# DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (Ed.D.)

This program is designed for professional educators, ministry, and business leaders who are pursuing leadership opportunities within public, private, and non-academic organizations with a specific focus on administrators, directors, and those in ministry. This program is a 3-year cohort model and meets state of Oregon requirements for a terminal degree program.

The Corban Ed.D. program is specifically designed for a well-rounded doctoral experience combining theological reflection, leadership theory, and focused research skills to prepare leaders in Christian P-12 education, Christian higher education, and Christian non-profit leadership positions for the purpose of making a difference globally for the cause of Christ.

## COURSEWORK

### CORE COURSES (18 CREDITS)

EDU810 Philosophical Issues in Educational Studies (3)
EDU811 Research 1: Introduction to Educational Leadership Research (3)
EDU814 Ethical Leadership (3)
EDU824 Theological Research and Integration for Educational Studies (3)
CML833 Philosophical Foundations of Leadership (3)
EDU821 Research II: Qualitative Research (3)
EDU831 Research III: Quantitative Research and Statistics (3)

### P-12 EDUCATION TRACK (18 CREDITS)

EDU532 Learning Theories (3)
EDU534 Diverse Learner (3)
EDU535 Curriculum Theory and Design (3)
EDU536 Equity and Ethics in School Communities (3)
EDU537 Foundations in Digital Learning (3)
EDU542 Assessing Teaching and Learning (3)
EDU545 Law & Policy in Education (3)
EDU546 Leading People and Aligning Resources (3)
EDU547 Continuous School Improvement (3)
EDU548 Instructional Leadership (3)
EDU641 Developing the Practice of Christ Animated Teaching (3)

### COMPREHENSIVE EXAM & DISSERTATION (9 CREDITS)

EDU887 Candidacy Exam Capstone (3)
EDU881 Dissertation 1 (3)
EDU882 Dissertation II (3)

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# COURSE DESCRIPTIONS

**CML833 PHILOSOPHICAL FOUNDATIONS OF LEADERSHIP (3)** This course examines the philosophic foundations of leadership from a biblical and socio-historical perspective. Students will be directed to consider past and present leadership theory and praxis in light of Scripture. Best practices will be identified and examined in concert with Scripture in order to build a foundation for leadership that is rooted in the historical Christian faith and culturally informed and relevant.

**EDU532 THE DEVELOPING LEARNER (3)** This course examines how children grow, develop, and learn within the cognitive, social, emotional, cultural, spiritual, and physical areas across the lifespan and throughout early childhood (age 3 – grade 4), elementary age (grades 3-8), middle childhood (grades 5-10, and high school (grades 7-12). Students will examine theories about the developing lifespan and practical applications of the family environment. Students discover the behavioral learning, information processing, social cognitive, and constructivist learning theories in order to design and implement developmentally appropriate and challenging learning experiences.

**EDU534 TEACHING THE DIVERSE LEARNER (3)** This course will investigate the social and legal issues within the field of education regarding the concept of student diversity in the classroom. The topics for this course include social, economic, cultural, racial, and linguistic diversity, including the impact of dyslexia on the learner. This course will emphasize how teachers and schools can respond to these issues that emerge as our society becomes more diverse. Additionally, the issues of diversity will be discussed from the Christian perspective.

**EDU535 CURRICULUM DEVELOPMENT AND EVALUATION (3)** This course will provide candidates with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements.

**EDU536 ETHICS AND EQUITY IN EDUCATION (3)** This course will pursue connections between a personal, biblical worldview and ethics within the context of educational teaching and leadership in both public and private educational settings. This course will examine current research and theory practices in relationship to systemic inequalities and marginalization as they exist within the educational systems of the United States. Students will have the opportunity to analyze current educational contexts using gamification as a catalyst for exploring these contexts and their implications for practice.

**EDU542 ASSESSMENT FOR LEARNING (3)** Topics explored in this course include minimum competency, norm-referenced and criterion-referenced tests, classroom student assessment, including portfolios and open-ended problem solving with scoring rubrics, reliability, validity, interpreting scores, standardized tests, planning and constructing assessments, and evaluating assessment items.

**EDU545 LAW, POLICY, AND POLITICS IN EDUCATION (3)** This course identifies and analyzes major policy and political trends, and issues affecting education on the national, state, and local levels. Recent and historical legal issues, and specific decisions, will also be examined to shed light on the policy, politics, and practices in American schools. This course leads students to a familiarity with the perspective of a wide range of stakeholders in education, and the complex processes of making policy and determining practices.

**EDU546 LEADING PEOPLE AND ALIGNING RESOURCES (3)** In this course, future principals will gain knowledge pertaining to non-academic duties of the principal including supervision of facilitates and services. Course topics will include, but are not limited to, budgeting, scheduling, human resource management, hiring, resource acquisition, technology, school safety, investigations, and governance processes. Candidates will learn and practice leadership skills to effectively manage and evaluate operational management, resource, and finance systems within an inclusive school equitably, effectively, and efficiently. Capacity building through recruitment and hiring will be explored as well as exploring applicable laws, policies, and regulations as required to lead and manage school resources and systems.

**EDU547 CONTINUOUS SCHOOL IMPROVEMENT (3)** This course will prepare leaders in establishing a vision and plan for their school. This course focuses on organizational influences on leadership, communications in schools, decision making, managing conflict, and facilitating change in schools. The course also emphasizes a recognition of the role schools play in community restoration and reconciliation processes. Students will develop skills surrounding the presentation and development of methods for creating a climate of continuous, systemic improvement in schools, learn to conduct a needs assessment and use systems thinking to develop long-term solutions, plan, and track goals to address deficiencies and inform community members of findings, progress and outcomes. They will gain understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools.

**EDU548 INSTRUCTIONAL LEADERSHIP (3)** This course is designed to help educational leaders develop their theoretical and practical understanding of key ideas central to supervising teaching and learning. The course emphasizes ways in which cultural, social, and organizational contexts influence teaching and learning, while recognizing the implications of teachers and students being created in the image of God. Candidates will learn to set a vision for teaching and learning with stakeholders and implement a plan to achieve that vision. They will know state requirements for curriculum, instruction and assessment, and create an action plan to improve teaching and learning. Practical exercises will be used throughout the course to develop skills in clinical process and a developmental approach to the supervision of educators through learning how to utilize data to support staff and faculty growth through professional learning.

**EDU641 DEVELOPING THE PRACTICE OF CHRIST ANIMATED TEACHING (3)** This course will foster the ability to develop models of the teacher as the practitioner of formation, model of Christian values,

integrator of faith and learning, and designer of space and time necessary to develop a Christian learning community. Participants will examine content and processes of teaching Christianly in P-12 education, higher education, or non-educational contexts depending upon individual context and career paths.

**EDU810 PHILOSOPHICAL ISSUES IN EDUCATIONAL STUDIES (3)** Students will examine philosophical issues relevant to educational studies from a Christian worldview. Emphasis is placed on enhancing critical thinking skills about issues related to higher education and non-profit endeavors.

**EDU811 RESEARCH I: INTRODUCTION TO LEADERSHIP RESEARCH (3)** This course serves as an introduction to the key principles and practices of educational research, aimed at developing the foundational skills necessary for doctoral level inquiry in education and leadership. Students will explore both qualitative and quantitative research methods, learning how to design, conduct, and critique research studies in educational settings. Emphasis will be placed on understanding research design, data collection, and analysis techniques, as well as the role of evidence-based research in shaping educational policy and leadership. Through both theoretical and practical components, students will engage with existing research literature, explore current trends and challenges in education, and begin to develop original research questions and study proposals. The course will also introduce key ethical principles in conducting educational research, ensuring that students develop a strong foundation in both methodology and professional integrity. By the end of the course, students will be prepared to engage in their own research projects by developing a literature review as part of a research proposal.

**EDU814 ETHICAL LEADERSHIP (3)** This course explores the foundations and practical applications of ethical leadership within educational contexts. Students will engage with biblical, classical, and contemporary theories of ethics, explore real-world case studies, and reflect on their own leadership values and practices. The course emphasizes the development of a personal philosophy of ethical leadership, encouraging students to align their beliefs with professional actions. In addition, students will analyze unethical behaviors commonly encountered in institutions and design corrective action plans that are both practical and rooted in ethical standards.

**EDU821 RESEARCH II: QUALITATIVE RESEARCH (3)** This course serves to deepen the understanding of qualitative research methodologies, emphasizing the design, data collection, and analysis techniques essential for conducting high-quality research in educational settings. Students will explore various qualitative research traditions, such as phenomenology, ethnography, grounded theory, and case study research, while also learning how to critically evaluate the quality and rigor of qualitative studies. Special attention will be given to the ethical considerations inherent in qualitative research, with a focus on maintaining rigor and trustworthiness in data collection and analysis. Through practical exercises and case study analyses, students will gain hands-on experience in conducting qualitative research, preparing them for application in both formal educational institutions and non-formal educational contexts, such as community-based programs, adult education, and leadership development initiatives.

**EDU824 THEOLOGICAL RESEARCH AND INTEGRATION FOR EDUCATIONAL STUDIES (3)** An introduction to research method and relevant resources in biblical and theological studies and discipleship practice. Students pursue integrative analysis related to their social science research interests to enhance their biblical and theological research competencies to be utilized in dissertation research.

**EDU831 RESEARCH III: QUANTITATIVE RESEARCH AND STATISTICS (3)** In this course, students will deepen their understanding of quantitative research methods and inferential statistical analysis in the context of educational research. Building on prior research knowledge, the course focuses on topics in causal-comparative, correlational, and experimental research designs, with an emphasis on the appropriate use of statistical techniques to draw meaningful conclusions from data. Students will gain proficiency in using SPSS (Statistical Package for the Social Sciences) for data management, analysis, and interpretation of statistical results. The course will also continue to develop students' skills in composing literature reviews, synthesizing research findings, and applying statistical methods to real-world educational issues. Students will engage with both theoretical and practical aspects of quantitative research, preparing them to design and conduct robust research studies that contribute to evidence-based educational practices and policy.

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## TUITION AND FEES

| TUITION | COST PER CREDIT | CREDITS | TOTAL COST |
|---|---|---|---|
| Ed.D. | $825 | 45 | $37,125 |

| FEES | COST |
|---|---|
| Tuition Deposit | $200 |
| Technology Fee | $60 each semester |
| Graduation Fee | $200 |
| Course Fees | Varies (some courses may have fees for provided materials) |

## APPLICATION AND ADMISSIONS PROCESS

Complete and submit the following items in order for your application packet to be reviewed for acceptance. Applications are reviewed on a rolling basis and should be completed at least 4 weeks prior to the start of classes.

- ☐ **APPLICATION**
  Begin your application at corban.edu/apply

- ☐ **OFFICIAL TRANSCRIPTS**
  To be requested from the institution where your master's degree was awarded and any schools where graduate coursework was taken. Official transcripts should be sent to Graduate Admissions at Corban.

- ☐ **CHRISTIAN CHARACTER REFERENCE (INCLUDED ON THE APPLICATION)**
  Provide the name of an individual who can serve as a Christian Character Reference. This should be an individual who is familiar with your Christian walk, professional conduct and potential as a student. The individual should be someone who is not a relative and preferably someone who has known you for at least a year.

- ☐ **RESUME**
  Current and relevant experience with a minimum of 5-7 years in P-12 education, higher education or non-profit endeavors in a professional capacity.

# AFTER ACCEPTANCE

- ☐ **PAY ENROLLMENT DEPOSIT ($200)**
  The enrollment deposit reserves your place in class and is applied directly toward your tuition.

- ☐ **COMPLETE "WALK TO CLASS"**
  Your Admissions counselor will create your account and send you information on how to use our online learning platform, Populi, before classes start.