

## PhD/EdD of Leadership in Innovation & Continuous Improvement

### Your Coursework

At Concordia University Wisconsin, our PhD and EdD programs of Leadership in Innovation and Continuous Improvement offer a flexible 60-credit curriculum and begin your dissertation from the first term. Additionally, this program allows you to transfer up to 30 credits.

With a focus on practical leadership strategies and applied research, you'll tackle real-world challenges while benefiting from collaborative residency experiences. Inspired by a Christian worldview, our supportive community fosters growth in both knowledge and faith, guiding you to lead with purpose and make a meaningful impact in your field.



### Your Dissertation

Embarking on a dissertation is a transformative journey, marking a pivotal step in earning your doctoral degree. In this program, you won't wait to start—your dissertation begins in your first term, setting you up for a streamlined path to completion in as little as three years. Our structured research seminar courses offer clear milestones and dedicated support to guide you through each phase of your dissertation. With a dissertation chair providing continual mentorship and feedback, you'll have the expertise and resources to confidently craft each chapter.

### Your Career

Graduates pursue high-level roles in education, business, non-profits, or healthcare. Most graduates pursue administrative or senior leadership roles in their respective fields. This degree is tailored for individuals committed to driving continuous improvement, fostering innovation, and leading organizations through dynamic change, making a lasting impact in business, education, healthcare, and non-profit settings.

EDG 9000	Advanced Leadership Theory and Practice - In this three-credit course, students will examine leading leadership theories, analyze the affordances and limitations of each theory, and apply the theories to a diverse set of real-world leadership challenges and opportunities. Learners will complete this course with a solid grounding in leadership theories that will serve as a foundation for future courses in the program. They will also shift their understanding of leadership theory from popular texts and notions about leadership to a deeper understanding that is rooted in the most robust and current research on the subject.	3
EDG 9010	Exemplary Leadership Case Studies - In this course, participants experience a case-based approach to examining critical and pressing issues related to organizational leadership. Participants study in-depth case studies that challenge learners to analyze complex leadership challenges, apply insights from diverse theories and research, as well as propose and defend decisions related to the case study. In addition to studying existing case studies, learners also have the challenge of researching and writing a relevant leadership case study and using it to facilitate dialogue about relevant issue.	3
EDG 9020	Innovative and Entrepreneurial Leadership - This course offers learners a grounding in the research on innovation and the entrepreneurial mindset. The diffusion of innovation, disruption innovation, the testable hypothesis approach to innovation, and the role of design thinking in innovation will be among central themes in the class. In addition, research and insights from entrepreneurial studies will be examined and applied to diverse contexts.	3
EDG 9030	Servant and Ethical Leadership - This course offers learners an in-depth and applied analysis of servant leadership as illustrated in both the Christian scriptures and current scholarly literature. In addition, participants will examine a Christian approach to ethics in leadership and apply these concepts to a variety of real-world case studies and models. While rooted in scholarly literature, this class also challenges learners to engage in self-reflection about core beliefs and values as well as how those inform one's leadership practice. Participants should conclude the course with a deeper knowledge, skill set, and application experiences in servant and ethical leadership and be even better equipped for leadership in innovation and continuous improvement.	3
EDG 9040	Intro to Doctoral Program and Research Methods - In this course, students are introduced to the Doctorate of Leadership in Innovation and Continuous Improvement (LICI) program and to its foundational educational concentrations (leadership, research, innovation and improvement science, and elective/individual). Students will review program outcomes as a roadmap for successful program completion, and they will also be introduced to the technology associated with program delivery and with university and community resources to supplement learning. In addition, they will formulate potential ideas for relevant dissertation research consistent with Concordia's mission for service to Christ in the Church and the world. This course will provide students with a comprehensive overview of the research requirements of the program, an introductory overview of research methods and scholarly research in general, and an unpacking of the dissertation process. Students will learn to identify and implement research methodologies such as correlational, experimental, survey, longitudinal, cross-sectional, causal-comparative, quasi-experimental, descriptive, and evaluative. The course emphasizes the basics of research planning and design in a practicum setting.	3
EDG 9050	Quantitative Research Seminar - This course is a survey of basic statistical methods including descriptive statistics, z-tests and t-tests of means, chi-square analyses, correlation and regression analyses, and analysis of variance. The Statistical Package for the Social Sciences (SPSS) will also be used. In this course, students will compare, contrast, and analyze various quantitative research methodologies listed above; and learn how to use them based on context and research question or inquiry.	3
EDG 9060	Qualitative Research Seminar - Students in this course will focus on identifying and implementing research methodologies such as case study, ethnographic, biographical, historical, content analysis, phenomenological, narrative, constant comparative, and grounded theory. Students will compare, contrast, and analyze the various qualitative research methodologies and learn how to use them based on context and research question or inquiry.	3
EDG 9070	Advanced Research and Statistics - This course provides background in statistical techniques building on students' prior knowledge. Advanced statistical topics are discussed including a variety of non-parametric tests, bivariate, multiple, and logistic regression, ANOVA with repeated measures, ANCOVA, multivariate tests, factor analysis, and structural equation modeling. It focuses on understanding what a given technique accomplishes statistically, the types of conclusions which can be reached using a technique, and how the results are reported in research articles and dissertations. Students will also refine their own research practice and skills and come away with a more comprehensive appreciation of the research process.	3

Course Number	Course Description	Credits
EDG 9180	Organizational Learning, Performance, and Change - This course introduces students to the fundamentals of different theories, principles, and roles that are related to performance, learning, and change at the individual, group, and organization level.	3
EDG 9190	Innovation and Design Thinking - Design Thinking enables the designer to become the agent of change in organizations and to act as a lever of transformation in this new way of working, enabling innovation in processes, products, services, communication, and business strategy. In this course, learners will develop a deep understanding of how to use design thinking to lead organizational innovation, solve problems, and pursue promising possibilities.	3
EDG 9200	Six Sigma Applications - This course employs a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. This is an "application project course" and the project will be the most significant mediator of success and the final grade.	3
EDG 9210	Lean Systems Analysis - This course utilizes a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused.	3
EDG 9080	Research Seminar 1 - In this course, students will begin and complete their search for a research question or research problem they wish to solve. They will also identify key components and begin an outline on chapter one of their dissertation. In addition, students will select a dissertation chair. This seminar is conducted collaboratively in a cohort format.	1
EDG 9345	Dissertation Research Seminars - Students work individually with their dissertation chair on the research process and writing the dissertation. Students will complete 8 research seminar units in order (Research Seminars 2 through 9) which guide the dissertation process.	10
EDG 9305 (PhD Only)	The Christian Leader Journey Colloquium - The goal of this course is to examine the journey of the Christian Leader. Central to this will be in-depth readings, reflection, and discussion in five areas: 1) Origin: Where do we come from? 2) Identity: Who are we? 3) Meaning/Purpose: Why are we here? 4) Morality: How should we live? 5) Destiny: Where are we going? Here, the focus is less on the "doing" aspects of leadership, and more on the "being" of who the leader is. The course culminates in a formal presentation of their plan for practice. The course is designed for students from all faith traditions and backgrounds.	3
EDG 9315 (PhD Only)	360 Thinking and Analysis Colloquium: Thinking Critically about Research - The goal of this course is to survey important methods, issues, research designs, and other topics relevant and specific to research as well as to sharpen your scientific skills like critical thought, evaluation of research, and writing. For example, we will discuss topics such as ethics in research, writing and reviewing research, evaluating design and methodology, analytic issues, and the application of research. The readings, assignments, and class discussions are important tools.	3
EDG 9325 (PhD Only)	Education and Learning Colloquium - The goal of this course is to examine personal beliefs about teaching and learning and discuss current teaching and learning research through the lenses of continuous improvement and leadership. Students are expected to participate in scholarly discussions and reflection related to their held beliefs and the assigned readings. Students are expected to prepare for and lead at least one colloquium discussion. Through this experience, students will improve their communication skills, develop respect for differing opinions, and gain a deeper understanding of the theories, research and practices of leading for teaching and learning.	3
EDG 9335 (PhD Only)	Psychology and Human Behavior Colloquium - The goal of this course is to survey important topics surrounding psychology and human behavior. The topics include social processes, cognition, and development. In addition to broadening your understanding about human behavior, this course will help you sharpen your scientific skills like critical thought, evaluation of research, and writing. The readings, assignments, and class discussions are important tools.	3
EDG 9350 (PhD Only)	Dissertation - In this course, students will work individually with their dissertation chair in completing the dissertation process. Students will submit their final, completed dissertation and also submit at least one scholarly article from their dissertation to a peer-reviewed journal or publication.	3

## EdD Elective Courses - custom choice of business and/or education courses

## Business Elective Courses

EDG 9225	<p>“Other Duties as Assigned” – Innovative and Essential Business Practices in School Leadership - This course will focus on building awareness, knowledge (the hidden curriculum of school leadership), skills, dispositions, and habits administrators and heads of school must effectively use to lead and fund their schools in an ever-changing world. Units will focus on the best and new practices in visioning, building relationships, fundraising and advancement, human resource development and management, financial management, communication, academic innovation, admission and enrollment practices. In addition, throughout the course, students will also explore and implement time management, health and wellness strategies. While this course is designed for parochial, private, and charter school leadership in particular, public school administrators will also benefit greatly from the material and topics at hand.</p>	3
EDG 9250	<p>Leading Non-Profit Organizations - This course provides broad coverage of major elements and issues critical to the success of a nonprofit organization including: historical and current context, leadership, strategic planning, operational planning, financial planning, funding, promotion, and accountability and social impact.</p>	3
EDG 9260	<p>Special Topics in Healthcare - The Business of Healthcare This course offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues.</p>	3
EDG 9280	<p>The Business and Sustainability of Social Entrepreneurship - The adoption of the tenets of sustainability in all sectors of the economy continues to gain traction. This course introduces the graduate student to the triple bottom line of Sustainability (People, Planet and Profit) as related to the development of products; and, to Social Entrepreneurship concepts that guide how such a business is run. The course is designed to provide a student from any discipline a foundation on the key competencies embedded in sustainability and sustainable development. The focus of the course is on balancing a company's need to maximize profits, while also minimizing negative impact on the environment, and maximizing positive social impact. Industry-relevant examples from the areas of healthcare and natural sciences are used, to illustrate these concepts in a practical way.</p>	3



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## Education Elective Courses

EDG 9170	Branding Strategy in Education - In every field, strong brands outperform weak brands. The purpose of this course is to help you identify and address problems of practice in the area of strategic brand development that are particularly pertinent in educational contexts. You will discover problem solving ideas and strategies that will positively impact your work and leadership. The course specifically focuses on strategic brand development, that is —the research, planning, and construction necessary either to refresh an existing educational brand or to create a new one. The course covers related topics stemming from this central focus including brand management (pricing, distribution, placement, and partnerships) and brand marketing. We begin by understanding what makes brands strong, through research, case examples, and models. With this foundation, we explore the strategies and tactics that are required to build strong educational brands. An array of active discussion, expert presentations, case studies and research will guide you to recognize and apply key principles of strategic branding, such as brand elements, architecture, visual and written expression, and brand extensions that impact organizational strategy as well as business and cultural outcomes.	3
EDG 9185	Futures Thinking and Change in Education - In this course, participants learn to analyze current and emerging trends in education. In addition, they will develop knowledge and skills in scenario planning, forecasting, and related tools used in futures studies, with a special focus upon the factors that influence the growth and adoption of innovations in education.	3
EDG 9225	"Other Duties as Assigned" - Innovative and Essential Business Practices in School Leadership - This course will focus on building awareness, knowledge (the hidden curriculum of school leadership), skills, dispositions, and habits administrators and heads of school must effectively use to lead and fund their schools in an ever-changing world. Units will focus on the best and new practices in visioning, building relationships, fundraising and advancement, human resource development and management, financial management, communication, academic innovation, admission and enrollment practices. In addition, throughout the course, students will also explore and implement time management, health and wellness strategies. While this course is designed for parochial, private, and charter school leadership in particular, public school administrators will also benefit greatly from the material and topics at hand.	3
EDG 9290	Diversity, Belonging, and Culturally Responsive Leadership - This course is designed to prepare emerging leadership scholars with evidence-based knowledge and skills for assessing, developing, and managing a culturally diverse workplace. The course will provide innovative strategies for the effective and responsible leadership, management, and improvement of diverse organizations.	3
EDG 9300	Educating the Adult Learner - This course will focus on major learning theories and education practice for postsecondary instruction. Students will analyze elements of effective teaching and learning in higher education, including teaching styles, instructional models, and the use of technology. The course concepts will address teaching practices in the traditional, online and blended environments.	3
EDG 9320	Professional Practice to Higher Education - This course is designed to prepare the student for employment in higher education. What it means to be an effective teacher will be identified and discussed. Accreditation bodies, policies, and issues related to higher education will be explored. General expectations of entry level faculty at public and private institutions will be identified. This course will review innovative curriculum development, strategic planning, and program evaluation including quality improvement processes.	3

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## Education Elective Courses

EDG 6150	The Superintendency - Using a practical application approach based on research and theory, this course explores the role and responsibility of the 21st century superintendent. Students will analyze the interconnections between the superintendent, school board, other educational authorities and the public in order to examine how to build positive relationships. Students will also examine the characteristics of and best practices associated with high performing superintendents in order to learn how to perform the role of superintendent effectively and efficiently in order to promote positive change that improves school operations and increases student achievement.	3
EDG 6155	Professional Ethics in Leadership - To prepare students for engaging in ethical decision-making, this course provides an overview of the basic concepts, theories, and philosophies that form the basis for responsible leadership behavior. Using a practical application approach based on research and theory, the course focuses on obtaining a deeper understanding of the importance of a code of ethics and standards for school superintendents. Superintendents and all school leaders they supervise promote student success by acting with integrity, fairness, and in an ethical manner. Guiding standards for a superintendent include making the well-being and success of students the fundamental value in all decision making and actions, to fulfill professional responsibilities with honesty and integrity, and to support the principles of due process and the protection of the civil and human rights of all individuals.	3
EDG 6160	Organizational and Policy Development - Organizational and policy development is crucial to the effective and impactful work of an educational leader. This course will examine theoretical constructs as well as their practical implementation. Contemporary and controversial issues will be discussed directly as all inform and affect the work of the superintendent. Collaboration and critical conversations between course members and the instructor will be essential in the development of new ideas and applications. In the end, the aspiring superintendent course participant will possess solid knowledge, skills, and dispositions to lead and manage a district for the optimal good of the students served as well as the team with which one is engaged.	3
EDG 6165	School Improvement and Data Analysis - This course guides students through the process of developing a Continuous District-Wide Improvement Plan (CDIP), which is specific to the district of the individual student. Students will apply what they learn about examining data to design and build a powerful learning community through the use of data analysis, the creation of a shared vision, and the development of processes that will lead to improved teacher performance and increased achievement for all students.	3
EDG 6170	Public Relations - Public relations includes the principles, philosophies, and strategies which may be utilized to improve school and community relations. This course focuses on the use of effective communication to improve school quality and enhance student achievement. It also examines best practices for responding to the educational, political, social, and cultural dynamics associated with a district's unique setting.	3
EDG 6175	Facility Planning - The curriculum of this course will include capital budgeting, developing a needs assessment, on site review of facilities, a literature search, oversight of facility remodeling, the bidding process, referendums, staff and community input to facility projects, and state and federal facility standards. The course will include onsite experience with facility planning. Students will participate in a systematic course of study to research, study, replicate and implement good and professional facility planning methodology.	3