EdD in Higher Education
Founded in 1905, Concordia University-Portland is an accredited, nonprofit, Christian liberal arts university committed to sharing our Lutheran values of open discourse, intellectual inquiry, justice, compassion, diversity, and inclusion to prepare leaders for the transformation of society.

Concordia’s College of Education is one of the most respected names in learning today. Using forward-thinking knowledge based on emerging research, Concordia-trained professionals continue to change the world student by student. Connected through an active, professional network already 10,000 alumni strong, our educators represent one of the nation’s largest groups of MEd recipients (IPEDS 2016) with growing numbers of EdD graduates elevating our impact each semester.

If you’re passionate about next-generation learning, Concordia is the university leading the way and shaping the future of education.

CONCORDIA UNIVERSITY’S DOCTORATE OF EDUCATION PROGRAM

Through intensive curricula, scholarly discussions, and a nurturing faculty of highly regarded instructors, our EdD program gives you the skills needed to be an effective, transformational leader—a leader who listens and inspires ethical change. Each of our five leadership-focused concentrations incorporates a unique Virtual Residency component and is offered 100% online—so you can log in at any time of day to connect with your professors and fellow candidates. All you need to take the first step is an internet connection, an open mind, and the desire to influence the future of education. Concordia will walk with you through your journey of earning your EdD and support you through all of your hard work.
This EdD concentration includes an emphasis on both Higher Education Administration and Higher Education Instruction, and is designed to prepare servant-leaders for leadership, teaching, and service positions in colleges, universities, community colleges, governmental agencies, educational associations, and other public and private post-secondary educational settings. It is anticipated that graduates of this terminal degree will pursue careers in teaching, admissions, student services, student records, intercollegiate athletics administration, campus facilities, university business offices, institutional advancement, institutional research, and other administrative and support services in higher education.

Unique to this program is the commitment to develop within and among the program’s candidates and graduates a collaborative, worldwide network of scholars dedicated to transforming education.

EdD in Higher Education

AT A GLANCE

59 CREDIT-HOUR PROGRAM

100% ONLINE OR ON CAMPUS IN PORTLAND, OREGON

COMPLETE IN 3 YEARS (minimum)

CURRENT AND RELEVANT CURRICULUM

ACCREDITED BY THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES (NWCCU)

LET’S CHAT

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**EdD PROGRAM OBJECTIVES**

The Concordia University-Portland Doctoral Program focuses on developing reflective practitioners and transformative leaders who:

- Understand the theoretical bases of practice, are able to turn theory into action, and can utilize skills and strategies to improve practice

- Apply organizational skills and strategies, apply capacity-building program analyses, and have a willingness to recognize need and confront it with reason and grace

- Are grounded with a solid ethical, moral, and faith-based truth-telling, integrity, and a spirit of service

- Understand purposeful collaboration, democratic participation, and choice as a guiding style that produces strong and powerful results

- Have the capacity to meld reason and imagination, analysis and hunch, and accept a tolerance for ambiguity

- Have a willingness to think and act critically, unravel dense meaning, and probe complicated projects with sense and clarity

- See themselves as scholars who are committed to study as intentional, intriguing, and inspiring

**HIGHER EDUCATION OBJECTIVES**

The Higher Education doctoral concentration develops transformative leaders who:

- Understand the history of American higher education and how it relates to the critical issues facing academia today

- Carefully evaluate research findings to make evidence-based strategic decisions

- Recognize proven leadership and management strategies for successfully managing diverse and complex organizations

- Demonstrate a comprehensive understanding of the complex financial realities of higher education, and the factors that affect long-term financial viability

- Understand the strengths and weaknesses of different curriculum design and instructional models
# Program Schedule

Classes are 8 weeks in length, and are limited to 20 candidates to support quality discussions.

## Year 1 (21) Credits

**CORE & CONCENTRATION CURRICULUM**

In year one candidates develop foundational knowledge and skills in the Core Curriculum, Scholarly Writing Series, and initial Concentration Curriculum. The year culminates in the submission of a Comprehensive Connection Paper that demonstrates the candidate’s skills for analysis, synthesis, application, and connection of ideas to a research problem or problems.

### Session 1
- **EDDC 700** - 0.5 credits
  - Scholarly Writing - Identity
- **EDDC 712** - 3 credits
  - The Ethical Educator

### Session 2
- **EDDC 701** - 0.5 credits
  - Scholarly Writing - Style
- **EDDC 714** - 3 credits
  - Transformational Learning

### Session 3
- **EDDC 702** - 0.5 credits
  - Scholarly Writing - Analysis
- **EDDC 716** - 3 credits
  - Creativity, Inquiry, and Innovation

### Session 4
- **EDDC 703** - 0.5 credits
  - Scholarly Writing - Synthesis
- **EDDC 718** - 3 credits
  - Leading Organizational Change

### Session 5
- **EDDC 704** - 0.5 credits
  - Scholarly Writing - Issue Exploration
- **CONCENTRATION 1** - 3 credits
  - 3 credits

### Session 6
- **EDDC 705** - 0.5 credits
  - Scholarly Writing - Connections
- **CONCENTRATION 2** - 3 credits
  - 3 credits

## Year 2 (20) Credits

**CONCENTRATION, RESEARCH, & DISSERTATION CURRICULUM**

In year two candidates complete the Concentration Curriculum, develop preliminary research for their dissertation in the Research Writing Series, gain focused skills for research design, and enter the dissertation process. Candidates work directly with a Faculty Chair and Methodologist through the dissertation process. A Research Prospectus is developed and must be approved by the program. Candidates develop their research design and submit the design for approval by the Concordia University Institutional Review Board (IRB).

### Session 1
- **EDDR 706** - 0.5 credits
  - Research Writing - Literature Search
- **CONCENTRATION 3** - 3 credits
  - 3 credits

### Session 2
- **EDDR 707** - 0.5 credits
  - Research Writing - Literature Review
- **CONCENTRATION 4** - 3 credits
  - 3 credits

### Session 3
- **EDDR 708** - 0.5 credits
  - Prospectus Writing - Quantitative
- **EDDR - 790** - 3 credits
  - Quantitative Research Methods

### Session 4
- **EDDR 709** - 0.5 credits
  - Prospectus Writing - Qualitative
- **EDDR - 791** - 3 credits
  - Qualitative Research Methods

### Session 5
- **EDDR 798** - 3 credits
  - Dissertation
- **EDDR 798** - 3 credits
  - Dissertation

### Session 6
- **EDDR 798** - 3 credits
  - Dissertation
- **EDDR 798** - 3 credits
  - Dissertation

## Year 3 (18) Credits

**DISSERTATION CURRICULUM**

In year three candidates continue development of the Dissertation Proposal, which must be defended before the full Dissertation Committee. After successful defense of the Dissertation Proposal and receipt of Concordia University IRB approval, candidates pursue research field experience, complete data analysis and continue writing the dissertation. The dissertation process culminates in a successful defense of the dissertation before the committee, finalization of the dissertation for publication, and publication of the dissertation. If candidates require additional time to finish their dissertation, they may register for additional sessions of EDDR 798 (Dissertation).

### Session 1
- **EDDR 798** - 3 credits
  - Dissertation

### Session 2
- **EDDR 798** - 3 credits
  - Dissertation

### Session 3
- **EDDR 798** - 3 credits
  - Dissertation

### Session 4
- **EDDR 798** - 3 credits
  - Dissertation

### Session 5
- **EDDR 798** - 3 credits
  - Dissertation

### Session 6
- **EDDR 798** - 3 credits
  - Dissertation

*All classes are subject to change.*
COURSE DESCRIPTIONS

PHASE I: CORE

EDDC 712
The Ethical Educator
3 credits

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Educators must also ensure that the institutional policies and practices of their school or organization adhere to the application of ethical practice throughout the workplace. The course will emphasize human subjects research issues of harm and deception. This study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that can support or erode ethical practice. As a result of the activities and discussions completed in this course, candidates will have the opportunity to transform their personal and professional ethical lives and priorities.

EDDC 714
Transformational Learning
3 credits

Based on the view that an individual’s beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their world-view to move away from knowledge transmission towards transformational learning. Candidates will deconstruct conformity to social and cultural canons which have permeated U.S. public schools to a negative effect. They will examine theories that are meant to catalyze social transformation and individual change, and develop their own theory and practice of transformative learning for social change.

EDDC 716
Creativity, Inquiry and Innovation
3 credits

This course emphasizes the need for organizations to foster an environment where creativity, inventiveness, and entrepreneurship are expectations in the culture. Topics are investigated through popular literature and case studies of individuals who have made significant break-through contributions in the areas of science, music, art, and business. The course will address such questions as “What is the essence of creative work? Can creativity be learned? How critical is it for organizations and leaders to innovate? What conditions are necessary in the workplace to foster an environment where creativity, experimentation, and innovation are welcomed? Who determines what is creative and what is not? Why is innovation more likely found in the commercial and nonprofit sector rather than schools?” Lastly, the course hopes to tap the creative potential within all of us and illustrate its value for our own growth as well as the health of the organization.
PHASE I: CORE
EdD in Higher Education

EDDC 718 Leading Organizational Change
3 credits

This course focuses on helping learners internalize the knowledge, attitudes, skills, and values necessary for facilitating organizational improvement in schools and colleges. In particular, it zeros in on the theory and technology of Organizational Development (OD), and the “what, why, and how” of planned change in diverse educational settings from pre-school to graduate school. Additionally, the course content is undergirded by person-centered values, democratic leadership skills, as well as the ideology of service-management, and is aimed at facilitating excellence in student-centered teaching and learning.

EDDC 700 Scholarly Writing
-Identity
-Style
-Analysis
-Synthesis
-Issue Exploration
-Connections
0.5 credits each

The courses in this sequence (EDDC 700 through 705), Scholarly Writing, provide opportunities for doctoral candidates to develop and refine their scholarly writing during the first year of the education doctorate in order to become successful writers both during and beyond their academic career. Course topics include writing article abstracts and analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Candidates will practice concrete strategies for drafting and revising texts and will develop greater metacognitive awareness of their writing processes. Through peer editing experiences, candidates will develop the ability to be thoughtful readers of their peers’ writing. Candidates write and revise various genres of scholarly writing during the course sequence, culminating in 705 with a revised draft of the Comprehensive Connection paper.

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This course addresses the need for administrators and teacher leaders to both understand innovative curriculum, instruction, and assessment for college and university education and to develop the leadership skills to implement them effectively. Students will explore a wide variety of curricula and instructional and assessment applications, including curriculum theory, instructional theory and practice, curriculum designed for the gifted and talented, curriculum designed for special needs populations, and educational technology. The aim of the course is to prepare higher education leaders to effect transformational change as well as to meet the curriculum, instruction, and assessment challenges that face higher education today and in the future.

This course will provide a contextual framework for candidates to understand factors affecting the financial wellbeing of higher education institutions and how these factors affect an institution’s long term viability, sustainability and ability to deliver on their mission.

This course examines the character and structure of the American Postsecondary Education system. Candidates will explore the history, major participants, and forces that have shaped the American postsecondary enterprise through a study of six components: (1) History of American Higher Education; (2) Diversity of institutions within higher education; (3) Benefits of higher education; (4) Diversity of Students within American higher education; (5) Issues of Autonomy, Accreditation, Accountability, Academic Freedom and Federal and State Coordination of higher education institutions; and (6) Future Trends in American higher education.

Leadership in American higher education demands an understanding of the legal context of that service, and its policy implications. This course will provide candidates with an overview of the laws and legal precedent most relevant to higher education and will introduce candidates to methods of legal analysis and decision-making so that they can anticipate, recognize and appropriately address legal issues as higher education leaders. Additionally, candidates will learn how to incorporate legal advice from attorneys into decision-making. Candidates will also learn to access court cases, regulations, statutes, and understand the legal relationships among these various sources of law. The primary format for this course will be reflection and discussion, based on articulating deep analytical thinking, both orally and in writing.
Knowing what I know now has changed my entire perspective on teaching and education as a whole. I love Concordia’s online program.”

-JOHN HOSKINS, CURRENT STUDENT
EdD IN HIGHER EDUCATION

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PHASE III: RESEARCH

EDDR 706  
Research Writing-  
Literature Search  
0.5 credits

This course focuses on library research in support of a literature review along with continuing development of candidates’ academic writing. The course builds upon the critical thinking practices developed in EDDC 702 and 703, and it emphasizes the interrelatedness of critical reading, writing, and thinking in the pursuit of identifying and understanding the research literature on a topic. Candidates will locate and closely examine peer-reviewed, published research articles on their chosen dissertation topic. Candidates will leave this course with a substantial annotated bibliography of literatures on their topic and a completed literature matrix.

EDDR 707  
Research Writing-  
Literature Review  
0.5 credits

This course builds upon the work completed in EDDC 706. Candidates will use the annotated bibliography and matrix to write an initial Literature Review that presents an argument about the state of research on their topics. Substantial time will be devoted to critiquing previously written Literature Reviews as a way of helping the student understand the differences between a well-written and a poorly-written literature review. The completed literature review will provide the foundation for developing a quantitative research question and prospectus about the topic in EDDC 708 and a qualitative research question and prospectus for the topic in EDDC 709.

EDDR 708  
Prospectus Writing-  
Quantitative  
0.5 credits

This course focuses on developing scholarship and understanding in behavioral and social science quantitative research. Doctoral candidates will craft an initial quantitative research prospectus based on the quantitative research question developed previously in EDDR 707. Candidates will identify their research niche (i.e., find a gap, or weak connection, or alternate connection in literature); establish their research niche (i.e., situate their research question in context, purpose, and conceptual framework); and occupy their research niche (i.e., state the proposed study’s significance and the nature of the study, operationalize variables, and determine assumptions, delimitations and limitations).

EDDR 709  
Prospectus Writing-  
Qualitative  
0.5 credits

The prospectus is a preliminary description of the proposed research study. The prospectus provides doctoral candidates the opportunity to develop a draft of a qualitative research prospectus, under the guidance of their Faculty Chair. The prospectus demonstrates the doctoral candidate’s ability to present his or her view of an investigative passion or situation, as a research idea, that he or she is making a case for using relevant, rigorous, and feasible methods.
EDDR 790
Quantitative Research Methods
3 credits

This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, including descriptive, inferential, and probability statistics, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated. The quantitative research designs of survey, correlation, causal-comparative, and comparative will be examined.

EDDR 791
Qualitative Research Methods
3 credits

The goal of this course is to examine inquiry from a relativistic, but systematic, way of knowing. Candidates will apply qualitative research principles through coherent study of the established methodological designs of narrative, phenomenology, grounded theory, ethnography, and case study. The issues of alternative knowledge claims, validity or trustworthiness, in-depth field work, and data collection and analysis will be examined through these six strategies of inquiry.

EDDR 798
Dissertation
3 credits

Under the guidance of the Faculty Chair and dissertation committee, candidates will develop and execute a feasible, ethical, and scientifically valid dissertation research study and write a dissertation to report the development, execution, and completion of the study. The dissertation will include: a logical, organized Introduction; a synthesized Literature Review; a well-articulated and sound Methodology; a scientifically accurate and precise presentation of Data Analysis and Results; and, a well-developed Discussion and Conclusion. The dissertation is a scholarly document or presentation intended to demonstrate the research competence of the author and to produce greater understanding resulting from a comprehensive, logical, and ethical investigation. The dissertation is an expression of a high level of critical thought and is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

NOTE: Must take a minimum of eight times. May be repeated for up to 78 credits within the seven-year time limit to earn the degree.
Our Enrollment Specialists are available to answer any questions you may have. It’s ultimately up to you, however, to determine whether a degree program meets your needs. We suggest contacting the appropriate state agency, state department of education, employer, or school district to make this determination. Please also be aware that completing the doctoral program does not lead to state certification or licensure.

**ADMISSION REQUIREMENTS**

**U.S. CITIZENS OR PERMANENT RESIDENTS**

Completed online application: education.cu-portland.edu/apply

Applicants must have earned a GPA of 3.0 or higher in a master’s degree program from a regionally accredited institution.

Official transcripts from your graduate degree-granting institution and any post-graduate coursework. For your convenience, please sign the transcript release form if you would like Concordia University-Portland to request official transcripts on your behalf.

Current résumé including references (please explain your relationship with the references and include their contact information).

Letter of Intent, no more than two pages, citing evidence as to why you should be admitted to the doctoral program, including reasons why you chose Concordia and illustrating your commitment to degree completion.

Submit an example of original, scholarly writing from graduate level work that demonstrates your best scholarly or professional writing. The sample should be approximately 5-10 pages, should demonstrate effective writing in terms of organization and flow, and reflect your ability to analyze and synthesize information to support your position or findings.

You will be asked to certify that you are the sole author of submitted materials and that any assistance received in preparation of materials is fully acknowledged and disclosed. You will need to cite any sources from which you used data, ideas, or words, either quoted directly or paraphrased.

An interview may be required upon request from the review committee.

Candidates may be required to take a post-admission, pre-enrollment writing assessment, so the program has a real-time assessment of candidates’ writing proficiency.

Please make sure your first and last names appear on all of your application materials. After applying online, you may submit your materials (preferably in one packet) by one of the following methods:

Upload items through your online application account.
Scan and email to: admissions@education.cu-portland.edu
Mail to:
Online Admission Office – Processing Center
1721 W. Rio Salado Parkway
Tempe, AZ 85281
International students enrolled in an online program will not be issued an I-20 from Concordia University-Portland and will not be eligible to receive an F-1 student visa to study in the United States.

INTERNATIONAL STUDENTS

International students (anyone who is not a U.S. citizen or permanent resident) will need to fulfill the following requirements to be considered for admission into any of our online programs.

The same requirements as U.S. citizens/permanent residents, plus the following additions:

Proof of a Master’s degree that is recognized by the Ministry of Education from that country and equivalent to a Master’s degree earned in the United States.

Statement of Financial Guarantee.

Your university or college transcripts will need to be evaluated by an approved transcript evaluation partner.

For applicants educated in a university or college where English is not the medium of instruction or where English is not the native language, official score results for the TOEFL or IELTS must be submitted. Any English test score older than two years will not be accepted.

Score requirements vary by institution and program:
TOEFL: Internet-based score - 100
         Paper-based score - 600

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