EDUCATION-GRADUATE (EDG)

EDG 5000. Assessment for Special Education. (3 Credits)
This course provides a foundation in utilizing formal and informal evaluation and assessment concepts, tools and reporting which impact eligibility, placement, and instructional decisions for students who may be eligible for special education services. Topics include FBA/BIP; IEP; selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments; among others.

EDG 5005. Principles of Behavior Management. (3 Credits)
This course introduces concepts of behavior management for exceptional students. Topics include developing appropriate academic and social behaviors, decreasing challenging behaviors and creating positive learning environments that facilitate student learning and effective social interaction. Principles of applied behavior analysis (ABA), functional behavior assessments (FBA), behavior intervention plans (BIP) and manifestation determination review (MDR), and other topics are examined.

EDG 5010. Legal Issues in Special Education. (3 Credits)
This course is designed to provide students with an overview of children and youth with disabilities and the legal requirements of providing an education for those students. Students will examine the components of IDEA (Individuals with Disabilities Education Act) and how they ensure students with disabilities appropriate educational and related services. Other case studies and laws regarding the education and treatment of students with disabilities will also be examined.

EDG 5015. Literacy for Diverse Students. (3 Credits)
This course provides instruction in teaching literacy to diverse students including those with disabilities. Content includes developmentally appropriate practices in the teaching of phonological awareness, phonics, vocabulary, reading comprehension, fluency, theoretical models of evidence-based instructional approaches, literacy in the content areas, curriculum development, and literacy assessment within the focus of culturally responsive teaching of diverse students, including students with disabilities who need adaptations. Student videos of literacy teaching segments with coaching and feedback are also included in the course.

EDG 5020. Assistive Technology for Special Education. (3 Credits)
This course introduces assistive technology (AT) for students with disabilities. Topics include AT frameworks and assessments, AT in schools, AT devices and services, AT for accommodations, and other topics as technology progresses.

EDG 5025. Collaboration in Special Education. (3 Credits)
This course presents the literature reflecting the importance and process of professional staff including administrators, teachers, assistants, special educators, and service staff collaborating for the successful inclusion of children with disabilities. This course also introduces students to state and federal laws impacting the education of students with disabilities, which prepare them to work collaboratively with other professionals and parents. Students become familiar with the special organizations, associations and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Issues of communication, planning, role clarity, initiative, reporting, responsibility and administrative support are considered and analyzed in case studies and during team activities.

EDG 5030. Teaching Methods for Exceptional Students. (3 Credits)
This course examines teaching methods for exceptional students related to interventions, adaptations, and collaboration for the successful inclusion and transition of exceptional students. Characteristics of exceptional students, Universal Design for Learning (UDL), and the development of Individual Education Plans (IEP) are also explored.

EDG 5050. Curricular Adaptations in Special Education. (3 Credits)
This course covers historical perspective, philosophies, current issues and practices, and curriculum models. Developing and adapting curriculum materials for learners with a variety of disabilities including learning disabilities, developmental disabilities, emotional/behavioral disorders, physical/health associated with impairments, traumatic brain injury, and cultural barriers is emphasized. The course also includes identification of characteristics and educational programs, service models, trends, research, theories and practice for SLD, LD, CD, and gifted students.

EDG 5065. Strategies for Teaching At-Risk Youth. (3 Credits)
This course will address effective interventions for at-risk youth with a focus on children in poverty and children suffering social and emotional risks. Students explore general issues regarding laws, inclusion, and suggestions for how teachers can modify, accommodate, and adapt their classrooms and instruction for at-risk students. The course will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency, and students will examine new models of resiliency. Attention will be given to the different sources and different expression of risk and resilience across race, class, and culture.

EDG 5070. Teaching Methods for Students with Autism. (3 Credits)
This class examines medical and educational diagnostic models, characteristics of, and teaching methods for students with autism spectrum disorders with an emphasis on students' educational needs. The development of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP) and Individual Transition Plans (ITP) will also be covered.

EDG 5075. Intervention Strategies in Special Education. (3 Credits)
Intervention Strategies in Special Education provides an overview of strategies used from early intervention programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues for students with specific disabilities are also considered. The main focus of this course is to assist student in linking assessment to service delivery. More specific interventions are covered in the following areas: cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; personal competence; and program evaluation. This course will also provide a thorough study of the philosophical and practical base of effective assessment and intervention for students with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention and transition planning and implementation in various service delivery settings, family participation, and progress monitoring.

EDG 5100. Educational Research Methods. (3 Credits)
This course examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, as well as techniques of literature review and the reporting of research. After successful completion of the course, students will have a draft of the first three chapters for either a thesis or graduate seminar project.

EDG 5130. The Director of Instruction: Leadership for Learning. (3 Credits)
This course examines the evolving role of the Director of Instruction as a strategic leader in today's educational landscape. Students will define the purpose and impact of this position while learning how to develop strong, collaborative relationships that support meaningful curriculum development. Through designing a comprehensive, continuous improvement plan, students will explore key elements such as diverse instructional modalities, inclusive curriculum design, community engagement strategies, and the alignment of resources with school and district missions. Emphasis will be placed on ensuring curriculum and resources are culturally relevant, equitable, and aimed at enhancing student learning and achievement for all learners.

EDG 5135. Curriculum Theory, Design, and Implementation. (3 Credits)
This course explores the key factors that influence the design, implementation, and evaluation of curriculum in K–12 educational settings. Students will examine major educational philosophies and investigate how these perspectives shape curriculum development and instructional practice. Emphasis will be on supporting curriculum design across all content areas at both district and school levels, focusing on coherence, alignment, and responsiveness to diverse learner needs. Through critical analysis and practical projects, students will build the knowledge and leadership skills needed to guide effective, future-oriented curriculum initiatives.

EDG 5200. Critical and Digital Literacies in the K-12 Disciplines. (3 Credits)
This course focuses on the transfer of beginning and intermediate reading skills to content areas, and on higher level comprehension skills for secondary students. As a required course in the graduate reading program which leads to certification as a reading teacher (Wisconsin DPI 316 certification), EDG 5200 includes methods, strategies, and resources for teaching students in grades 6-12 to read complex disciplinary texts. It addresses the Common Core Standards for grades 6-12 in English Language Arts and the Common Core Disciplinary Literacy Standards for History/Social Studies, Science, Technical Subjects for grades 6-12.

EDG 5205. Multimodal Language and Literacy Development in a Connected World. (3 Credits)
This course studies the English language, including English phonology and how children's language develops from childhood through adolescence and examines interrelationships of speaking, listening, writing, and reading.

EDG 5210. Children and Adolescent Literature in the Digital Era. (3 Credits)
This course presents a wide selection of primary readings for students from kindergarten through the twelfth grade, criteria for selecting texts, practical methods for engaging the students' interest in books, and tools for curriculum development and integration. The course emphasizes the historical background and foundations of the literature.

EDG 5220. Reading the Evidence: Diagnostic Tools for Literacy Growth. (3 Credits)
This course examines the design, development, implementation, and evaluation of kindergarten through grade 12 reading programs and their interrelationships with other language arts instruction and other curricular areas.

EDG 5225. Designing Literacy Systems. (3 Credits)
This course considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Literacy programs.

EDG 5230. Designing Literate Classrooms. (3 Credits)
This course concentrates on the methodologies in literacy instruction and the role of the literacy teacher in education. The course follows the history of research and politics and their influence on classroom practice. Students will research to identify the best practices and then use this foundation to develop a personal philosophy of reading instruction in order to evaluate current programs. Students will also create literacy instruction professional development to share in a leadership capacity in their practice.

EDG 5240. Contemporary Issues and Emerging Literacies. (3 Credits)
This course examines contemporary issues and research shaping literacy education. Students analyze current scholarship, explore classroom applications, and learn to design qualitative studies that inform effective literacy practices.

EDG 5245. Coaching and Literacy Leadership. (3 Credits)
This course is designed to provide an orientation to the field of instructional supervision. The course will focus on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior.

EDG 5301. Trauma Informed Practices. (3 Credits)
Trauma Informed Practices provides foundational knowledge about the impact of trauma on the brain and learning, how trauma affects the physical, social, emotional, and academic development of children and adolescents, and trauma informed practices to promote trust. Students will learn to recognize and de-escalate behaviors related to fight, flight, and freeze responses to stress. In addition, students will practice non-violent crisis intervention skills. Self-care to prevent and mitigate secondary traumatic stress will also be addressed.

EDG 5302. Social Emotional Learning. (3 Credits)
Social Emotional Learning prepares students to identify and develop tools to nurture skills like compassion, leadership, conflict resolution, self-awareness, and resilience. Students will examine strategies to help children and adolescents understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

EDG 5304. Compassion Care Skill Development. (3 Credits)
In this course, students will learn why compassionate caregiving skills are vital to many vocations, strategies to avoid and transverse the awkward zone, and the art and science of compassion. Students will apply the skills they are developing in a field experience that may involve working with Concordia University Wisconsin's Comfort Dogs or other community partners.

EDG 5305. Compassion Care Practicum. (3 Credits)
This course is the capstone for the Compassion Care Certificate and provides students the opportunity to apply the skills learned in this certificate. Students will design, implement, and evaluate the effectiveness of educational programs that meet a research-based need for a specific population. Programs may involve one of Concordia University Wisconsin's Comfort Dogs.

EDG 5330. The Adult Learner. (3 Credits)
This course emphasizes adult developmental and the social context of learning within formal, non-formal and informal settings.

EDG 5335. Strategies for Teaching and Learning with Adults. (3 Credits)
This course emphasizes approaches to instruction and facilitation of learning in adult and community contexts. Given a particular learning need, students develop a portion of a program for a specific adult population.

EDG 5505. Developmentally Appropriate Assessment Practices in Early Childhood Education. (3 Credits)
Developmentally appropriate assessment is essential to the practice of early childhood professionals. This course examines the purpose and appropriate uses of assessment tools and data while promoting responsible use of information to support families. The importance of utilizing assessment results for the development of appropriate learning experiences for child development in all areas: social, physical, emotional, cognitive and spiritual is also explored.

EDG 5515. Curriculum, Design and Development in Early Childhood Education. (3 Credits)
In this course students will design, implement and evaluate curriculum. Current research in curriculum as well as pedagogy will also be examined.

EDG 5600. Educating Students at Risk. (3 Credits)
This course examines students who are or may become at risk due to academic, social, emotional, behavioral, physical, personal, cultural, socio-economic, environmental, or other issues or circumstances. The course also explores prevention, and the attitudes, skills, and strategies needed to be effective teachers of students who are at-risk.

EDG 5605. Alternative Education. (3 Credits)
This course explores the nature of alternative education programs in public schools, and other alternative educational settings, studying delivery systems, collaboration, transition, and role of the teacher or program leader including compliance with legislative statutes and policies. Current trends and issues are discussed. Note: successful completion of EDG 5600 or permission from the professor are required for registration.
Prerequisite: EDG 5600.

EDG 5610. Alternative Education Portfolio. (0 Credits)
A professional portfolio demonstrating student competence in the alternative education standards is the required assessment process for licensure. Steps include initial setup of the portfolio, rationale for each standard, three artifacts and description for each standard, and other tasks.

EDG 6100. Adaptive Leadership in a Changing Educational Landscape. (3 Credits)
This foundational course in educational administration and leadership prepares future school leaders, principals, Directors of Instruction, and Directors of Curriculum and Instruction to lead confidently and clearly in today's complex educational landscape. Students will gain a comprehensive understanding of leadership that goes beyond traditional roles to include collaborative influence among administrators, teachers, and students. Key topics include effective decision-making, ethical leadership, communication, conflict resolution, and driving change. Through case studies, reflection, and practical application, students will explore organizational change processes and develop strategies to guide school communities toward continuous improvement, innovation, and student-centered excellence.

EDG 6102. Christian Leadership Foundations. (3 Credits)
Building upon the foundational leadership principles explored in EDG 6100, this course focuses on leadership within Christian schools, emphasizing a Christ-centered approach to administration. Grounded in Lutheran theological principles, students will deepen their understanding of servant leadership, decision-making, and school culture through a biblical lens. The course will further explore the roles of principals, assistant principals, teachers, students, and other administrators, examining how faith informs leadership practices in communication, conflict resolution, and leading transformational change. By integrating strategic planning, team leadership, and vision-building with a Christian worldview, students will develop the skills necessary to cultivate a faith-filled learning environment supporting academic excellence and spiritual growth.
Prerequisite: EDG 6100.

EDG 6105. Law & Leadership: Making Ethical Decisions in Today's Schools. (3 Credits)
This course explores the legal rights, responsibilities, and liabilities of educators and administrators in both public and private schools. Students will analyze key court decisions that impact curriculum, instruction, school governance, and the rights of students and teachers. Special focus is given to legal issues related to school safety, including policies on student discipline, crisis response, and safeguarding the well-being of students and staff. The course also examines how legal and policy decisions intersect with Christian ethical and moral responsibilities, preparing educational leaders to address complex challenges with both legal understanding and principled leadership. By the end of the course, students will be able to navigate the legal landscape of education while promoting safe, equitable, and ethically sound learning environments.

EDG 6110. Financial and Human Resource Leadership: Building Strong Schools for Student Success. (3 Credits)
This course equips aspiring and current school leaders to strategically manage financial and human resources in ways that directly support student learning and school improvement. Students will examine modern practices in budgeting, financial planning, school finance, and accounting, alongside key areas of human resource management such as recruitment, retention, staff development, performance evaluation, and legal considerations. With a focus on equity, transparency, and impact, the course highlights how effective resource allocation and talent management can create the conditions for high-quality teaching and improved student outcomes. Leaders will gain the skills to align people and funding decisions with a clear vision for learning and organizational excellence.

EDG 6112. Legal and Ethical Decision-Making in Christian Leadership. (3 Credits)
This course explores Christian school leaders' legal, ethical, and faith-based responsibilities. Topics encompass education law, employment policies, student rights, health and safety regulations, and religious liberty protections. The focus is on ethical decision-making, servant leadership, and financial stewardship, ensuring compliance with legal requirements and biblical values. Through case studies, students will devise strategies to navigate legal challenges while maintaining a Christ-centered, mission-driven school environment.

EDG 6115. Innovative Supervision: Empowering Teachers and Elevating Learning. (3 Credits)
This course is designed to provide the student with an orientation to the field of instructional supervision. The course will focus on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior.

EDG 6120. Teacher and Leader Assessment Designed for Continuous Learning. (3 Credits)
This course is designed to provide the student with a focus on the myriad of types and methods of assessment in educational setting. The emphasis will be the application of assessment to professional classroom teaching practice or those of an administrative position in a school or district. Using data obtained from assessments to inform instruction and continuous improvement will be explored. Assessment related to educator effectiveness and accountability will also be studied.

EDG 6125. Compensation and Benefits. (3 Credits)
Students will study various options for providing compensation and benefits for school district teachers, staff, and other professionals. The class will review the history of employment compensation and how school law, including Act 10, has impacted compensation models. Students will also get an opportunity to plan for the processing of compensation and benefits through the payroll procedure.

EDG 6130. School Business Management Auxiliary Services. (3 Credits)
This graduate level course will concentrate on the management of services such as food services, buildings and grounds, transportation and other support services. This course recognizes the importance of auxiliary services in the success of the schools. It is common for auxiliary services to be handled by a director/manager that reports to the business administrator or alternatively be partially or completely outsourced to a private vendor.

EDG 6135. School Bus Mgmt Strategy. (3 Credits)
This graduate level course will concentrate on the budget development process required to pass a preliminary budget for use in the upcoming fiscal year starting July 1. Students will develop the ability to project future enrollment and revenue. Projecting increases to salaries and benefits as well as other expenditure will be explored. Finally, techniques to balance the budget will also be examined. Throughout the course students will develop methods of communicating this information to various stakeholders.

EDG 6140. School Business Management Strategy II. (3 Credits)
This graduate level course will focus on the process required to take the budget from the preliminary stage to the final approved budget. This will involve estimating equalization aid and property taxes. Special education funding will also be estimated and allocated. These estimates, once developed, will be prepared for presentation at the annual meeting. Following the annual meeting, final budget numbers received from the state will then be applied to finalize the budget and tax levy for final Board approval. Emphasis will be on presenting and explaining the school finance topics explored in this course.

EDG 6145. Foundations of Budgeting, Finance and Planning in Athletic Administration. (3 Credits)
This course will introduce students to the school athletic administration role. Student will develop a philosophy of educational athletics and learn the accepted management practices and strategies to develop a strong athletic program. Additionally, students will understand the budget management as demonstrated by developing a budget model that includes timelines and long-range planning.

EDG 6147. Strategies for Organizational Management in Athletic Administration. (3 Credits)
This course will further students' knowledge in the fundamentals and methods of athletic administration. Students will explore potential problems and possible solutions in areas such as chain of command, scheduling, contest management, and personnel management. Additionally, students will begin to recognize the potential challenges regarding eligibility, critical incident planning, financial responsibilities, legal, law, liability, equipment and facilities. The organizational management in regards to special events, public relations, awards, fundraising, and Booster Clubs will also be assessed, as well as ways to improve citizenship and sportsmanship through positive initiatives.

EDG 6149. Legal Issues in Athletic Administration. (3 Credits)
This course will focus on the legal aspects regarding athletic programs. Topics will include liability for sports injuries and risk management, Title IX, sexual harassment and other topics that will require careful attention of a school athletic administrator. Strategies will be developed to provided for developing, implementing, and documenting an effective risk management program for interscholastic athletics.

EDG 6150. Innovative Practices for District Administrator Leadership. (3 Credits)
This course explores the role of the district administrator as a strategic and ethical leader within complex educational systems. Grounded in the Wisconsin Administrator Standards, students analyze the social, political, and economic forces influencing district leadership and apply research-based practices to governance, planning, and organizational improvement. Emphasizing servant leadership, the course prepares students to lead with integrity, collaboration, and a commitment to service while advancing excellence, equity, and continuous improvement across the district. The focus is on strategic leadership, ethical governance, and data-driven decision-making that improve equity, operational efficiency, and student achievement. Through case studies and hands-on projects, students will gain the knowledge and skills to lead districts with purpose, flexibility, and impact in a rapidly evolving educational environment.

EDG 6155. Ethical Leadership in Action: Serving School Districts with Purpose. (3 Credits)
This course trains students to make ethical and responsible decisions as district administrators. By integrating core concepts, theories, and philosophies of ethical leadership with practical use, students examine the role of district leaders in promoting student success with integrity, fairness, and accountability. Focus is on understanding professional codes of ethics, standards for district leadership, and the importance of student well-being in all decisions. Through case studies and real-world scenarios, students build skills to lead honestly, respect civil and human rights, and promote ethical, transparent, and servant-focused leadership in their school communities.

EDG 6160. Organizational Leadership: Leading Complex School Systems. (3 Credits)
A systems approach to organizational leadership enables district administrators to positively influence school governance, student learning, assessment, faculty and staff development, and community engagement. Effective organizational and policy development is key to successful district leadership. This course explores both theoretical frameworks and their practical application while engaging students in discussions of contemporary and sometimes controversial issues that impact district-level leadership. Collaborative dialogue and critical conversations between students and the instructor foster the development of innovative ideas and practical solutions. By the end of the course, participants will have the knowledge, skills, and dispositions necessary to lead and manage a district in ways that promote student success and support the professional growth of their teams.

EDG 6165. Continuous Improvement Planning for District Administrators. (3 Credits)
This course guides students in developing a Continuous District-Wide Improvement Plan (CDIP) tailored to their district. Students learn to analyze district data to create a shared vision, build a collaborative learning community, and implement processes that boost teacher effectiveness and improve student outcomes. Emphasis is placed on using data-driven decision-making to foster a culture of continuous improvement, strategic alignment, and equitable achievement across the district. Through applied projects and reflective practice, students develop the skills needed to lead meaningful, sustainable change as district administrators.

EDG 6170. Effective Communication and Public Relations for Educational Impact. (3 Credits)
Regardless of district size, the district administrator acts as the main public liaison, representing the governing board while advocating for students' best interests and engaging diverse stakeholder groups. This course examines the principles, philosophies, and strategies of effective public relations in educational settings. Students learn to use communication to strengthen school-community relationships, improve student achievement, and address the educational, political, social, and cultural factors unique to their districts. Emphasizing best practices and applied strategies, the course aims to equip district administrators with skills to lead with transparency, collaboration, and impact.

EDG 6175. Educational Facility Planning and Management. (3 Credits)
This course provides district administrators with the knowledge and skills needed to plan, evaluate, and manage educational facilities effectively. Topics include capital budgeting, needs assessments, on-site facility evaluations, literature review, oversight of remodeling projects, bidding processes, referendums, and integrating staff and community input. Students also learn about compliance with state and federal facility standards. Emphasis is placed on hands-on, practical experience, enabling participants to research, analyze, and implement professional facility planning methods that improve learning environments and support district-wide educational goals.

EDG 6180. Innovative Leadership for Special Education and Pupil Service Systems. (3 Credits)
This practical course prepares candidates in the Director of Special Education and Pupil Services program to lead with an equity-focused approach using the Wisconsin DPI Continuous Improvement Process (CIP). Students will learn to design and maintain systems that promote equitable access through inclusive curriculum, effective teaching methods, supportive school climates, and strong collaboration with pupil services staff and community partners. Emphasis is placed on leadership responsibilities in areas such as Title programs, ELL, McKinney–Vento, ADA, Section 504, Gifted and Talented, at-risk services, truancy, staff development, instructional practices, human resources, and special education. Students will analyze local practices, develop action plans, and apply course concepts to enhance their leadership skills.

EDG 6185. Policy, Law, and Finance for Directors of Special Education and Pupil Services. (3 Credits)
This course examines the legal and financial aspects essential to the role of the Director of Special Education and Pupil Services. Students will analyze federal and state legislative and judicial frameworks, including IDEA, Section 504, FERPA, ESSA, and case law related to education for students with disabilities. The course also discusses federal and state funding sources, such as IDEA, Title I, general revenue, and categorical aids, focusing on coordinating resources to enhance service delivery while understanding their effects on overall school budgets. The program emphasizes building the knowledge and skills required for ethical, informed decision-making in both legal and financial areas of leadership in special education and pupil services.

EDG 6190. Advanced Research in Special Education. (3 Credits)
A course in topics of current interest in special education. This course will provide students with various viewpoints and opposing positions to provoke critical thinking and discussion while providing a starting point for graduate students to research issues in-depth as thesis or capstone topics.
Prerequisite: EDG 5100.

EDG 6195. Analysis, Evaluation and Application of SPED Research. (3 Credits)
This course will continue to develop students' ability to critically evaluate research within educational literature for the purpose of applying best practice and develop new systems or practices that best enhance our educational system and improve learning for all students. This course will include extensive practice of critical analysis of research reports and synthesis of bodies of research information and application of the research. This course should be taken at the end of the student's graduate program, just prior to completion of the thesis or Capstone in special education.
Prerequisite: EDG 6190.

EDG 6312. History, Politics, and Methodology of Second Language Acquisition. (3 Credits)
This is an introduction to the history and education policies of bilingual education. This course will provide a background in theories and best practices of bilingual education. Students will become familiar with the different types of bilingual education, while investigating effective teaching and learning methods in bilingual classrooms. Students will be provided with the opportunity to become familiar with first and second language acquisition and theory and develop philosophical beliefs of bilingual education.

EDG 6314. Observation, Analysis, and Practicum in Bilingual Classrooms. (3 Credits)
This capstone course provides students with observation and analysis skills to apply to their own bilingual teaching in their practicum experience, as well as with techniques for working with paraprofessionals in bilingual classrooms in schools. Portfolio's will be created in this course to be used as a final assessment for the Bilingual Minor that highlights a student's understanding of the WI teacher standards and knowledge of Bilingual Education.

EDG 6500. Books & Pictures. (3 Credits)
This course examines ways to use picture books with children to develop verbal fluency, visual literacy, and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested, and illustration styles are studied.

EDG 6505. Language Development and Language Arts in Early Childhood Education. (3 Credits)
This course examines the importance of story in the language development of young children. The course also examines the use of mentor texts and digital literacy as well as integration of pop culture and faith when teaching literacy. Action research is considered as students examine their current practice and determine ways to become more effective teachers of literacy.

EDG 6760. SLED - School Leadership Development Practicum. (3 Credits)
This course is designed to provide the student with resources, practices, and professional experiences in specific elementary administration, leadership, and supervision skills.The course will focus on goal setting, decision making, conflict resolution, self and professional management, communication skills, developing a servant life, faith commitment, and self evaluation.

EDG 7001. Special Education Portfolio I. (0 Credits)
This is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program. Note: Permission from the graduate special education program director is required for registration.

EDG 7002. Special Education Portfolio II. (0 Credits)
This is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio. Note: Successful completion of Portfolio I and permission from the graduate special education program director is required for registration.
Prerequisite: EDG 7001.

EDG 7003. Special Education Portfolio III. (0 Credits)
This is the third step in the required assessment process for licensure and the Master of Science in Education degree. Students add additional artifacts for each standard into their portfolio, among other tasks. Note: Successful completion of Portfolios I and II, and permission from the graduate special education program director, are required for registration.

Prerequisites: EDG 7001 and 7002.

EDG 7010. Cross Categorical Special Education Student Teaching and Seminar. (1 Credit)
Each practicum will be individualized to meet the needs of the graduate student; therefore, practicum hours and placement levels will be determined by CUW special education faculty after a thorough review of the applicant's file and practicum application. Prerequisite: All licensure coursework.

EDG 7040. Special Education Capstone Project Seminar. (3 Credits)
This course examines a range of problems and solutions related to students with disabilities, teachers, families, and/or schools. The capstone focuses on a student project creating a product to solve a problem related to special education and/or students with disabilities. A formal capstone paper and capstone product are the culminating activities of the course. This course is the final requirement for the degree of Master of Science in Education with a focus in special education. Note: successful completion of a minimum of 30 graduate credits and the approval of the graduate special education program director is required for registration.

EDG 7100. Administrative Practicum for School Leaders. (3 Credits)
This practicum offers aspiring and current educational leaders genuine, field-based experiences that connect leadership theory to practical, real-world administrative activities. Working with a licensed school administrator and a Concordia University practicum mentor, students participate in leadership tasks related to school improvement, instructional leadership, and organizational management. The practicum is jointly designed to align with the student's professional goals and the specific needs of the school community, promoting growth in reflective, ethical, and effective leadership at elementary, middle, or secondary levels. This experience prepares students for leadership positions such as Principal, Director of Instruction, and Director of Special Education.

EDG 7110. Administrative Practicum for School Leaders - Additional Licensure. (1 Credit)
This advanced practicum is designed for licensed educational administrators seeking additional licensure credentials in areas such as Principal, Director of Instruction, or Director of Special Education. The course offers genuine, field-based experiences that enhance and deepen leadership skills within diverse educational settings. Working collaboratively with a licensed mentor administrator and a Concordia University practicum mentor, students participate in targeted leadership activities aligned with their new licensure area and professional objectives. The practicum highlights reflective practice, ethical decision-making, and the application of advanced leadership theory to real-world administrative challenges.

EDG 7120. Educational Administration Portfolio I. (0 Credits)
Portfolio I is the first course in the three-part Educational Administration portfolio sequence. Students develop a professional portfolio that combines personal, academic, and professional components, including a narrative, mission statement, resume, and reflections on Christian servant leadership. They demonstrate mastery of the program and Wisconsin State Administrator Standards, analyze their implications for students and staff, and articulate a personal leadership philosophy. The course emphasizes linking theory to practice, ethical leadership, and professional growth, laying the foundation for further exploration in Portfolio II.

EDG 7121. Educational Administration Portfolio II. (0 Credits)
Portfolio II continues the three-part portfolio sequence in the Educational Administration program. Building on Portfolio I, students deepen their exploration of the Wisconsin State Administrator Standards and Concordia University's Christian Servant Leadership standard. The course emphasizes reflective practice, professional growth, and applied leadership by requiring students to expand their rationale statements, analyze the impact of standards on school communities, and demonstrate advanced integration of theory into practice. Students submit a polished, well-organized portfolio and self-assessment that highlights their evolving leadership philosophy, ethical decision-making, and readiness for administrative responsibilities.

EDG 7122. Educational Administration Portfolio III. (0 Credits)
Portfolio III is the final course in the Educational Administration portfolio sequence. Building on Portfolios I and II, students integrate and improve all parts of their professional portfolio, demonstrating a thorough understanding of program and Wisconsin State Administrator Standards, as well as Concordia University's Christian Servant Leadership standard. The course focuses on reflective leadership, ethical decision-making, and practical application, requiring students to evaluate how their leadership impacts students, staff, and school communities. Students submit a polished, professional portfolio and self-assessment that highlight their growth, leadership philosophy, and preparedness for administrative licensure and advanced educational leadership roles.

EDG 7130. Applied District Leadership: Practicum I. (1 Credit)
This course is the first of two practicum experiences designed to give students practical exposure to the duties of a district administrator. Using a hands-on, research-based approach, students observe and participate in administrative tasks under the guidance of an experienced, successful district administrator. Assignments, such as reflection papers and applied activities, help students analyze how the administrator enhances learning, organizational efficiency, and leadership. Students must attend and reflect on at least two school board meetings, connecting governance with district-level leadership practice and preparing for ongoing experiential learning in the next practicum.

EDG 7131. Applied District Leadership: Practicum II. (2 Credits)
This course is the second of two practicum experiences designed to deepen students' hands-on engagement with the full responsibilities of a district administrator. Building on the foundational experiences from Practicum I, students undertake more complex administrative tasks, including leadership decision-making, strategic planning, and stakeholder engagement. Assignments, reflective practice, and project-based activities enable students to analyze the effectiveness of their leadership strategies, connect theory with practice, and evaluate district-wide initiatives. Attendance and reflection on school board meetings continue to offer insight into governance, policy implementation, and district-level leadership. By the end of the practicum, students are equipped to demonstrate the competencies, skills, and dispositions necessary for effective district administration.

EDG 7135. Professional Portfolio: District Administration. (0 Credits)
The District Administrative Portfolio is a final professional experience designed to show a student's readiness for district-level leadership. Students identify and apply the key components of the Wisconsin Administrative Standards and the National Educational Leadership Preparation (NELP) Standards, integrating the knowledge, skills, and dispositions necessary for effective district administration. Through reflection on field experiences, professional artifacts, and prior coursework, students analyze their personal leadership growth, assess how well their work aligns with performance expectations, and create a comprehensive, professionally organized electronic portfolio. This project serves as a capstone demonstration of leadership competence, reflective practice, and preparation for assuming the responsibilities of a district administrator.

EDG 7140. Capstone for Educational Administration. (3 Credits)
This culminating capstone project involves students analyzing and addressing contemporary issues in educational leadership, such as curriculum design, instructional improvement, school operations, and organizational change. As the final project for candidates pursuing administrative licensure, the course emphasizes integrating theory, research, and field experience to solve a real-world problem of practice. Students develop and present a professional project that demonstrates their growth as reflective, ethical, and visionary leaders prepared to enhance teaching and learning within their school communities.

EDG 7201. Literacy Portfolio I. (0 Credits)
This is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program.

EDG 7202. Literacy Portfolio II. (0 Credits)
This is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio.

EDG 7203. Literacy Portfolio III. (0 Credits)
This is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio.

EDG 7216. Clinical Practicum: Applied Literacy Instruction. (3 Credits)
This course is the culmination of the literacy curriculum for DPI #1316 certification. Teachers work with elementary, middle and secondary level students with a variety of abilities in one-to-one and small group contexts.

EDG 7217. Practicum: Applied Literacy Leadership. (3 Credits)
This course provides opportunities for each aspiring literacy specialist to relate reading and administrative theory to the applied professional understanding of the position of literacy specialist.

EDG 7240. Capstone in Literacy: Leadership and Practice. (3 Credits)
This course provides an opportunity to examine a range of problems in teaching, school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related his or her professional development.

EDG 7320. Teaching and Learning Portfolio I. (0 Credits)
This is the first step in the required assessment process for the Masters in Education degree.

EDG 7321. Teaching and Learning Portfolio II. (0 Credits)
This is the second step in the required assessment process for the Masters in Education degree.

EDG 7322. Teaching and Learning Portfolio III. (0 Credits)
This is the culmination of the required assessment process for the Masters in Education degree.

EDG 7323. Instructional Leadership Portfolio: ESL. (0 Credits)
This course is the capstone assessment for the ESL minor that highlights a student's understanding of the WI teacher standards and ESL knowledge. The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the ESL Minor. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals and self-assessments demonstrate their professional growth.

EDG 7324. Instructional Leadership Portfolio: Bilingual. (0 Credits)
This course is the capstone assessment for the Bilingual minor that highlights a student's understanding of the Wisconsin teacher standards and bilingual education knowledge. The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Bilingual Education Concentration. As teacher education student become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals and self-assessments demonstrate their professional growth.

EDG 7326. Instructional Leadership Portfolio I. (0 Credits)
This is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program.

EDG 7327. Instructional Leadership Portfolio II. (0 Credits)
This is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio.

EDG 7328. Instructional Leadership Portfolio III. (0 Credits)
This is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio.

EDG 7330. Teaching Pharmacy Students I. (3 Credits)
Teaching Pharmacy Students I provides the pharmacy resident learner with a supervised and rigorous teaching experience within the School of Pharmacy (SOP). The pharmacy resident learner will practice and be evaluated on small-group teaching skills within the Applied Patient Care (APC) lab course series and develop, practice, and deliver a lecture on a pharmacotherapeutic topic to SOP students. The pharmacy resident learner will also engage in instructor-facilitated weekly discussions of their teaching experiences, issues in pharmacy education, and connections to educational theory and assessment strategies.

EDG 7331. Teaching Pharmacy Students II. (3 Credits)
Teaching Pharmacy Students II provides the pharmacy resident learner with a supervised and rigorous teaching experience within the School of Pharmacy (SOP). The pharmacy resident learner will practice and be evaluated on small-group teaching skills within the Applied Patient Care (APC) lab course series; develop, practice, and deliver a lecture on a pharmacotherapeutic topic to SOP students; and coordinate the content for therapeutic module within a course. The pharmacy resident learner will also engage in instructor-facilitated weekly discussions of their teaching experiences, issues in pharmacy education, and connections to educational theory and assessment strategies.

EDG 7332. Teaching Pharmacy Students III. (3 Credits)
Teaching Pharmacy Students III provides the pharmacy resident learner with a supervised and rigorous teaching experience within the School of Pharmacy (SOP). The pharmacy resident learner will practice and be evaluated on small-group teaching skills within the Applied Patient Care (APC) lab course series; develop, practice, and deliver a lecture on a pharmacotherapeutic topic to SOP students; and coordinate the content for therapeutic module within a course or co-coordinate a lab course. The pharmacy resident learner will also engage in instructor-facilitated weekly discussions of their teaching experiences, issues in pharmacy education, and connections to educational theory and assessment strategies.

EDG 7340. Teaching and Learning Capstone. (3 Credits)
This course provides an opportunity to examine a range of problems in teaching, school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related his or her professional development.

EDG 7345. Instructional Leadership Capstone. (3 Credits)
This capstone provides an opportunity to examine a range of problems in teaching, school administration, curriculum, planning, organizing and evaluating. It focuses on student projects and problems related his or her professional development.

EDG 8115. Innovative Supervision: Empowering Teachers and Elevating Learning. (3 Credits)
This course provides an engaging exploration of instructional supervision as a dynamic, collaborative process designed to enhance teaching and learning. Focusing on a human-centered and growth-focused approach, students will analyze modern models of supervision that encourage reflection, professional dialogue, and instructional innovation. At the heart of the course is the idea of mattering, the belief that every educator feels recognized, valued, and vital to the school community. Through case studies, coaching simulations, and current research, participants will gain the skills to build trust, foster a sense of belonging, and lead instructional change that empowers teachers and enhances student learning.

EDG 8120. Assessment Literacy for Educational Leaders. (3 Credits)
In today's data-driven educational landscape, effective leaders must understand how to use assessment as a powerful tool for improving instruction and achieving system-wide success. This course provides a practical and detailed overview of the various assessment types and strategies used in classrooms, schools, and districts. You will learn how to interpret and apply assessment data to enhance teaching, support student learning, and make strategic decisions as an educational leader. Topics include formative and summative assessment, data literacy, educator effectiveness, accountability systems, and the role of assessment in continuous school improvement. Designed for aspiring administrators, this course equips you with the skills to lead with insight, promote equity, and build a culture of evidence-based practice.

EDG 9000. Advanced Leadership Theory and Practice. (3 Credits)
In this three-credit course, students will examine leading leadership theories, analyze the affordances and limitations of each theory, and apply the theories to a diverse set of real-world leadership challenges and opportunities. Learners will complete this course with a solid grounding in leadership theories that will serve as a foundation for future courses in the program. They will also shift their understanding of leadership theory from popular texts and notions about leadership to a deeper understanding that is rooted in the most robust and current research on the subject.

EDG 9010. Exemplary Leadership Case Studies. (3 Credits)
Step into the real world of leadership through dynamic case studies, reflective practice, and compelling stories of leaders past and present. Students will tackle complex challenges, engage leadership biographies, and draw on biblical wisdom to sharpen their ability to think critically, act decisively, and lead with integrity. This course equips learners with a versatile leadership toolbox grounded in the reflection of their own personal life experiences, lessons and legacies learned from the study of impactful leaders, and biblical truth. Participants will not only analyze pressing problems but also design solutions that inspire people, strengthen teams and organizations, and advance positive and compelling change. By the end, students will have further developed their own leadership portfolio - mindsets, moral conviction, and practical skills - into a leadership approach that leaves a lasting impact.

EDG 9020. Leading with Emotional Intelligence in the Era of AI. (3 Credits)
In a world where artificial intelligence is transforming work and leadership, this doctoral course equips leaders to thrive by blending cutting-edge skills with timeless truths. Students will examine how exemplary leaders use emotional intelligence, human motivation, empathy, integrity, and faith to inspire and guide others. Through research-based insights, immersive simulations, and reflective practice, participants will strengthen self-awareness, resilience, motivation, and Spirit-led empathy, developing the meta-skills needed to lead teams, organizations, and communities with vision and purpose. This course prepares leaders to navigate technological change with confidence while remaining grounded in the truth that every person is created in God's image and called to love and serve others.

EDG 9030. Servant and Ethical Leadership. (3 Credits)
This course offers learners an in-depth and applied analysis of servant leadership as illustrated in both the Christian scriptures and current scholarly literature. In addition, participants will examine a Christian approach to ethics in leadership and apply these concepts to a variety of real-world case studies and models. While rooted in scholarly literature, this class also challenges learners to engage in self-reflection about core beliefs and values as well as how those inform one's leadership practice. Participants should conclude the course with a deeper knowledge, skill set, and application experiences in servant and ethical leadership and be even better equipped for leadership in innovation and continuous improvement.

EDG 9040. Intro to Doctoral Program and Research Methods. (3 Credits)
In this course, students are introduced to the Doctorate of Leadership in Innovation and Continuous Improvement (LICI) program and to its foundational educational concentrations (leadership, research, innovation and improvement science, and elective/individual). Students will review program outcomes as a roadmap for successful program completion, and they will also be introduced to the technology associated with program delivery and with university and community resources to supplement learning. In addition, they will formulate potential ideas for relevant dissertation research consistent with Concordia's mission for service to Christ in the Church and the world. This course will provide students with a comprehensive overview of the research requirements of the program, an introductory overview of research methods and scholarly research in general, and an unpacking of the dissertation process. Students will learn to identify and implement research methodologies such as correlational, experimental, survey, longitudinal, cross-sectional, causal-comparative, quasi-experimental, descriptive, and evaluative. The course emphasizes the basics of research planning and design in a practicum setting.

EDG 9050. Quantitative Research Seminar. (3 Credits)
This course is a survey of basic statistical methods including descriptive statistics, z-tests and t-tests of means, chi-square analyses, correlation and regression analyses, and analysis of variance. The Statistical Package for the Social Sciences (SPSS) will also be used. In this course, students will compare, contrast, and analyze various quantitative research methodologies listed above; and learn how to use them based on context and research question or inquiry.

EDG 9060. Qualitative Research Seminar. (3 Credits)
Students in this course will study the nature of qualitative research in three areas: first, a focus on the design of qualitative research, via distinct methodologies and sampling; second, a focus on validation and collecting qualitative data; and third, a focus on qualitative analysis and writing the results. Throughout the course, students will apply their learnings to their potential research and professional contexts.

EDG 9070. Advanced Research and Statistics. (3 Credits)
This course provides background in statistical techniques building on students' prior knowledge. Advanced statistical topics are discussed including a variety of non-parametric tests, bivariate, multiple, and logistic regression, ANOVA with repeated measures, ANCOVA, multivariate tests, factor analysis, and structural equation modeling. It focuses on understanding what a given technique accomplishes statistically, the types of conclusions which can be reached using a technique, and how the results are reported in research articles and dissertations. Students will also refine their own research practice and skills and come away with a more comprehensive appreciation of the research process.

EDG 9080. Research Seminar 1. (1 Credit)
In this course, students will begin and complete their search for a research question or research problem they wish to solve. The will also identify key components and begin an outline on chapter one of their dissertation. In addition, students will select a dissertation chair. This seminar is conducted collaboratively in a cohort format.

EDG 9170. Branding Strategy in Education. (3 Credits)
In every field, strong brands outperform weak brands. The purpose of this course is to help you identify and address problems of practice in the area of strategic brand development that are particularly pertinent in educational contexts. You will discover problem solving ideas and strategies that will positively impact your work and leadership. The course specifically focuses on strategic brand development, that is — the research, planning, and construction necessary either to refresh an existing educational brand or to create a new one. The course covers related topics stemming from this central focus including brand management (pricing, distribution, placement, and partnerships) and brand marketing. We begin by understanding what makes brands strong, through research, case examples, and models. With this foundation, we explore the strategies and tactics that are required to build strong educational brands. An array of active discussion, expert presentations, case studies and research will guide you to recognize and apply key principles of strategic branding, such as brand elements, architecture, visual and written expression, and brand extensions that impact organizational strategy as well as business and cultural outcomes.

EDG 9180. Organizational Learning, Performance, and Change. (3 Credits)
This course explores how organizations adapt and improve by acquiring, generating, and sharing knowledge. Students will analyze and evaluate key theories in leadership, organizational culture, systems thinking, and evidence-based decision-making. Through applied research, case studies, and collaborative projects, students will apply these concepts to real-world organizational challenges and create strategies that promote learning, performance and change at the individual, team, and organizational levels.

EDG 9185. Futures Thinking and Change in Education. (3 Credits)
In this course, participants learn to analyze current and emerging trends in education. In addition, they will develop knowledge and skills in scenario planning, forecasting, and related tools used in futures studies, with a special focus upon the factors that influence the growth and adoption of innovations in education.

EDG 9190. Innovation and Design Thinking. (3 Credits)
Design Thinking enables leaders to foster change by embracing a human-centered process for innovation. In this course, students will develop a deep understanding of the traditional five phases of design thinking - empathize, define, ideate, prototype, test - along with applying and implementing their learning toward an issue in their professional or community context.

EDG 9200. Six Sigma Applications. (3 Credits)
This course employs a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. This is an "application project course" and the project will be the most significant mediator of success and the final grade.

EDG 9210. Lean Systems Analysis. (3 Credits)
This course utilizes a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused.

EDG 9215. LICI Seminar Topics. (3 Credits)
This course introduces students to the basic fundamentals of leadership in innovation and continuous improvement. Topics of organizational performance, learning, and change management are covered.

EDG 9225. Other Duties as Assigned - Innovative and Essential Business Practices in School Leadership. (3 Credits)
This course will focus on building awareness, knowledge (the hidden curriculum of school leadership), skills, dispositions, and habits administrators and heads of school must effectively use to lead and fund their schools in an ever-changing world. Units will focus on the best and new practices in visioning, building relationships, fundraising and advancement, human resource development and management, financial management, communication, academic innovation, admission and enrollment practices. In addition, throughout the course, students will also explore and implement time management, health and wellness strategies. While this course is designed for parochial, private, and charter school leadership in particular, public school administrators will also benefit greatly from the material and topics at hand.

EDG 9250. Leading Non-Profit Organizations. (3 Credits)
This course provides broad coverage of major elements and issues critical to the success of a nonprofit organization including: historical and current context, leadership, strategic planning, operational planning, financial planning, funding, promotion, and accountability and social impact.

EDG 9260. Special Topics in Healthcare: The Business of Healthcare. (3 Credits)
This course offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues.

EDG 9270. Business Informatics. (3 Credits)
This course provides the learner with a skill set in the use of analytical tools used in business. These skills enable the informatics professional to effectively communicate business needs and successfully manage projects across an organization. The course will focus on the analysis of big data for internal and external analysis of an organization and its use in long-range planning, and managing by objectives. Monte Carlo Simulation and the use of Artificial Intelligence will be integrated into the course for real-time application. The course culminates in a comprehensive project in data-mining and analysis for application in a continuous improvement project.

EDG 9280. The Business and Sustainability of Social Entrepreneurship. (3 Credits)
The adoption of the tenets of sustainability in all sectors of the economy continues to gain traction. This course introduces the graduate student to the triple bottom line of Sustainability (People, Planet and Profit) as related to the development of products; and, to Social Entrepreneurship concepts that guide how such a business is run. The course is designed to provide a student from any discipline a foundation on the key competencies embedded in sustainability and sustainable development. The focus of the course is on balancing a company's need to maximize profits, while also minimizing negative impact on the environment, and maximizing positive social impact. Industry-relevant examples from the areas of healthcare and natural sciences are used, to illustrate these concepts in a practical way.

EDG 9290. Diversity, Belonging, and Culturally Responsive Leadership. (3 Credits)
This course is designed to prepare emerging leadership scholars with evidence-based knowledge and skills for assessing, developing, and managing a culturally diverse workplace. The course will provide innovative strategies for the effective and responsible leadership, management, and improvement of diverse organizations.

EDG 9300. Educating the Adult Learner. (3 Credits)
This course will focus on major learning theories and education practice for postsecondary instruction. Students will analyze elements of effective teaching and learning in higher education, including teaching styles, instructional models, and the use of technology. The course concepts will address teaching practices in the traditional, online and blended environments.

EDG 9305. The Christian Leader Journey Colloquium. (3 Credits)
The goal of this course is to examine the journey of the Christian Leader. Central to this will be in-depth readings, reflection, and discussion in five areas: 1) Origin: Where do we come from? 2) Identity: Who are we? 3) Meaning/Purpose: Why are we here? 4) Morality: How should we live? 5) Destiny: Where are we going? Here, the focus is less on the "doing" aspects of leadership, and more on the "being" of who the leader is. The course culminates in a formal presentation of their plan for practice. The course is designed for students from all faith traditions and backgrounds.

EDG 9315. 360 Thinking and Analysis Colloquium: Thinking Critically about Research. (3 Credits)
The goal of this course is to survey important methods, issues, research designs, and other topics relevant and specific to research as well as to sharpen your scientific skills like critical thought, evaluation of research, and writing. For example, we will discuss topics such as ethics in research, writing and reviewing research, evaluating design and methodology, analytic issues, and the application of research. The readings, assignments, and class discussions are important tools.

EDG 9320. Professional Practice to Higher Education. (3 Credits)
This course is designed to prepare the student for employment in higher education. What it means to be an effective teacher will be identified and discussed. Accreditation bodies, policies, and issues related to higher education will be explored. General expectations of entry level faculty at public and private institutions will be identified. This course will review innovative curriculum development, strategic planning, and program evaluation including quality improvement processes.

EDG 9325. Education and Learning Colloquium. (3 Credits)
The goal of this course is to examine personal beliefs about teaching and learning and discuss current teaching and learning research through the lenses of continuous improvement and leadership. Students are expected to participate in scholarly discussions and reflection related to their held beliefs and the assigned readings. Students are expected to prepare for and lead at least one colloquium discussion. Through this experience, students will improve their communication skills, develop respect for differing opinions, and gain a deeper understanding of the theories, research and practices of leading for teaching and learning.

EDG 9335. Psychology and Human Behavior Colloquium. (3 Credits)
The goal of this course is to survey important topics surrounding psychology and human behavior. The topics include social processes, cognition, and development. In addition to broadening your understanding about human behavior, this course will help you sharpen your scientific skills like critical thought, evaluation of research, and writing. The readings, assignments, and class discussions are important tools.

EDG 9345. Dissertation Research Seminars. (1-10 Credits)
Students work individually with their dissertation chair on the research process and writing the dissertation. Students will complete 8 research seminar units in order (Research Seminars 2 through 9) which guide the dissertation process.

EDG 9350. Dissertation. (1,3 Credits)
In this course, students will work individually with their dissertation chair in completing the dissertation process. Students will submit their final, completed dissertation and also submit at least one scholarly article from their dissertation to a peer-reviewed journal or publication.

EDG 9410. LICI Special Topics Independent Study. (1 Credit)
The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICI program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.

EDG 9420. LICI Special Topics Independent Study. (2 Credits)
The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICI program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.

EDG 9430. LICI Special Topics Independent Study. (3 Credits)
The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICI program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.