which financial aid is received under a consortium agreement will be included in the calculation of cumulative GPA, completion percentage, and maximum time frame.

### **Audited Courses**

Audited courses will not be funded by financial aid and are not included in any financial aid satisfactory academic progress measurements.

## **Student Rights and Privacy**

Each student of Concordia University has a right to:

- Review the official educational records, files, documents and other materials which contain information directly related to him/her, and
- Challenge such records that are inaccurate, misleading or otherwise inappropriate.

It is the policy of the university that unless excluded by state or federal law, no record, files, documents, materials or personally identifiable information contained therein shall be released to any individual, agency or organization without the express written consent of the student/alumnus.

Any student desiring to review his/her official educational records should contact the Office of the Registrar to determine procedures for such review. Any student desiring to challenge the content of his/her official educational records should contact the Office of the Registrar.

While the university does not provide general directory services, it may, by law under special circumstances, release the following information about a student: name, address, telephone number, date and place of birth, major field of study, class schedule, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, and the most recent previous public or private school of attendance. Any student who does not wish such information to be released about his/her participation or status should notify the Office of the Registrar in writing, at the beginning of each semester. The university is required to comply with all federal regulations governed by the Family Educational Right and Privacy Act (FERPA).

### **Student Leaves and Withdrawals**

Graduate students who will no longer continue their enrollment at Concordia University must withdraw formally from the university. Withdrawal from all courses may take place through the last day of the semester. **Non-attendance does not constitute withdrawal from classes** and will result in grades of "F." Please contact Student Accounts to learn about the refund policy and Financial Aid regarding your eligibility after withdrawal. Withdrawal forms are available in the Office of the Registrar. Students who return to the university after withdrawing, regardless of the reason, must be readmitted by the admissions department before they will be allowed to register for classes.

#### **Withdrawal from School**

The Federal Guidelines for the Return of Title IV Federal Financial Aid Policy as outlined by the Federal Government are summarized below. If for any reason a student needs to withdraw from Concordia University, the following guidelines must be followed: An official withdrawal form must be filed with the Registrar's Office.

The student's official withdrawal date will be determined by the university as:

1. The date the student began the university's withdrawal process; or
2. The midpoint of the semester if the student withdraws without notifying the university; or
3. The student's last date of attendance at an academically related activity as documented by the university.

If the student begins the withdrawal process and then later decides to continue attendance at Concordia University, the student must indicate this in writing to the Registrar's Office and indicate

that his/her intention is to complete the semester. If a student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew.

## **Policies on Harassment and Discrimination**

### **Harassment**

Concordia University will not tolerate any form of harassment. Harassment is the use, display, or other demonstration of words, gestures, imagery, or physical materials, or the engagement in any form of bodily conduct, on the basis of race, color, national or ethnic origin, alienage, sex, religion, age, sexual orientation, or physical or mental disability, that has the effect of creating a hostile and intimidating environment sufficiently severe or pervasive to substantially impair a reasonable person's participation in University programs or activities or use of University facilities. Those people involved in harassment will face disciplinary action.

### **Sexual Harassment**

Concordia University Irvine is committed to creating and maintaining a community where all persons who participate in University programs and activities can work and learn together in an environment free from sexual harassment. Sexual harassment is contrary to the religious and moral tenets of the university. Every member of the university community should be aware that the university is strongly opposed to sexual harassment, and that such behavior is prohibited both by law and by university policy. The university will respond promptly and effectively to reports of sexual harassment, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.

For complete references on policies related to harassment and sexual harassment contact the Human Resources Department at <http://www.cui.edu/hr>

## Appendix

### Ed.D Handbook Agreement

By signing my name below, I certify that I have read both the Ed.D Cohort Handbook and the Streamlined Dissertation Track: From Orientation to Degree Completion Handbook and will be held accountable for the information herein. I understand that if I have any questions pertaining to the policies in this handbook, I will contact the [Ed.D Program Office](#).

I further agree that I will refer to both handbooks for the duration of my enrollment in the Ed.D Program and will stay abreast of revisions provided by the Ed.D Program Office. A revised Streamlined Dissertation Track handbook will be made available throughout the school years I remain in the program and revisions will be posted on the DTMS and announced when new versions are available.

I acknowledge that it is my responsibility to check my Eagles email account and my Cohort DTMS BlackBoard site on a frequent basis. I also acknowledge that any University information will be sent to my Eagles e-mail account ***only***, as this is CUI policy. Updates, deadlines and Ed.D Program alerts will be given to students through these networks.

In the event I should leave the program for one or more semesters, I understand that it is my responsibility to remain in contact with the School of Education and stay updated on any changes that pertain to my degree.

\_\_\_\_\_  
Student Signature      Date

\_\_\_\_\_

\_\_\_\_\_  
Student Name (Printed)      Student I

\_\_\_\_\_

## Recording Lecture Agreement

Students who have a qualifying disability that limits their independence may record class lectures for their personal study use only. Lectures recorded for this reason may not be shared with other people without the consent of the lecturer. Recorded lectures may not be used in any way against the faculty member, other lecturers or students whose classroom comments are recorded as part of the class activity. Information contained in the recorded lecture is protected under federal copyright laws and may not be published without the consent of the lecturer. The student must sign this agreement before lectures can be recorded. The instructor will be notified before class begins that a student may be recording the lectures due to his/her disability. The student will delete the recorded materials in any and all formats within in ten calendar days from the completion of the term for the course.

### Procedure

A student with a qualifying disability must be registered with the DLRC. The student must provide the appropriate documentation to DLRC pertaining to the disability. When appropriate accommodations have been discussed and agreed to by the student, and the accommodation includes recording a lecture, class, or activity, the student will sign this agreement and give it to their instructor for his/her signature.

One copy of this agreement will be kept in the student's confidential file, along with their disability documentation. Instructors may request a copy of this signed agreement to keep in his/her personal files.

I, \_\_\_\_\_, have read and understand the above policy on recorded lectures at Concordia University, Irvine, and I agree to abide by the policy with regard to any lectures I record while enrolled as a student at Concordia University, Irvine.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Director of Disability and Learning Services

\_\_\_\_\_  
Course Title and Number



**CONCORDIA**  
**UNIVERSITY IRVINE**

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