EDUCATION (ED)

ED 201 Foundations of and Introduction to Education 3 credits
Concordia’s teacher education program and its conceptual framework are introduced to students in this course. This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. During the duration of the course students need to register for required MTLE Basic Skills Test (additional fee). A 15-hour field experience that satisfies a portion of the university’s human relations requirement is included. Admission to Program is an outcome including development of efolio and admittance to program interview. (Prerequisite: PSY 210, PSY 220 or PSY 215)

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 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. (Prerequisite: Minimum grade of C- in ED 201 or ED 202)

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 of 9-12 Mathematics 4 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 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 of 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 3 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 reviews the content, methods, materials and research related to the teaching of elementary social studies (K-6th Grade). Attention is given to the content of the social studies curriculum and its basis within the social sciences, global education, experiential learning, concept development, inquiry methods, moral development, assessment, Minnesota standards, and critical thinking. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

ED 360  Content & Mthd for K-6 Mathema 3 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. (Prerequisite: Admission to Teacher Education program.)

ED 371  Teaching Practicum 2-4 credits
This course provides an early field experience for students prior to student teaching. Students are assigned to work with a cooperating teacher at a grade level appropriate to their license. The course is taken concurrently with methods courses to relate theory to practice. Students are usually placed in diverse, urban classrooms. (Prerequisite: Admission to Teacher Education Program)

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 to prepare a class presentation.

ED 382  Teaching Students with Linguistic Differences and Difficulties 3 credits
This course builds on ED 342 Teaching Literacy. In this course students will learn how to facilitate the development of the reading skills in two languages and the transference of the skill developed in one language to a second one. Particular attention will be paid to the specific problems of non-native English speakers learning to read English. SPED 582: Graduate students will be required to complete additional reading and research.

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  ESOL Methods: Teaching English to Speakers of Other Languages 4 credits
In this course students will become more aware of the nature of language, particularly of English and of how language is acquired/taught. The focus will be on the components of language teaching, as well as methodology and evaluation. Specific goals include students increasing their awareness of the grammar of English and learning to use reference grammars to answer questions; students understanding different approaches and methods to language teaching and incorporating them into a syllabus and/or lesson plans; students learning current basic theories of how language is acquired; students selecting and using materials and ready to teach language; and, students assessing English language proficiency and evaluating language performance.

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 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. Topics include the classroom teacher's role is assessing, developing, and implementing unique learning experiences and managing group and individual behaviors. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite: upper level standing)

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 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 457  Teaching Elementary Science 1 credit
This course presents the principles, objectives and materials of science education in the elementary schools espoused by the leading pedagogical methods. (Prerequisites: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

ED 458  Teaching Elementary English 1 credit
This course presents the principles, objectives and materials of English education in the elementary schools espoused by the leading pedagogical methods. (Prerequisites: 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 movement education at the Elementary/Middle School level (K-8). The course addresses curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skill, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Instructional subjects will include locomotor/ non-locomotor skills, manipulatives, elementary games, fitness activities, and some sport skill development. (Prerequisite: Admission to Teacher Education Program.) Prerequisite to student teaching. (Not required if student completes KHS 330)

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 4,8 credits
Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating discussion with groups of parents. Students are assigned to work with a licensed parent educator. Seminars are held on campus. A capstone project is part of the experience. (Prerequisites: Admission to Teacher Education Program and completion of all coursework in the Parent Educator major.)

ED 471 Student Teaching 1-16 credits
Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in classrooms for young children. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Birth-Grade 3 Practicum.)

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 Teaching Students with Learning and/or Behavioral Needs 3 credits
This course is an examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/behaviorally disorders an understanding of and practice with positive interventions for the general education classroom. The historical, theoretical, and educational perspectives concerning children and youth who manifest learning disabilities will be considered utilizing diagnostic and remediation of weaknesses in basic content areas. Special emphasis will be placed on teaching cognitive instructional strategies.

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 the student to undertake testing of students who do not have English as a first language. The course will deal with both the knowledge needed to perform both formal and informal assessments that are meaningful as well as the skills necessary to administer and accurately interpret assessments for limited English proficient students in at least two languages.

ED 487 Reading Across the Content Areas 3 credits
The range of standardized and informal assessment options will be studied. Techniques will include the administration of procedures including analyzing data and making instructional and placement decisions. Communication of results to students' parents, caregivers and other professionals; impact on career skills affecting employability; and ethical issues will be discussed. A 15 hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite to Student Teaching.)

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 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 521  Educational Research and Applications 3 credits
Mastering the systematic and rigorous process of posing a focused question, developing a hypothesis, testing the hypothesis, collecting and analyzing relevant data and drawing conclusions.

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 for Teaching K-6 Literacy 3 credits
A study of the content, philosophy, materials, research, and strategies related to the teaching of 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 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 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 4.5 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 Real Time/Relevant Educational Leadership and Educational Reform 3 credits
This course is designed for students who are pursuing leadership in education. This course will examine the skills, knowledge and disposition required for Real time/Relevant organizational leaders. Students will study the political, social, economic, legal, and cultural contexts that shape today's organizations.
ED 7041 Data Analysis and Use for Leaders 3 credits
This course is designed for students in leadership roles to provide them the skills to use data to make informed decisions at the organizational leadership level by providing a link between analysis of data and decision making. Using actual data collected from various levels of the organization they will use statistical analysis to create and organizational strategic plan and demonstrate how it will redesign the organization.

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 Introduction to Scholarly Research 3 credits
This course begins the theoretical discussion of the primary research designs used in educational research. The curricular goal is to establish a foundation for success interaction with the research literature used throughout the program of study. One goal of educational research is to provide knowledge that leads to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature in educational leadership.

ED 7047 Influences and Assessment of Public Policy 3 credits
This course examines the knowledge of how public policy is developed, and how research is used to develop public policy. The theoretical framework is to examine the literature regarding the internal and external influences on public policy and how organizations and individuals implement and react to this influence. The course will examine what is good public policy.

ED 7048 Organizational Theory and Analysis 3 credits
This course focuses on the leadership skills needed to understand the theoretical framework of organizational decision-making, innovations, and identity. The construct in this course is to understand what the central analysis of decision making and what key concepts of decision making are central to organizations.

ED 7049 Introduction to Doctorate Level Education 1 credit
This course is 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 be prepared in the requirements of scholarly publication, scholarly presentations, develop skills in preparing a Professional Development Plan, (PDP), with obtainable goals, and how to submit an IRB for approval.

ED 7050 Dissertation Preparation 3 credits
This course is 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, and g) start to develop a framework of a dissertation proposal.

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 an 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. Compute 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 begin 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 an 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.