

# EDUCATION (ED)

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## **ED 201 Foundations of and Introduction to Education 3 credits**

This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Admission to the Teacher Education program is completed in this course.

## **ED 202 Critical Dispositions for Teachers 1 credit**

An introduction to Concordia's teacher education program including its rationale and procedures for admission, retention and completion of the program. Students are introduced to the teaching profession and explore their own currently held understandings, beliefs and dispositions about teaching. This course is intended for transfer students who have previously taken an introduction to teaching course. (Prerequisite: PSY 210, PSY 220 or PSY 215)

## **ED 290 Language and Society 4 credits**

This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, the course attempts to foster multicultural understanding and to diminish American ethnocentrism.

## **ED 330 Human Diversity and Relations 2 credits**

This course helps students experience, understand and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included.

## **ED 334 Methods in Teaching Elementary Physical Education (Grades K-5) 4 credits**

This course is designed to give students the basic principles of effective instruction at the elementary school level.

## **ED 335 Methods in Teaching Middle School and Secondary Physical Education (Grades 6-12) 4 credits**

This course is designed to give students the basic principles of effective instruction at the middle and secondary school level.

## **ED 336 Educational Psychology 3 credits**

This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment.

## **ED 342 Teaching Literacy 4 credits**

The important connection between all the literacy skills: reading, writing, listening, thinking and speaking is addressed. An understanding of a balanced reading approach is emphasized. The approach includes methods of embedding a wide variety of children's literature in the classroom through literature circles, thematic units, reading and writing conferences, reading and writing workshops, process writing and authentic assessment. Teaching strategies for building comprehension, word recognition and word analysis skills are presented as well as appropriate developmental and instructional orientation to spelling, grammar and punctuation. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

## **ED 344 The Effective Teacher 3 credits**

The planning, instructional strategies, and assessment that have wide application to effective teaching are examined.

## **ED 345 The Effective Elementary Teacher 2 credits**

Instructional methods and materials that have wide application to the elementary grade levels are examined. Particular emphasis is given to such topics as the decision-making inherent in teaching (CSP model), effective instruction (planning, critical presentation skills, student interest, motivation, and involvement, etc.) and effective classroom management. (Prerequisite: admission to Teacher Education Program)

## **ED 346 The Effective Middle School Teacher 2 credits**

The historical, sociological, psychological and philosophical aspects of the middle school are studied. Discussion and activities focus on the purposes, functions and implications of the curriculum and the learner. Students explore middle school teaching practice and student learning in the classroom and current middle school organization and practice. (Prerequisite: admission to Teacher Education Program)

## **ED 347 The Effective Secondary Teacher 2 credits**

This course provides a study of the purposes, history, philosophy, organization, operation, students, curriculum, teaching practices, and current problems of secondary schools in the United States. Emphasis is on the knowledge and skills necessary to teach effectively in a secondary school. (Prerequisite: admission to Teacher Education Program)

## **ED 348 Second Language Acquisition 4 credits**

This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.

## **ED 351 Teaching Grades 9-12 Mathematics 4 credits**

This course emphasizes the content and methods for teaching secondary mathematics. The course includes curriculum design, effective instructional strategies, methods of using technology to enhance student learning, procedures for assessment of student learning, and a high school field experience. (Pre-requisite: Admission to Teacher Education Program, and minimum grade of C- in MAT 110 and MAT135)

## **ED 352 Teaching 9-12 Social Studies 2 credits**

This course provides students with an understanding of how the cognitive and affective dimensions of social studies are combined with learning theory and practice for effective teaching at the secondary level. The professional role of the social studies teacher in and out of the classroom is addressed. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)

## **ED 353 Teaching 9-12 Science 2 credits**

This course emphasizes instructional methods specific to the teaching of science in secondary schools. Topics covered include goals and objectives, individualized instruction, lesson planning, inquiry, lab use and safety, evaluation and testing, science and societal issues, field trips and fieldwork, science fairs, computers and professional organizations. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)

## **ED 355 Teaching 9-12 Communication Arts / Literature 2 credits**

This course provides students with an understanding of basic theory and practice in teaching literature, speech, communication, and composition in grades 9-12. It includes instruction in unit planning and implementation, the use of media resources, testing and evaluation, individualizing instruction, and curriculum evaluation and planning. It also introduces some study of the history of and present trends in the teaching of literature and communication. Prerequisite: admission to Teacher Education Program. (Prerequisite to secondary student teaching)

**ED 356 Teaching Elementary Science/Environmental Education 2 credits**

In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science and assessment of the associated learning, as well as recognize the central role of science in the development of enthusiastic learning and innovative, integrative and critical thought. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

**ED 357 Teaching Elementary Social Studies 2 credits**

This course presents the content, methods, materials and research related to the teaching of elementary social studies (K-6th Grade).

**ED 360 Content & Mthd for K-6 Mathema 4 credits**

This course provides opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum.

**ED 371 Teaching Practicum 1-4 credits**

This course provides an early field experience for students prior to student teaching.

**ED 375 Teaching Practicum: Kindergarten Endorsement Methods Field Experience 1 credit**

This course provides a field experience for students taking the Kindergarten Endorsement Methods course. Students are assigned to work with a cooperating teacher at the Kindergarten level and often in diverse, urban classrooms. The course is typically taken upon completion of Kindergarten Endorsement Methods to relate theory to practice. This course will be effective until June 30 2012.

**ED 380 Education of Exceptional Children 3 credits**

This course is designed to explore the various areas of exceptionality among children of school age. Awareness of the scope and nature of the exceptionality, essential educational procedures and available rehabilitative and legal resources will be studied. The course will include a series of pre-practicum experiences documenting a variety of grade levels. SPED580: Graduate students will be required to complete additional reading and research and to prepare a class presentation.

**ED 382 Foundations for Instructional Strategies for English Learners 3 credits**

This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences.

**ED 386 Principles of Bilingual Education 4 credits**

This course provides a basic understanding of the history and development of the bilingual education in the United States. Students will learn about the different bilingual education program models and their implications for implementation.

**ED 389 Instructional Strategies for English Learners 4 credits**

This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff.

**ED 390 S.E.A.T. Seminar 1 credit**

This course provides opportunities for the student in the S.E.A.T. program to explore different topics of interest to educators. It is designed to help participants to move from the roles of para-educator to professional teacher.

**ED 410 Health Methods and Strategies 3 credits**

This course is designed to give students the basic principles of effective instruction in health education at the middle and secondary school levels.

**ED 418 Adult Education and Development 4 credits**

An overview of adult learning theory and development, psychological perspectives of the adult learner, educational implications of the adult system, teaching strategies and program development will be explored. Appropriate roles of leaders in adult education and methods used with adults are analyzed. A planning process for creating, developing, implementing and evaluating adult education programs is utilized. Application is made to adult education in various settings. The service-learning component of this course leads to direct involvement with adults in a variety of diverse learning settings. (Prerequisite: upper level standing)

**ED 439 The Inclusive Classroom 2 credits**

Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms.

**ED 446 Teaching Elementary Music 1 credit**

This course presents the principles, objectives and materials of music education in the elementary schools espoused by the leading pedagogical methods. (Prerequisites: minimal competency in music as demonstrated by test, successful completion of Class Piano and/or MUS 120 or MUS 121, admission to Teacher Education Program.) Enrollment is concurrent with ED 371 Teaching Practicum.

**ED 447 Teaching Elementary Art 1 credit**

This course seeks to develop in the prospective elementary school teacher the fundamental understandings, attitudes and skills needed for the effective teaching of art in the elementary school. (Prerequisites: ART 101 Approaching Art and admission to Teacher Education Program.) Enrollment is concurrent with ED 371 Teaching Practicum..

**ED 448 Teaching Methods for Elementary/Middle School Movement Education 1 credit**

This course provides students with the basic principles of effective instruction in the movement education at the Elementary/Middle school level (K-6).

**ED 454 Teaching the Faith 2 credits**

Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336 Educational Psychology, upper level standing.)

**ED 464 Student Teaching Parent & Family Education and Capstone Seminar 4 credits**

Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents.

**ED 470 Health Education for Teachers 2 credits**

This course investigates personal and community health issues facing today's school-aged children and adolescents.

**ED 471 Student Teaching 1-16 credits**

Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for successful teaching.

**ED 472 Student Teaching 1-16 credits**

**ED 475 Teaching 5-8 Mathematics 1 credit**

This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students will be challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning and connections the primary foci of mathematics learning will be central to the course. (Prerequisite: admission to Teacher Education Program.)

**ED 476 Teaching 5-8 Social Studies 1 credit**

Teaching Middle Level Social Studies is a methods class that provides the student with the social studies curriculum, and specific methods required to teach in the middle school. The knowledge, skills, and values that provide curriculum content will be identified as well as a variety of approaches and issues for instruction. The student will be able to develop a social studies framework reflecting current thought and provide leadership in the school setting for social studies instruction. This course will provide the middle grade teacher with the concepts needed to make appropriate instructional decisions. (Prerequisite: admission to Teacher Education Program.)

**ED 477 Teaching 5-8 Communication Arts/Literature 1 credit**

This course will help the prospective teacher understand and apply current theories of communication arts instruction with its focus on practical strategies and skills essential to the teaching of reading, writing, speaking, listening, media literacy, and literature at the middle school level. (Prerequisite: admission to Teacher Education Program.)

**ED 478 Teaching 5-8 Science 1 credit**

This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: Admission to teacher education program)

**ED 481 Introduction to Developmental Adapted Physical Education 2 credits**

Learners study disorders that limit student participation in physical education and the adapted developmental approach to addressing the needs of these students in physical education.

**ED 483 Collaborative Teaching in Inclusive Settings 3 credits**

This course is designed to help student develop the necessary skills to manage a program designed to meet the educational needs of children with mild to moderate learning and/or behavior problems in inclusive settings. Emphasis will be placed on referral procedures, collaboration skills, instructional planning, effective teaching strategies and adaptive materials. This experience provides teacher education students with an opportunity to gain specialized field experience in special education. SPED583: Graduate students will be required to do an action research project and to prepare a written report suitable for publication.

**ED 485 Assessment of ESL Students 2 credits**

This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

**ED 487 Reading Across the Content Areas 3 credits**

This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum. (Prerequisite)

**ED 488 Independent Study 1-16 credits****ED 498 Internship 1-16 credits****ED 502 Educational Issues 3 credits**

A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession and the future of American education.

**ED 503 Effective Communication for Educators 3 credits**

This course will focus on providing foundational communication skills for educators. All coursework is based on an integrated skills approach with listening, speaking, reading, writing, and grammatical components. Course content focuses on the exploration of U.S. educational systems for students at all levels who study in various physical environments. Students will visit schools. The application of the content in response to the fieldwork will give the student a familiarity with conversational American English, as well as an integration of the common grammatical structures of colloquial English in writing, reading, speaking, and listening. It is further designed to prepare students for academic success in U.S. college degree programs through a final written project to be presented orally.

**ED 506 Community Learning Laboratory 3 credits**

Students are presented with rich opportunities to engage with kindergarten through grade 12 administrators, teachers, and students in a variety of settings. Topics include research supported findings in the following: learning and human development, teaching strategies, and personal qualities.

**ED 507 Diversity in Education 3 credits**

A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

**ED 508 Legal and Ethical Issues in Education 3 credits**

A study of legal issues, professional ethics, and moral philosophy with applications to the field of education.

**ED 510 Capstone: CFLE 3 credits**

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio.

**ED 511 Capstone: Non-CFLE 3 credits**

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio. This is the capstone course for students who have selected the Non-CFLE track.

**ED 512 Ethical Issues for Professional Educators 3 credits**

A study of ethics and moral philosophy with application to the field of education. Current educational issues will be examined in the context of the lives and careers of the PK-12 educator.

**ED 513 Issues and Ethics in Education 3 credits**

This course examines the complex issues facing diverse K-12 school systems, and the educator's role in addressing the issues while implementing ethical, culturally responsive, equitable, and inclusive practices that support all learners.

**ED 514 Psychology of Learning and Teaching in Schools 3 credits**

An overview of the application of psychological principles, theories, and strategies to issues of learning and teaching in school settings.

**ED 516 Family Systems for Educators 3 credits**

This course engages students in exploring the best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

**ED 517 Research and Academic Writing 3 credits**

A survey of research skills and academic writing.

**ED 520 Research and Academic Writing 3 credits**

A survey of research skills and academic writing.

**ED 521 Educational Research and Applications 3 credits**

A survey of qualitative and quantitative research methods and their applications to educational research.

**ED 522 Educational Foundations and Ethical Issues 3 credits**

Learners focus on the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice are constructed. Emphasis is placed on ethical issues related to the field of education.

**ED 530 Human Diversity & Relations 2 credits**

This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour community service field experience that satisfies a portion of the university's human relations requirement is included and required.

**ED 535 Introduction to Teaching Children 3 credits**

Human growth and development from the prenatal stages to the elementary years is reviewed. Concordia's teacher education program and its conceptual framework are introduced. Learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

**ED 537 Inclusion in Diverse Classroom 3 credits**

Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs in the regular classroom.

**ED 539 Legal and Legislative Issues 3 credits**

This course will deal with law and legislation that affects early childhood education. Children and childcare are presented as issues of public policy. The skills and strategies of child advocacy are discussed and students are challenged to become active in public advocacy for children.

**ED 543 Introduction to Field Experience: Instructional Strategies 3 credits**

This course prepares learners in developing an understanding of the instructional strategies and leadership skills necessary for teaching and leading in multiple school settings.

**ED 544 Field Experience I 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 545 Field Experience II 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 546 Field Experience III 3 credits**

This course engages students in collaborative partnerships with a network of cooperating schools providing students with the opportunity to participate in a classroom teaching experience. The course is designed whereby students apply research and their knowledge of content and effective instructional practices.

**ED 547 Emergent Language Acquisition and Development 3 credits**

The process of emergent language acquisition and development is studied. Literacy strategies are explored, modeled, and experienced. Methods for working with English language learners are addressed.

**ED 548 Content and Methods of K-6 Literacy I 3 credits**

A study of the content, philosophy, materials, research, and strategies related to emergent literacy in the K-6 classroom.

**ED 549 Effective Teaching 3 credits**

This course develops the skills of planning, implementing, and evaluating for the decision-making, reflective practitioner. Topics of study will include such things as instructional planning, assessment, differentiation, technology, classroom management, and others.

**ED 550 Content and Methods for Teaching K-6 Mathematics 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of mathematics in the K-6 classroom.

**ED 551 Content and Methods for Teaching K-6 Science 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of science in the K-6 classroom.

**ED 552 Content and Methods for Teaching K-6 Health and Movement 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of health and movement in the K-6 classroom.

**ED 553 Content and Methods for Teaching K-6 Social Studies 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of social studies in the K-6 classroom.

**ED 554 Curriculum & Instruction 3 credits**

A study of the role of the educational leader to develop and implement curriculum design and effective instructional methods and strategies.

**ED 555 Content and Methods for Teaching K-6 Art and Music 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of art and music in the K-6 classroom.

**ED 556 Supervision and Improvement of Instruction 3 credits**

Theory and practice of supervision of educational programs and personnel with a focus on improvement.

**ED 558 Content and Methods of K-6 Literacy II 3 credits**

A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

**ED 560 Clinical Experience and Professional Foundations K-6 1-6 credits**

This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom.

**ED 582 Ethics for Educators 3 credits**

This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.

**ED 590 Conducting Research and Completing the Capstone 3 credits**

A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.



**ED 591 Completing Thesis-Option Capstone 1 credit**

A review and critical analysis of current educational research with application of active research by the student on a specific question that relates to the program essential question resulting in a thesis-option capstone for publication.

**ED 7000 Introduction to Advanced Graduate Education 3 credits**

This course will be an introduction to advanced graduate programs that include an Educational specialist (Ed.S.) degree and an Educational Doctorate (Ed.D.) degree. Units of study will emphasize research, writing, presentations, and fiscal policy. Legal concerns, etc. In addition, discussions and assignments related to current issues in education will be a major component of this seminar.

**ED 7001 Principal Leadership in 21st Century Schools 3 credits**

This course is designed for individuals who desire to pursue a principal position in the future. The primary focus is on the knowledge and skills of leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools.

**ED 7002 HR for Principals 3 credits**

This course examines the human resources available to principals. It examines the functions and practices in school systems that principals deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

**ED 7003 Principal's Role in Instructional Supervision 3 credits**

This course investigates the role of the principal relevant to the supervision of instruction and evaluation of teacher performance for the purpose of instructional improvement. A variety of theoretical models for instructional supervision will be reviewed along with their pros and cons. Students will practice supervisory and evaluative strategies.

**ED 7004 Data Use and Analysis for Principals 3 credits**

This course will provide the learner an opportunity to use data to inform decision making at the principal level by providing a link between research and practice. Using actual data from their school or district students will learn and use statistical data to create a school improvement plan (SIP) and present it as a project in the course.

**ED 7005 Principals and the Facilitation of Change 3 credits**

This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the building level. It will consider aspects of change in well managed schools that focus on diverse learner needs as well as safe learning environments that promote a culture of excellence.

**ED 7006 Legal Issues for Principals 3 credits**

This course examines the reality of legal issues that the everyday principal must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to students and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.

**ED 7007 Finance and Business Management for Principals 3 credits**

This course is designed as a comprehensive overview of public school finance and business management. Students examine the economic, political, and management issues facing public school principals. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.

**ED 7008 Ethics and Interpersonal Effectiveness for Principals 3 credits**

This course is designed to have potential principals examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

**ED 7009 Principal Internship 1 2 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota

**ED 7010 Principal Internship 2 2 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

**ED 7011 Principal Internship 3 2 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

**ED 7012 Principal Internship 4 1.5 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed principal in the state of Minnesota.

**ED 7013 Teaching Internship 4,8 credits****ED 7031 Superintendent Leadership in 21st Century School Districts 3 credits**

This course is designed for individuals who desire to pursue a superintendent position in the future. The primary focus is on the knowledge and skills of school district leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools districts.

**ED 7032 HR Issues for Superintendents 3 credits**

This course examines the human resources available to superintendents and related fiscal issues. It examines the functions and practices in school systems that superintendents deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

**ED 7033 Legal Issues for Superintendents 3 credits**

This course examines the reality of legal issues that the superintendent must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to faculty, students, and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail.

**ED 7034 School District and Community Relations for Superintendents 3 credits**

This course focuses on PK-12 school districts developing and sustaining district, family, and community relationships based on collaborative initiatives that help all children learn. Emphasis is placed on selected issues, including communication with the diversity of internal and external publics, including older adults, employee associations, governing boards, parents, and students.

**ED 7035 Data Use and Analysis for Superintendents 3 credits**

This course will provide the learner an opportunity to use data to inform decision making at the district office level by providing a link between research and practice. Using actual data from their district students will learn and use statistical data to create a district improvement plan (DIP) and present it as a project in the course.

**ED 7036 Critical Issues and Analysis of Public Policy for Superintendents 3 credits**

Educational policy-making processes are examined at the macro (national, regional and state) and micro (local and institutional) levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economical inputs that impact policy formation and implementation.

**ED 7037 Superintendents and the Facilitation of Change 3 credits**

This course focuses on theories and strategies for leading change in the educational setting at the district office level. Emphasis is placed on systemic change within the district. It will consider aspects of change in well managed school districts that focus on diverse learner needs, legal accountability, and safe learning environments that promote a culture of excellence.

**ED 7038 Ethics and Interpersonal Effectiveness for Superintendents 3 credits**

This course is designed to have potential superintendents examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school district administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

**ED 7039 Superintendent Internship 2-6 credits**

This full year course is an internship that requires the students to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the students will identify, plan, and complete a District Improvement Project (DIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the students to become a licensed superintendent in the state of Minnesota.

**ED 7040 Leadership and Scholarship I 3 credits**

This is the first in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to analyze scholarly literature to advance their academic writing.

**ED 7041 Leadership and Scholarship II 3 credits**

This is the second in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to find, interpret, and critically analyze scholarly literature according to epistemology and methodology in order to advance their scholarship and leadership.

**ED 7042 Human Resource Management in Today's 21st Century Organizations 3 credits**

This course is designed so students will develop an understanding of the significance of human resources available to leaders and related fiscal issues they will examine the current application, research and theoretical perspectives on human resources management practices in an educational setting. Particular attention will be given to the scholarly evaluation of theoretical and practical issues addressed by educational leaders. This course will provide an overview of strategies HR and the leaders' role in acquiring, developing, rewarding and managing the performance of talent in a highly complex academic environment. Moreover, this course will address important topics on staff relations and legal issues as they related to managing staff.

**ED 7043 Leadership Exemplars 3 credits**

This course is design for students to study in-depth the attributes for leaders who have affected change and examine their methodologies to effect change. Students will examine such areas as what characteristics those leaders demonstrated, their problem solving strategies and how they created a culture of change. This course will examine how leadership can impact an organization's culture, structure, productivity, decision making, and resource allocation. It will examine not only the difference between management and leadership but also more effective in today's educational organizations. The course will examine the impact of capital, planning, staffing finances and visioning. It will examine the many challenges educational leaders face in a constant changing environment.

**ED 7044 Leading Change in Today's Organizations 3 credits**

This course will examine the dynamics that influence the leadership of Real time/Relevant organizations, including such variable as changing demographics, workforce, economics, and technology. It will examine how leaders must not only be cognizant of these dynamics but must also develop strategies to address them.

**ED 7045 Advanced Leadership Ethics 3 credits**

This course is designed to understand the moral and ethical imperative that faces leaders. It examines the virtues constructs of a leader, and how to resolve conflicts between personal ethics and organizational ethics. Moreover to apply and address complex ethical issues.

**ED 7046 Leadership and Scholarship III 3 credits**

This is the third in a four-course series designed to equip students with the knowledge and skills necessary for successful study at the doctoral level. Students focus on recognizing their leadership mission and values and develop their skills to find, interpret, and critically analyze scholarly literature according to epistemology and methodology in order to advance their scholarship and leadership. A literature review is required.

**ED 7047 Influences and Assessment of Public Policy 3 credits**

This course equips students with the ability to analyze interactions and influences among various policies and organizations. Students learn to analyze power structures and ethics, with a particular emphasis on assessing policy through an equity lens.

**ED 7048 Organizational Theory 3 credits**

This course provides students with the theoretical perspectives and issues of organizational decision-making, communication, and identity. Students engage with the various leadership strategies and approaches of organizational theory and do so by exploring case studies.

**ED 7049 Introduction to Concordia Educational Leadership Approach 2 credits**

This course is designed to provide students with the framework and key areas of emphasis within the Concordia doctoral program in order for them to understand the commitment, the mindsets and skillsets essential for equity-focused, ethically-driven, reflective servant leadership. This course is also designed to provide the students with the skills to: a) develop a research plan, b) develop a line of research, c) understand the use of research methodology, d) conduct a scholarly literature review, e) conduct a comprehensive literature review, f) begin to develop a research topic, g) begin to develop a framework of a dissertation proposal, and f) and begin to develop an IRB for approval.

**ED 7050 Leadership and Civil Discourse in the Public Arena 2 credits**

This course is designed to provide students with the insights, skills, and tools necessary to effectively lead with an equity lens (in an often uncivil society) and effect positive change in policy and practice. This course is also designed to provide students with the knowledge base of the requirements to be considered a doctorate candidate and the expectations that come with that candidacy. In addition, students will have the opportunity to work individually with their dissertation chair to continue their progress towards completion of their dissertation. (Prerequisite: Minimum 27 earned EdD credits, including ED 7049)

**ED 7051 Overview of Research Methodology 3 credits**

This course is designed to provide the student with an overview of the methods of research methods. Students will be introduced to how to conduct research, what research is, and how to conduct analysis. Students will use this class as an opportunity to refine and expand on their research topic and dissertation proposal.

**ED 7052 Quantitative Research Methods 3 credits**

This course is designed to offer an overview of quantitative research methods. Areas to be addressed in this course are sampling, measurements and instrumentation, research design, and conducting an analysis. The course addresses developing research questions and hypotheses, selecting research methods, and supporting conclusions for research. Computer-assisted data analysis will be applied. Such specific content will be: a) understanding the deviations and correlations, b) relations among variables, c) reliability and validity, d) statistical inferences, e) regression analysis, f) use of most recent edition of SPSS, and g) factor analysis. A requirement of this course will be for students to develop a research design using the quantitative methodology.

**ED 7053 Qualitative Research Methods 3 credits**

This course is designed to offer investigations into traditional and exploratory processes of qualitative research, and will provide the critical analysis tools necessary for doing such research. Doctorate candidates will develop skills in the examination and critique of traditional qualitative methodology such as: a) sampling, b) instrumentation, c) determine authenticity, d) data collection, e) data analysis, and f) research format. Students will explore and study such genres as, but not limited to case study, and narrative inquiry. A requirement of this course will be for students to develop a research design using the qualitative methodology.

**ED 7054 Written Comps 0 credits**

This course is designed for the student to demonstrate their writing skills and ability to articulate a comprehensive thought that captures the theoretical constructs presented in the course content.

**ED 7055 Doctorate Field Experience/Research 3 credits**

This course is to offer for doctorate students to engage in a Doctorate Field Experience/Research in an organization of their choosing that will enhance their research agenda. They will develop an understanding of how organizations function.

**ED 7056 Elective Research Methods 3 credits**

This course is designed so students will select a research methodology that is in alignment with their proposed research. They will study in depth this design and will begin to develop and prepare for their dissertation proposal.

**ED 7057 Adult Learning Theories and Foundations 3 credits**

This course is designed for students to explore the methods and techniques grounded in adult educational theory, to help adult's learning in a variety of settings. This course will provide an instruction and introduction to critical reflections as a core capacity for teachers of adult learners.

**ED 7058 Strategies for Adult Learning 3 credits**

This course is designed for students to examine and understand the methods, strategies, practices, technology, and tools employed in facilitating adult learning. The course will focus on preparing students as educational leaders in the development, implementation and evaluations of adults learning programs ranging from short-term programs to long term programs that are designed to advance professional development.

**ED 7060 eFolio Review of Competencies 0 credits**

Written Comprehensive Exam that must be passed prior to registration for ED 7061.

**ED 7061 Written Dissertation Proposal 3 credits**

This course is designed for the student to develop their presentation of the dissertation proposal to a doctorate committee. This includes the significance of the proposed study, literature review supporting the study, the proposed research design, and time line for completion. Once this is completed and approved the student will move into the status of a doctoral candidate.

**ED 7062 Dissertation 0-9 credits**

This course is the start of the dissertation development. Most of this will be time spent with the advisor and writing the first three chapters of the dissertation. The candidate will conduct their research. The sequence of expected outcomes are as follows: 1) the candidate will finalize the first three chapters, and begin, or finish collection of data, to conduct an analysis of the data collected. Start to draw inferences from the data, and 2) work with their advisor in developing their dissertation and prepare for its defense.

**ED 7063 Leadership and Scholarship IV 3 credits**

This is the fourth in a four-course series. Students examine instructional theory and research to enrich their skills to lead and learning in a variety of organizations. Students demonstrate their leadership competencies for advancing a mission-driven community.

**ED 7065 Quantitative Research Methods 3 credits**

This course equips students to analyze and evaluate quantitative research. They are introduced to a variety of quantitative research designs with a particular emphasis on descriptive statistics and learn about sampling, measurements, and instrumentation.

**ED 7067 Organizational Resource Management 3 credits**

This course equips students to align organizational resources of talent, funds, space, and time with the organization's mission. Students explore leadership approaches to maximize an organization's available resources and advances the importance of caring for the employees, including the leader.

**ED 7068 Solutions Based Leadership 3 credits**

This course enhances students' abilities to integrate problem solving into a management structure to improve decisions and advance initiatives. Students develop skills to face problems and identify solutions for leaders, teams, and organizations.

**ED 7069 Strategic Advancement 3 credits**

This course advances students' ability to champion an organization's strategic priorities through direction, planning, and decision-making. Students demonstrate their ability to design and implement a strategic plan that involves input, output, and outcomes.

**ED 7070 Ethical Leadership 3 credits**

This course is rooted in the mission of Concordia University and focuses on the importance of leadership defined by ethical beliefs and values of self, society, and one's organization. Situational case studies are used to develop moral decision-making skills. Key components of the first chapter of the dissertation are developed.

**ED 7071 Director of Special Education Leadership in 21st Century School Districts 3 credits**

This course is designed for individuals who desire to pursue a director of special education and in the future. The primary focus is on the knowledge and skills of leaders who create cultures of excellence; respond to diverse learner needs; facilitate the development of safe, efficient, and effective learning environments; and impact the political, social, economic, legal, and cultural contexts that shape Minnesota schools.

**ED 7072 HR Issues for Directors of Special Education 3 credits**

This course examines the human resources available to principals. It examines the functions and practices in school systems that principals deal with daily. Approaches to management, motivation, professional development, and performance are addressed along with obstacles to effective team development.

**ED 7073 Legal Issues for Directors of Special Education 3 credits**

This course examines the reality of legal issues that Directors of Special Education must face nearly every day of the school year. The focus is on local, state, and national legal principles and issues related to students and employees. Individual rights and responsibilities related to the legal process, structure of the law, legislation, litigation, and current legal issues are examined in detail. A case study focus will drive the class discussions.

**ED 7074 Program Policies and Inclusionary Leadership 3 credits**

This course is designed for students to acquire the knowledge necessary to lead change in educational institutions. Student achievement will be measured by demonstrating competencies in the following areas. 1.) Philosophical underpinnings, educational foundations, and educational principles that influence an institution's ability to change; 2.) Mission's and visions of institutions such as high schools, technical colleges, and higher education institutions and how they influence the institution; 3.) Influences that global society, technology, and demographics have on educational institutions; 4.) The need for innovations to be established within these institutions.

**ED 7075 Data Use and Analysis for Directors of Special Education 3 credits**

This course will provide the learner an opportunity to use data to inform decision making at an administrative level. Learners will engage in data collection, root cause analysis, research methodologies, ethical practices, and communication of results to an appropriate audience. Students will collect and analyze real data from a school or district. Based on their research and analysis, the student will prepare a school improvement plan and/or initiative that could be presented to school leadership and/or community (i.e. superintendent, school board).

**ED 7076 Critical Analysis of Educational Policy 3 credits**

Educational policy-making processes are examined at the macro (national, regional and state) and micro, local, and institutional) levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economic inputs that affect policy formation and implementation.

**ED 7077 Special Education Financial Policy and Funding 3 credits**

This course is designed as a comprehensive overview of public school finance and business management. Students examine the economic, political, and management issues facing public school administrators. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.

**ED 7078 Ethics and Interpersonal Effectiveness for Directors of Special Education 3 credits**

This course is designed to have potential directors of special education examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

**ED 7079 Director of Special Education Internship 6 credits**

This course is an internship that requires the candidate to complete a minimum of 320 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the candidate will complete a School Improvement Project (SIP) and a variety of administrative tasks, projects, and assignments designed to strengthen performance and professional skills that will assist the candidate to become a licensed director of special education in the state of Minnesota. Internships will include 40 hours in an administrative unit not currently employed. Internships will include experiences in single, cooperative and educational districts.



**ED 7080 Residency I: Leadership and Problems of Practice 3 credits**

This course engages students in a five-day on-campus residency experience to advance their personal equity journey as a leader and to shape their leadership passion into a “problem of practice” for their dissertation. The residency requires learning assignments prior to and following the on-campus time.

**ED 7081 Residency II: Dissertation Preparation 3 credits**

This course engages students in a five-day on-campus residency experience to advance their scholarly learning through the dissertation. Students complete an outline of their dissertation plan with a focus on methodology and refine their leadership skills focused on equity and servant leadership. The residency requires learning assignments prior to and following the on-campus time.

**ED 7082 Research Development 3 credits**

This course assists students in refining their research topics, synthesizing relevant research, and writing a draft of Chapter 2 of their dissertation. Students also draft research questions and examine possible research methods.

**ED 7083 Qualitative Research Methods 3 credits**

This course introduces traditional and exploratory processes of qualitative research, and provides students with the critical analysis tools necessary for doing such research. Students develop skills such as sampling, determining authenticity, data collection, and data analysis.

**ED 7084 Research Design 3 credits**

This course focuses on research designs and assists students in selecting one in alignment with their proposed research questions. Students advance their understanding of research ethics and data analysis, and draft their dissertation proposal.

**ED 7088 Independent Study 1-3 credits****ED 7090 Leadership and Scholarship Coaching I 1 credit**

This course guides students in their leadership and scholarship performance through coaching sessions. The personalized sessions focus on degree completion and future leadership opportunities.

**ED 7091 Leadership and Scholarship Coaching II 1 credit**

This course guides students in their leadership and scholarship performance through coaching sessions. The personalized sessions focus on degree completion and future leadership opportunities.

**ED 7093 Leadership Project 1 credit**

This course is only required for students seeking an Educational Specialist degree in Organizational Leadership and not a Doctorate in Education degree. The course is completed after ED 7070 and both residencies, ED 7080 and ED 7081. The course guides students in the development and completion of an applied capstone project aligned to their leadership mission.