EdD or Eds in *Transformational Leadership*
Founded in 1905, Concordia University-Portland is an accredited, nonprofit, Christian 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 20,000 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.

CONCORDIA UNIVERSITY’S DOCTORATE OF EDUCATION PROGRAM

Through intensive curricula, scholarly discussions, and instruction from highly regarded professors, our Doctorate of Education (EdD) program offers the skills needed to be an effective, transformational leader—a leader who listens and inspires ethical change. Each of our five leadership-focused concentrations can be completed 100% online—incorporating a unique Virtual Residency component—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 UNIVERSITY’S EDUCATION SPECIALIST PROGRAM

If you would like to continue your post-graduate studies but neither want nor need to write a dissertation, our Education Specialist (EdS) degree program may be the ideal fit for you. Through Concordia’s EdS program, you can take your education beyond the master’s degree level, advance your career, and make a greater impact in your field and in your community.

If you’re passionate about next-generation learning, Concordia is the university leading the way and shaping the future of education.
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. Please note, this program does not provide an administrative credential or licensure.
EdD PROGRAM OBJECTIVES

The Concordia University-Portland EdD and EdS programs focus 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
- Are critically aware of their own assumptions, seek new, innovative, and productive paradigms that move problem solving beyond current perceived solutions
- 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 well-grounded with a solid ethical, moral, and faith-based perspectives on truth-telling, service to others, and living with integrity
- Employ professional organizational structures and personal skills to facilitate effective and comprehensive change, communication, decision-making, and problem-surfacing, defining, and solving
- 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
- See research as a quantitative-qualitative continuum, action inquiry as a model of continuous improvement, and accept and value that truth is fragile and requires grueling effort to discover and sustain
- Have a willingness to think and act critically, unravel dense meaning, and probe complicated projects with sense and clarity
- View themselves as scholars who are committed to study as intentional, intriguing, and inspiring
- Develop an awareness of their own biases and beliefs as they strive to promote equity in the areas of culture, ethnicity, gender, and sexual orientation, and thereby improve their current practice
- Recognize the transformative power and inherent limitations of contemporary technology as it is implemented in their professional work

TRANSFORMATIONAL LEADERSHIP OBJECTIVES

The Transformational Leadership 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

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QUESTIONS: education.cu-portland.edu
EMAIL: admissions@education.cu-portland.edu
**EdD 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.

<table>
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<tr>
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<td>EDDC 705 - 0.5 credits  Scholarly Writing - Connections</td>
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<td>EDDC 714 - 3 credits  Transformational Learning</td>
<td>EDDC 716 - 3 credits  Creativity, Inquiry, and Innovation</td>
<td>EDDC 718 - 3 credits  Leading Organizational Change</td>
<td>CONCENTRATION 1 3 credits</td>
<td>CONCENTRATION 2 3 credits</td>
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### 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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<tr>
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<td>EDDR 708 - 0.5 credits  Prospectus Writing - Quantitative</td>
<td>EDDR 709 - 0.5 credits  Prospectus Writing - Qualitative</td>
<td>EDDR 798 - 3 credits  Dissertation</td>
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<tr>
<td>CONCENTRATION 3 3 credits</td>
<td>CONCENTRATION 4 3 credits</td>
<td>EDDR - 790 - 3 credits  Quantitative Research Methods</td>
<td>EDDR - 791 - 3 credits  Qualitative Research Methods</td>
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### 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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All classes are subject to change.
EdS 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 EdS candidates develop foundational knowledge and skills in the Core Curriculum, Scholarly Writing Series, and 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 problem of practice.

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<td>EDDC 716 - 3 credits Creativity, Inquiry, and Innovation</td>
<td>EDDC 704 - 0.5 credits Scholarly Writing - Exploration</td>
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<tr>
<td>EDDC 718 - 3 credits Leading Organizational Change</td>
<td>CONCENTRATION 1 - 3 credits</td>
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**Year 2 (15) Credits  CONCENTRATION & RESEARCH CURRICULUM**

In year two EdS candidates complete the Concentration Curriculum, develop quantitative and qualitative research skills, and apply their scholarship and research capacities to a problem of practice in the capstone course experience.

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<td>CONCENTRATION 4 - 3 credits</td>
<td>EDDR - 790 - 3 credits Quantitative Research Methods</td>
<td>EDDR - 791 - 3 credits Qualitative Research Methods</td>
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<tr>
<td>EDDR 797 - 3 credits Education Specialist Capstone</td>
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All classes are subject to change.

**Concentration Options**

- Administrative Leadership
- Higher Education
- Instructional Leadership
- Professional Leadership, Inquiry, and Transformation
- Transformational Leadership
# COURSE DESCRIPTIONS

## PHASE I: CORE

<table>
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<tr>
<th>Course Code</th>
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### EDDC 700: Scholarly Writing–Identity

The first-year writing journey begins with a focus on the scholar as a writer: the writer’s identity. Candidates explore their current and past writing practices and processes, and then articulate who they currently are as writers. The course also focuses on issues such as writer’s block, writing anxieties, and APA style citation practices.

### EDDC 701: Scholarly Writing–Style

This course moves the candidate journey from an examination of their identity as a writer to examining the elements of style in their current writing practices. Candidates improve their own writing through a detailed examination of style. Candidates become more proficient in making stylistic choices for their academic writing, including choosing appropriate words, constructing and punctuating sentences, and weaving paragraphs into elegant compositions.

### EDDC 702: Scholarly Writing–Analysis

This course emphasizes the key role that the research literature plays in knowledge use and creation at the doctoral level. Candidates strengthen their skills in locating literatures relevant to their research areas and in reading the literatures critically and efficiently. Through analyzing articles to identify the techniques scholarly writers use, candidates pinpoint the choices writers make to effectively communicate ideas as well as to create and support knowledge claims.

### EDDC 712: The Ethical Educator

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. Candidates examine the underlying assumptions and implicit or explicit theories that can support or erode ethical practice, as well as human subjects research issues of harm and deception. As a result of activities and discussions, candidates transform their personal and professional ethical lives and priorities.

### EDDC 714: Transformational Learning

Based on the view that an individual’s beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their worldview to move away from knowledge transmission towards transformational learning. Candidates deconstruct conformity to social and cultural canons which have permeated U.S. public schools. They 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.
**PHASE I: CORE**

EdD or EdS in Transformational Leadership

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**EDDC 716**  
Creativity, Inquiry and Innovation  
3 credits  

This course emphasizes fostering environments 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 breakthrough contributions in science, music, art, and business. The course addresses questions like, can creativity be learned? How critical is it for organizations to innovate? Candidates tap into their creative potential and discover its value for personal growth and the health of the organization.

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**EDDC 703**  
Scholarly Writing—Synthesis  
0.5 credits  

This course moves beyond the analysis of literature to the practice of developing synthesized arguments that are grounded in the literature. Candidates explore ways of engaging with other scholars' voices to develop their own argument about a research topic.

---

**EDDC 718**  
Leading Organizational Change  
3 credits  

This course focuses on helping candidates 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. The course content is undergirded by person-centered values, democratic leadership skills, the ideology of service-management, and is aimed at facilitating excellence in student-centered teaching and learning.

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**EDDC 704**  
Scholarly Writing—Issue Exploration  
0.5 credits  

In this course, candidates explore several possible dissertation topics to identify the potential viability of them. The candidate then selects one topic to explore in more depth in preparation for the initial literature review in EDDC 706. Candidates leave this course with an essay that explores the topic along with a list of possible questions to ask about the topic.

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**EDDC 705**  
Scholarly Writing—Connections  
0.5 credits  

In this course, candidates develop a Comprehensive Connection Paper that applies the core curriculum and literature to a dissertation topic that was explored in EDDC 704. Candidates demonstrate the ability to analyze and synthesize core learning, and apply theoretical and practical knowledge to a viable research topic. Candidates write and submit a first year critical assessment for review by the program in order to demonstrate readiness for advanced dissertation research and writing.

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**PHASE II: CONCENTRATION**

**EDDT 750**
Voices of Leadership  
3 credits

This course examines leadership styles and attributes through historic and current examples. Candidates apply 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. Candidates evaluate how these individuals developed as leaders and how they developed others around them. Candidates engage in developing their own leadership voice through analysis, assessment, and reflection.

**EDDT 751**
How Programs Really Work  
3 credits

Through an examination of evaluation theory and approaches candidates develop skills needed to make decisions that lead to improved program performance. The course provides 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 focus on the most important and perhaps most difficult question: How to measure the impact of a program?

**EDDT 752**
Moving Organizational Knowledge  
3 credits

This course surveys principles and practices of sociological knowledge management applied to the movement of organizational knowledge within a wide variety of entities such as schools, colleges, churches, for-profits, and nonprofits. Organizational knowledge limitations are explored and strategies for increasing organizational knowledge and involvement to better meet organizational objectives. The focus is how to identify and execute needs assessments by strategically involving stakeholders within the organization. Organizational communication methodologies are studied within the process.

**EDDT 753**
Communication, Collaboration, and Culture  
3 credits

Given the diverse nature of an organization of 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. This course examines the development of better practices for creating and sustaining a culture of collaboration.
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
This course focuses on library research in support of a literature review along with continuing development of candidates’ academic writing. The course emphasizes the interrelatedness of critical reading, writing, and thinking in the pursuit of identifying and understanding the research literature on a topic. Candidates locate and closely examine peer-reviewed, published research articles on their chosen dissertation topic. Candidates leave this course with a substantial annotated bibliography of literatures completed literature matrix.

Candidates use the annotated bibliography and matrix to write an initial Literature Review that presents an argument about the state of research on their topic. Substantial time is devoted to critiquing previously written Literature Reviews to help the candidate understand the differences between a well-written and a poorly-written literature review. The completed literature review provides a foundation for developing a quantitative and qualitative research question and prospectus in EDDR 708 and EDDR 709.

This course develops scholarship and understanding in social science quantitative research. Candidates write an initial quantitative research prospectus based on the quantitative research question developed in EDDR 707. Candidates identify their research niche (find a gap, weak connection, or alternate connection in literature), establish their niche (situate the research question in context, purpose, and conceptual framework), and occupy their niche (state the proposed study’s significance and nature, operationalize variables/attributes, and determine assumptions, delimitations, and limitations).

This course prepares candidates to conduct sound quantitative research. Emphasis is placed on understanding quantitative research designs, identifying target populations, sampling, identifying comparisons, selecting appropriate measures and analyses, including descriptive and inferential statistics, and incorporating previous research and pilot studies to support a research study. Survey, correlation, causal-comparative, and comparative designs are examined. Candidates determine the appropriate quantitative research design, data collection tools, and analysis measures to answer their social science research question.
**PHASE III: RESEARCH**

**EdD or EdS in Transformational Leadership**

**EDDR 709**  
Prospectus Writing—Qualitative  
0.5 credits  EdD only  

This course develops scholarship and understanding in social science qualitative research. Candidates write an initial qualitative research prospectus based on the qualitative research question developed in EDDR 707. Candidates identify their research niche (find a gap, weak connection, or alternate connection in literature), establish their niche (situate the research question in context, purpose, and conceptual framework), and occupy their niche (state the proposed study’s significance and nature, operationalize variables/attributes, and determine assumptions, delimitations, and limitations).

**EDDR 791**  
Qualitative Research Methods  
3 credits  

This course prepares candidates to examine research problems in a relativistic, yet systematic manner. Candidates are trained to conduct qualitative research through the coherent study of methodological designs of narrative, phenomenology, ethnography, action research, and case study. Emphasis is placed on recognizing the issues of alternative knowledge claims, validity or trustworthiness, and in-depth fieldwork. Candidates determine the appropriate qualitative research design, data collection tools, and analysis measures to answer their social science research question.

**EDDR 798**  
Dissertation  
3 credits  EdD only  

The candidate develops and executes a feasible, ethical, and scientifically valid research study and completes a dissertation to report the development, execution, and completion of the study. The dissertation includes: a logical, organized introduction; synthesized literature review; well-articulated and sound methodology; scientifically valid presentation of data analyses and results; and, well-developed discussion and conclusion. The dissertation is defended before the committee and revised for conformity with program and university publication standards.

**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.

**EDDR 797**  
Education Specialist Capstone  
3 credits  EdS only  

Building on prior knowledge and skills gained through core, concentration/specialization, and research methods coursework, this course prepares education specialist candidates to develop and present a capstone educational leadership project. The project and presentation will demonstrate mastery of prior learning and a candidate’s ability to apply synthesized knowledge to a problem of practice while using social science research processes and techniques to support transformational action and improvement in organizations, professional contexts, and/or local communities.
INTERESTED IN POST-GRADUATE STUDIES BUT NOT THE DISSERTATION?

Concordia’s Education Specialist (EdS) degree program provides a specialized, post-master’s learning experience that can be completed in less than two years with no dissertation requirement. Through the EdS coursework, you will develop an appreciation for inquiry-based educational leadership that sees ethical formation and democratic participation as necessary for the transformation of individuals and organizations. Earning an EdS degree from Concordia can help open the door to a new set of career opportunities.

Offered in the same five leadership-focused concentrations as the EdD degree, this program will increase your knowledge base and capabilities for scholarship while providing practical skills to support professional advancement. After beginning the EdS program, you can apply to transfer into the EdD program if you decide that’s the better path for you.

How does Concordia’s EdS program differ from the EdD program?

- An EdS degree can be completed in less than two years, while the EdD program takes at least three years
- No dissertation requirement for the EdS degree
- Though much of the coursework is the same, the following courses are not part of the EdS degree requirements:
  - EDDR 706 Research Writing – Literature Search
  - EDDR 707 Research Writing – Literature Review
  - EDDR 708 Prospectus Writing – Quantitative
  - EDDR 709 Prospectus Writing – Qualitative
  - EDDR 798 Dissertation

(EdS candidates will take EDDR 797 Education Specialist Capstone in place of EDDR 798)

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EMAIL: admissions@education.cu-portland.edu
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 be aware that completion of either the EdD or EdS program does not lead to state certification or licensure.

**ADMISSION REQUIREMENTS**

**U.S. CITIZENS/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 or education specialist degree program, including reasons why you chose Concordia and illustrating your commitment to degree completion.

EdD candidates only: 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. The writing sample is not required for direct admission to the EdS program.

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:
Concordia University–Portland
Online Admission Office
3600 East University Dr.
Suite D - 1600
Phoenix, AZ 85034
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.

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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