

# EDUCATION (ED)

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

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

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

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 203 Principles of Elementary Mathematics 3 credits**

This course gives students the mathematical foundation necessary to teach K-6 mathematics and to prepare for the Minnesota Teaching Licensure Basic Skills Exam. Topics include basic algebra, set theory, probability, statistics, geometry, and problem-solving techniques. (Prerequisite: Minimum grade of C- in MAT 100 or level 2 placement on the Math Placement Exam.)

## **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 333 Physical Education Content and Skills 3 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. (Prerequisites: PSY 101 or PSY 102).

## **ED 337 Methods in Teaching K-12 Physical Education 3 credits**

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

## **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 343 Second Language Acquisition 3 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 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 354 Content and Methods of Elementary Social Studies 3 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 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 358 K-6 Music Methods 2 credits**

This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to senior high at the elementary school levels. Students will examine the curriculum, textbooks, and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors.

## **ED 359 7-12 Music Methods 2 credits**

This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to senior high at the secondary school levels. Students will examine the curriculum, textbooks, and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors.

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

This course provides an opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: C or better ED 203 or MAT 200)

**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 384 Art Education Theory & Practice: K-12 3 credits**

This course guides prospective K-12 school art teachers in accepted methods of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom including budgeting, curriculum development, and classroom management. In addition, the course deals with teaching aesthetics, art appreciation and history, critical program evaluation, research, skill building and idea awareness in both Discipline Based Art Education (DBAE) and Teaching Artistic Behavior (TAB). Students will learn a basic history of art education and justifications for continuing art education in educational settings.

**ED 388 Instructional Strategies for English Learners 3 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 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 411 Content in Health Education 3 credits**

This course helps teacher candidates understand and apply the content knowledge related to facilitating the education of 5-12 health students. (Prerequisite: 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 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 486 Assessment of ESL Students 3 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 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 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 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 521 Educational Research and Applications 3 credits**

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

**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 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 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 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 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 7013 Teaching Internship 0-8 credits****ED 7014 Teaching Internship 3 credits**

This course is required for Principal and Superintendent licensure candidates without three years of teaching experience. Candidates are required to complete this course as part of their Educational Specialist program. The course blends instructional learning and applied teaching experiences through a supervised internship.

**ED 7022 Director of Special Education: Foundations I 3 credits**

The first of two courses is designed to help students recognize their leadership mission and values and develop an understanding of school district organization and leadership approaches and theory.

**ED 7023 Director of Special Education Leadership: Foundations II 3 credits**

The second of two courses is designed to help students recognize their leadership mission and values and understand school district organization and leadership approaches and theory.

**ED 7024 Director of Special Education for All Learners 3 credits**

Students develop the leadership skills to promote, design, and monitor systems that provide equitable and positive learning environments for all special education learners. The effects of mental health conditions, physical health conditions, and trauma on the learning environment are examined.

**ED 7025 Director of Special Education Leadership for Instruction and Learning 3 credits**

Students develop the leadership skills for becoming an instructional change agent, and they further their understanding of special education, requirements, curriculum, assessment, and instructional practice.

**ED 7026 Organizational Leadership and Management for Special Education Directors 3 credits**

Students develop the skills to resources of talent, funds, space, and time with state and federal rules and regulations and the organization's mission. Leadership approaches to maximize an organization's available resources are explored.

**ED 7027 Strategic Advancement for Directors of Special Education 3 credits**

Students develop the ability to champion an organization's strategic priorities through data gathering, direction, planning, and decision-making. They demonstrate their ability to design and implement strategic planning that involves input, output, and outcomes.

**ED 7028 Director of Special Education Leadership of a Learning Organization 3 credits**

Students improve their ability to lead continuous improvement, increase stakeholder engagement, and develop branding and marketing strategies. They demonstrate their ability to generate and respond to audiences appropriately using traditional and emerging forms of media.

**ED 7029 Ethical and Legal Director of Special Education Leadership 3 credits**

Students examine school district policy, state and federal laws, and legal issues affecting schools, school systems, and special education. They analyze the importance of leadership defined by ethical beliefs and values of self, society, and one's organization while demonstrating their ability to balance complex community demands in ethical decision-making to serve the best interests of all district learners.

**ED 7039 Superintendent Internship I 3 credits**

The course is the first of two required sequenced courses for candidates seeking a Minnesota District Superintendent license. In the course, students 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 meets three of the six required internship credits and 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 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 7059 Superintendent Internship II 3 credits**

The course is the second of two required sequenced semester courses for candidates seeking a Minnesota District Superintendent license. In the course, students 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 meets three of the six required internship credits and a portion of the eligibility requirements established by the State of Minnesota in Administrator Rule 3512 Program Requirements for all Administrator Licenses. (Prerequisite: ED 7039)

**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 7079 Director of Special Education Internship I 3 credits**

In this course, candidates for a Minnesota Director of Special Education 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 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 7085 Director of Special Education Internship II 3 credits**

In this course, candidates for a Minnesota Director of Special Education 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 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.

**ED 7094 Superintendent License Competencies 3 credits**

This asynchronous course is a prerequisite to the two three-credit internship semester courses designed to meet the competencies required in Minnesota Rule. The discussions, assignments, and projects associated with this course are determined and guided by a CSP University Supervisor (Instructor) for the student(s). The course is designed to help students reflect and develop the leadership skills, experience, and expertise necessary to meet the requirements and expectations described in Minnesota Rule 3512 for a Superintendent license.

**ED 7095 K-12 Principal License Competencies 3 credits**

This asynchronous course is a prerequisite to the three two-credit internship semester courses designed to meet the competencies required in Minnesota Rule. The discussions, assignments, and projects associated with this course are determined and guided by a CSP University Supervisor (Instructor) for the student(s). The course is designed to help students reflect and develop the leadership skills, experience, and expertise necessary to meet the requirements and expectations described in Minnesota Rule 3512 for a Principal license.

**ED 7096 Director of Special Education License Competencies 3 credits**

This asynchronous course is a prerequisite to the two three-credit internship semester courses designed to meet the competencies required in Minnesota Rule. The discussions, assignments, and projects associated with this course are determined and guided by a CSP University Supervisor (Instructor) for the student(s). The course is designed to help students reflect and develop the leadership skills, experience, and expertise necessary to meet the requirements and expectations described in Minnesota Rule 3512 for a Director of Special Education license.