EdD in Transformational Leadership
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.
EdD in Transformational Leadership

The Transformational Leadership option is a leadership and administrative concentration. It is designed for diverse fields of leadership and administration both inside and outside of K-12 that may not fit into Instructional Leadership or Administrative Leadership concentrations. For example, those wanting to advance in business, organization, and church leadership and management may want to consider pursuing this concentration. Leaders in community organizations, non-profits, professional development, consulting, and seminar and conference leaders would choose this concentration.

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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EMAIL: admissions@education.cu-portland.edu
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

TRANSFORMATIONAL LEADERSHIP OBJECTIVES

The Transformational Leadership doctoral concentration develops transformative leaders who:

- Demonstrate the ability to perform accurate program evaluations
- Understand the strengths and weaknesses of different leadership styles as exhibited by transformational leaders past and present
- Develop and institute strategies for effectively disseminating knowledge throughout an organization
- Know how to use persuasive communication and collaboration to achieve shared organizational goals
- Foster a supportive organizational culture that values change and quality improvement
## 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.

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| EDDC 700 - 0.5 credits  
Scholarly Writing - Identity | EDDC 701 - 0.5 credits  
Scholarly Writing - Style | EDDC 702 - 0.5 credits  
Scholarly Writing - Analysis | EDDC 703 - 0.5 credits  
Scholarly Writing - Synthesis | EDDC 704 - 0.5 credits  
Scholarly Writing - Issue Exploration | EDDC 705 - 0.5 credits  
Scholarly Writing - Connections |
| EDDC 712 - 3 credits  
The Ethical Educator | EDDC 714 - 3 credits  
Transformational Learning | EDDC 716 - 3 credits  
Creativity, Inquiry, and Innovation | EDDC 718 - 3 credits  
Leading Organizational Change | CONCENTRATION 1  
3 credits | CONCENTRATION 2  
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).

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| EDDR 706 - 0.5 credits  
Research Writing - Literature Search | EDDR 707 - 0.5 credits  
Research Writing - Literature Review | EDDR 708 - 0.5 credits  
Prospectus Writing - Quantitative | EDDR 709 - 0.5 credits  
Prospectus Writing - Qualitative | EDDR 798 - 3 credits  
Dissertation | EDDR 798 - 3 credits  
Dissertation |
| CONCENTRATION 3  
3 credits | CONCENTRATION 4  
3 credits | EDDR 790 - 3 credits  
Quantitative Research Methods | EDDR 791 - 3 credits  
Qualitative Research Methods | | |

### 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).

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Dissertation | EDDR 798 - 3 credits  
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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 Transformational Leadership

**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**
**EDDC 701**
**EDDC 702**
**EDDC 703**
**EDDC 704**
**EDDC 705**
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 provides a review of leadership styles and attributes through the lens of historic and current examples of leadership. Students will engage in applying leadership concepts and lessons learned from selected leaders to their own leadership style and practice. Selected leaders represent diverse aspects of society, including politics, sports, entertainment, business, and religion; potential selections include presidents of the United States, Phil Jackson, Nelson Mandela, Harriet Tubman, Margaret Thatcher, Oprah Winfrey, Adolf Hitler, and Steve Jobs. The course emphasizes a close examination of how and what made these leaders successful by studying their leadership techniques and their careers. The course challenges students to evaluate how these individuals developed as leaders and how they develop others around them. Students will engage in developing their own leadership voice through analysis, assessment, and reflection as well as increasing the potential and capabilities of those they lead.

The goal of this course is to help candidates develop understandings and skills needed to make decisions that lead to improved program performance. Program evaluation is derived from the idea that social programs should have demonstrable effects and those effects should in some way outweigh the costs of the programing. This course is an examination of evaluation theory and approaches and is designed to provide students an introduction to program evaluation practice including theoretical perspectives on the purpose of program evaluation, phases of program evaluation, ethics and standard elements, and practical experience in evaluation proposal development. Application assignments will be focused on the most important and perhaps most difficult question: How to measure the impact of a program?
EDDT 752
Moving Organizational Knowledge
3 credits

A survey of principles and practices of sociological knowledge management applied to the movement of organizational knowledge. This course identifies organizational knowledge limitations and provides strategies aimed at increasing organizational knowledge/involvement strategies to better meet organizational objectives. The focus is how to identify and execute needs assessments by way of strategically involving stakeholders within the organization/school. Organizational communication methodologies will be studied within the process.

This course examines practical strategies to disseminate and move knowledge, organizationally. The course will explore the theory and practice applied to a wide variety of entities, such as Education (higher and elementary/secondary education), churches, and profit/non-profit. Interdisciplinary fields of study will be incorporated, such, but not limited to strategic management, organizational behavior and communication.

EDDT 753
Communication, Collaboration, and Culture
3 credits

Given the diverse nature of an organization in people, resources, and location, how can we design effective, transformative communication and collaboration to accomplish organizational goals? All professionals must share responsibility for problem solving because successful quality improvement is driven by effective multidisciplinary teamwork. The principal elements that support transformative change in developmental and group cultures are teamwork and collaboration - working together in a cooperative and coordinated way in the interest of a common cause. In order to produce effective change, a supportive organizational culture has to be present. That culture must support and value change and quality improvement. Research findings support that any outcome could be improved if people work well together as a team. This course will examine the development of better practices for creating and sustaining a culture of collaboration.

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I’ve gotten three degrees from three different universities and this, by far, was the absolute best one I’ve ever been a part of.”

-MAKEBA BUTLER ‘17
EdD IN TRANSFORMATIONAL LEADERSHIP
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.

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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

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

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.

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