

EDUCATION (ED)

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

This course is intended for transfer students who have previously taken an introduction to teaching course. It serves as an introduction to Concordia University's teacher education program including the rationale and procedures for admission to the program and steps necessary for completion. Admission to the Teacher Education program is completed in this course.

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

Students experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting.

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

In this course students learn the principles of effective instruction in physical education for K-5. (Prerequisite: ED 344)

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

In this course students learn the principles of effective instruction in physical education for grades 6-12. (Prerequisite: ED 344)

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

A study of the content, philosophy, materials, research, and strategies related to literacy in the K-6 classroom. (Prerequisite: ED 344)

ED 344 The Effective Teacher 3 credits

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

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-requisites: MAT 110, MAT 135, and ED 344)

ED 352 Teaching Grades 9-12 Social Studies 2 credits

In this course students learn instructional strategies for effectively teaching social studies in grades nine through 12. (Prerequisite: ED 344 Effective Teacher)

ED 353 Teaching Grades 9-12 Science 2 credits

In this course students learn instructional strategies for teaching science in grades nine through 12. (Prerequisite: ED 344)

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

In this course students learn instructional strategies for teaching literature, speech, communication, and composition in grades nine through 12. (Prerequisite: ED 344)

ED 356 Teaching Elementary Science and 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. (Prerequisite: ED 344)

ED 357 Teaching Elementary Social Studies 2 credits

This course addresses the content, methods, materials, and research related to the teaching of social studies in the elementary grades. (Prerequisite: ED 344)

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. (Prerequisite: ED 344)

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 field experience supplements the Kindergarten Endorsement Methods course. The field experience is completed with a cooperating teacher at the Kindergarten level and often in diverse and urban classrooms. The course is taken upon completion of ECE 322.

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 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. (Prerequisite: ED 344 and ED 382)

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

This course provides opportunities for the student in the S.E.A.T. program to share cultural experiences, develop skills to navigate the teacher education program, and to ensure successful induction into the profession.

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. (Prerequisites: ED 344)

ED 418 Adult Education and Development 4 credits

An overview of adult learning including theories of development, psychological perspectives, program development, and teaching strategies. (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 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

In this course students learn the basic principles of effective instruction in movement education at the elementary and middle levels. (Prerequisite: ED 344)

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 Grades 5-8 Social Studies 1 credit

In this course students apply developmental and instructional theory to learn how to make appropriate decisions for teaching social studies in grades five through eight. (Prerequisite: ED 344)

ED 477 Teaching Grades 5-8 Communication Arts and Literature 1 credit

In this course students apply developmental and instructional theory to learn how to make appropriate decisions for teaching literature and the communication arts skills of reading, writing, speaking, listening, media literacy in grades five through eight. (Prerequisite: ED 344)

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 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 344)

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 Classrooms 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 Elementary Level Internship 2 credits

In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the elementary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7010 Middle Level Internship 2 credits

In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the middle level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

ED 7011 Secondary Level Internship 2 credits

In this course, candidates for a Minnesota K-12 Principal License apply learned knowledge and skills in a leadership experience at the secondary level under the supervision of a licensed principal and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

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

In this course, candidates for a Minnesota District Superintendent License apply learned knowledge and skills in a leadership experience at a university-approved school under the supervision of a university-approved onsite mentor and university supervisor. The experience fulfills a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses.

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 Pubic 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 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 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.

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 0.5-3 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.