

EDUCATION-GRADUATE (EDG)

EDG 676. 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 901. Hist & Phil of Christian Ed. (3 Credits)

EDG 902. Ldrshp & Innov in Christian Ed. (3 Credits)

This course provides a foundation in the role of innovation within Christian learning organizations. How do you lead change while maintaining a distinctly Christian mission and vision? Students will examine past and present examples of innovation in Christian education, explore Christian foundations to innovation and leading change, and explore emerging innovations and their implications on Christian education.

EDG 903. Contemp Issues in Christian Ed. (3 Credits)

EDG 904. Mthds, Models, Metaphrs Chr Ed. (3 Credits)

This course is part of the Graduate Certificate in Christian Education, which equips individuals to promote a distinctly Christian education in school, church, community, and beyond. Learners will examine the historical and Biblical foundations of Christian education, current and critical issues as well as future opportunities and possibilities. Expect to be challenged, equipped and inspired toward servant leadership in Christian education.

EDG 905. Faith & Learning Christian Ed. (3 Credits)

The focus of this course is on strategies for integrating the faith across the curriculum and throughout the learning community. Discussion will include development theories, age, and subject matter accommodations, as well as teacher role. The course emphasis will be to equip students to transfer knowledge from this class into effective strategies for integrating the faith into their teaching vocations.

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 5035. Language and Communication Disorders. (3 Credits)

This course introduces language and communication disorders. Issues in assessment, treatment, and classroom intervention strategies are explored and applied to the full range of language and communication skills with an emphasis on oral and written language abilities, among other topics.

EDG 5040. Reading Diagnosis and Instruction in Special Education. (3 Credits)

This course is designed to provide an overview of the various theories about teaching reading and language arts to students with disabilities. This course provides an understanding of processes, principles, and practices of literacy development and the study of the major components of literacy instruction for special education students with modifications and adaptations to achieve a balanced literacy curriculum.

EDG 5045. Low Incidence Sensory Disabilities. (3 Credits)

This course explores the low incidence sensory disabilities of vision impairment: degrees of low vision and blindness; hearing impairment: deafness and hard of hearing; and deafblindness. The course is a prerequisite for the visual impairment program and is an elective for other programs.

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 5055. Faith and Worship for Children and Youth with Disabilities. (3 Credits)

This course requires the development of lessons and inclusive worship strategies that will help children with special needs gain a better understanding of God's love. This course is also designed to assist special educators in the practices of making adaptations in religious materials and curriculum to meet the needs of all children. The course provides students with knowledge regarding the use of sensory materials and resources, hands on experiences, varying activities, special aids and equipment for adapting tasks or environments to support children as they experience and express their faith.

EDG 5060. Sign Language for Teachers. (3 Credits)

This course will provide communication and learning methods for exceptional children with an emphasis on multi-sensory learning. Exceptional children may require innovative techniques to help them communicate with others and learn developmental skills. American Sign Language will be introduced as a means to develop communication and understanding between children and their families as well as between children and educators.

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. Leadership for Curriculum and Instruction. (3 Credits)

This course will develop awareness of the role and responsibilities of a Director of Instruction as a leader within a learning institution. While defining the purpose of the position, students will also consider how to foster collaborative relationships while developing curriculum. The construction of a continuous improvement plan for curriculum will require students to consider elements such as: modalities of instruction and learning; strategies to encourage community engagement for curriculum development; approaches to selecting resources that are aligned to school/district missions; assuring curriculum and resources are culturally relevant and equitable to all students, for the purpose of improving student learning and achievement.

EDG 5135. Curriculum Development. (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. Additionally, the course will focus on K-12 curriculum and how to support all content area curriculum development at the district and school level.

EDG 5200. Disciplinary Literacy. (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. Language and Literacy Development. (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. Literature for Children K-12. (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. Literacy Assessment for Instructors. (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.

Prerequisite: EDG 5205.

EDG 5225. Curriculum Leadership. (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. Improvement in Literacy Instruction. (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. Current Topics and Research in Literacy. (3 Credits)

This course allows the student to propose topics in literacy about which he or she wishes to explore more deeply. It also provides the framework for managing life-long acquisition of information within the field of reading. The course focus is twofold: qualitative research and readings in literacy.

EDG 5245. Supervision of Instruction for Literacy. (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 5300. Comfort Dog Handler Training and Skill Development. (3 Credits)

This course begins with a 3-day face-to-face training in August before the start of the traditional undergraduate semester through the Lutheran Church Charities Comfort Dog Program. Students will learn concepts and practice skills utilized by effective handlers. Following the face-to-face training, students will gain proficiency in these skills throughout the semester in rotations working with one of the campus Comfort Dogs. Dog psychology and reflective practice as related to being a handler will be addressed. Students will examine the social and cultural factors of Animal Assisted Education, potential applications of Animal Assisted Education, and how to maximize the potential for safe interactions between people and animals.

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 5303. Comfort Dog Practicum. (3 Credits)

Comfort Dog Practicum provides students with a practical approach to developing educational experiences supported by Comfort Dogs. In this course, students will explore a variety of opportunities for Animal Assisted Education. Students will learn thru readings, observation, educational interviews. Additionally, students will develop, implement and assess face-to-face learning experiences enhanced by a Comfort Dog. Students will also develop and implement assessment tools to measure the effectiveness of the program.

EDG 5310. Human Learning and Motivation. (3 Credits)

This course will examine how emotion impacts educational outcomes. It will equip learners to critically evaluate theory and practice as it relates to their professional role. We will analyze tenets of human motivation and engagement, and utilize them effectively in a setting focused on teaching and learning.

EDG 5315. Instructional Strategies for Effective Teaching. (3 Credits)

This course focuses on examining one's personal pedagogy in order to reflect upon and expand one's repertoire of effective instructional strategies. Participants in this course will consider contemporary research on learning, including work by Gardner, Pink, Campbell, and others, in order to grow in understanding of its biological and cultural origins. This course will provide for practical application while still requiring a critical analysis of one's own worldview. The course is designed to be constructivist, and it is largely grounded in the concept of experiential learning as defined by Johnson and Johnson (1975, 1994).

EDG 5320. Assessment for 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 settings. 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 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 5510. Developmentally Appropriate Practice in Early Childhood Education. (3 Credits)

This course examines developmentally appropriate practices including play, cultural competence and the development of optimal learning experiences and environments based on research and theory. Collaboration and reflective practice are also examined as components of professional practice.

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 6000. Teaching Methods for Young Children with Disabilities. (3 Credits)

This course examines pedagogy used in programming for young children with disabilities. Adapting learning environments, curriculum, and materials; developmentally appropriate practice; and accommodations are explored, among other topics through Individualized Family Service Plans (IFSP), and Individual Education Plans (IEP).

EDG 6005. Assessment for Young Children with Disabilities. (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 young children with developmental disabilities who may be eligible for birth to 3 and/or special education services. Topics include selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments; the IFSP and IEP; among other topics.

EDG 6010. Language and Literacy Development in Young Children with Disabilities. (3 Credits)

This course introduces language acquisition and literacy development of children from birth to age eight through the IFSP and IEP. Oral and written language is explored as a basis for curriculum planning and adaptations. Literacy skills and early intervention strategies necessary to support literacy development are also included.

EDG 6015. Lifespan Development and Disabilities. (3 Credits)

This course presents a study of the growth and development of children, youth, and adults including those with exceptionalities. Physical, cognitive, social, emotional, and moral development are explored with attention to how exceptionalities influence development throughout the life span. Diversity and bias in and outside of school is explored with regard to gender, race and ethnicity, culture and language, and how they affect the teaching and learning process throughout the developmental stages of life.

EDG 6020. Teaching Methods for Students with Significant Disabilities. (3 Credits)

This course examines the characteristics of, and effective instruction, assessment, and intervention for students with moderate to severe disabilities, including multiple disabilities. The course also focuses on skills and issues relevant to transitions in school and from school to adult life. The development of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP) and Individual Transition Plans (ITP) will also be covered.

EDG 6025. Assessment for Vision Disabilities. (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 referred for special education services in the area of vision disabilities. Topics include Functional Vision Assessment; CVI Range; IEP; selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments; FBA/BIP; among others.

EDG 6030. Assistive Technology for Vision Disabilities. (3 Credits)

This course introduces assistive technology (AT) for students who are blind or have low vision. Students will examine AT frameworks and assessments, accessible instructional materials (AIM), AT in schools, AT devices and services, in addition to other related topics.

EDG 6034. Braille for Teachers I. (3 Credits)

This course introduces literary Unified English Braille (UEB) and teaches skills in reading and writing of UEB. A component of this class addresses application to literacy instruction for students with visual impairments. Prerequisites: (EDG 6045 or 5045).

EDG 6035. Braille Code I. (3 Credits)

This course introduces literary Unified English Braille (UEB) and teaches skills in reading and writing of UEB. A component of this class addresses application to literacy instruction for students with visual impairments.

EDG 6036. Braille for Teachers II. (3 Credits)

This course builds on the literary concepts of Unified English Braille (UEB) that were covered in Braille for Teachers I and introduces advanced concepts in braille, to include UEB math, notation of foreign language words in English text, and transcription of braille music. Prerequisite: EDG 6034.

EDG 6038. Braille for Teachers III. (3 Credits)

This course focuses on the Nemeth Code within the context of Unified English Braille (UEB) and related methods for teaching braille to students with visual impairments. Prerequisites: EDG 6034 and 6036.

EDG 6040. Braille Code II. (3 Credits)

This course introduces advanced concepts in braille, to include Nemeth Mathematics Code within the Context of Unified English Braille (UEB), braille music notation, foreign language notation, and components of teaching these codes to students with visual impairments.

EDG 6045. Fundamentals of the Vision System and Vision Loss. (3 Credits)

This course is an introduction and overview of visual impairment. It includes study about the field of visual impairment in education; anatomy, physiology and function of the human eye; and understanding information from medical specialists. Teaching students who are blind or visually impaired is also introduced.

EDG 6050. Orientation and Mobility for Vision Disabilities. (3 Credits)

Orientation and Mobility is a specialized field in the area of blindness and visual impairment that focuses on development of safe, efficient, independent travel skills. This class introduces students to the philosophy and history of orientation and mobility in addition to human guide techniques.

EDG 6055. Teaching Methods for Students with Vision Loss. (3 Credits)

This course examines teaching methods for students with vision loss including blindness, low vision, and CVI, through the IFSP and IEP. Pedagogy for students with vision loss include content area subjects, the Expanded Core Curriculum (ECC), transition in school and to adult life. Curriculum development, technology, adaptations in various education settings including the general education classroom, and obtaining appropriate materials are explored.
Prerequisites: EDG 5045 and 6045.

EDG 6058. Special Education Summer Residency. (0 Credits)

The Special Education Summer Residency is a required week-long synchronous on-campus experience for graduate students enrolled in the visual impairment, DHH, or other special education graduate programs. Graduate students in the VI and DHH programs are required to attend the summer residency (after meeting prerequisites) on the CUW Mequon campus and participate in classes, field trips, other activities, and submit assignments as required. The Summer Residency is optional for graduate students in other special education programs. In the event of special circumstances, all or part of the summer residency may be held in a virtual format with similar requirements to the on-campus experience.
Prerequisites: (EDG 6030, 6050 and 5045 or EDG 6045) or (EDG 6060, 6075 and 5045 or EDG 6085).

EDG 6060. ASL and Communication I. (3 Credits)

This course is an introduction to American Sign Language (ASL), and other forms of visual language and communication. Topics include expressive and receptive sign language skills, fingerspelling, d/Deaf community and culture, among other topics.

EDG 6065. ASL and Communication II. (3 Credits)

This course continues building knowledge and skills in American Sign Language (ASL) and other forms of visual language and communication. Topics include expanding expressive and receptive sign language skills, fingerspelling, knowledge of the d/Deaf community and culture, among other topics. Note: successful completion of EDG 6060 or professor's permission is required.
Prerequisite: EDG 6060.

EDG 6070. Assessment for Hearing Disabilities. (3 Credits)

This course provides a foundation in utilizing formal and informal evaluation and assessment concepts; selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments tools; and reporting results which impact eligibility, placement, and instructional decisions for students referred for, and/or receiving special education services in the area of hearing disabilities. Prerequisites: All 3-credit courses. This is to be taken right before EDG7025, the DHH practicum.

EDG 6075. Assistive Technology for Hearing Disabilities. (3 Credits)

This course introduces assistive technology (AT) for students who are deaf or hard of hearing. Students examine AT frameworks and assessments, assistive listening devices, AT in schools, AT devices and services, and other related topics.

EDG 6080. Aural Rehabilitation and Speechreading. (3 Credits)

This course introduces aural rehabilitative and rehabilitative principles and methods to assist people with hearing loss across the life span. It includes topics on hearing loss, amplification, speech reading, auditory training, psychosocial and educational issues, intervention, and prevention among other topics.

EDG 6085. Fundamentals of the Auditory System and Hearing Loss. (3 Credits)

This course is an introduction and overview of hearing and hearing loss. It includes study of the field of hearing impairment in education; anatomy, physiology, and function of the auditory system; and understanding information from audiologists and medical specialists. Teaching students who are deaf or hard of hearing is also introduced.

EDG 6090. Teaching Methods for Students with Hearing Loss. (3 Credits)

This course examines teaching methods for students with hearing loss including deaf, hard of hearing, deafblind, and auditory processing. Pedagogy, and evidence-based strategies for students with hearing loss in content area subjects, the Expanded Core Curriculum (ECC), transition in school and adult life, among other topics.

EDG 6095. Language and Literacy for Hearing Disabilities. (3 Credits)

This course examines language and literacy development in children and youth who are deaf or hard of hearing, and the knowledge and skills teachers need to support these students. Topics include language development and needs of children with hearing loss, language assessment, evidence-based instructional strategies for language and literacy development, among other topics.

EDG 6098. Partnering with Families of Exceptional Children. (3 Credits)

Examines the relationships between families of children with disabilities and special education professionals. To increase understanding of family perspectives, the impact of exceptionality on the family is studied in the framework of family systems theory, functions, and the life cycle. Strategies for establishing collaborative partnerships with families resulting in a family centered approach to service delivery are emphasized. The course requires students to examine their values and beliefs about working with families, to challenge their assumptions, and to critically analyze their professional roles in working with families.

EDG 6100. Leadership in Administration and Cultures of Change. (3 Credits)

This course is a foundations course in educational administration and leadership. Students will gain a broader, more complex and accurate understanding of the school administrator's leadership in today's learning communities while presenting an expansive view of leadership within schools not limited to the responsibilities of the principal, but including those of assistant principal, administrators, teachers and students. Major topics include decision-making, authority, communication, conflict management, and leadership for change. Additionally, this course explores the nature and processes of change that affect everyone associated with schools and provides an overview of the sources, processes, and outcomes of change and the implications for facilitating change.

EDG 6105. Legal and Ethical Leadership in Schools. (3 Credits)

This course addresses the authority and liability of school personnel operating in both private and public educational institutions. Court decisions affecting curriculum, instruction, administration, and student and teacher rights are emphasized. The law as it relates to education is presented within the context of the Christian moral and ethical behavior of students, teachers, and administrators.

EDG 6110. Financial and Human Resource Management for School Leaders. (3 Credits)

This course is designed for administrators and other school personnel who desire to learn the principles, concepts and procedures of budgeting and financial planning, school finance and accounting, as well as human resource issues.

EDG 6115. Teacher Development, Supervision, and Continuous Improvement. (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 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. Additionally, the course will focus on K-12 curriculum and how to support all content area curriculum development at the district and school level.

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. The Superintendency. (3 Credits)

Using a practical application approach based on research and theory, this course explores the role and responsibility of the 21st century superintendent. Students will analyze the interconnections between the superintendent, school board, other educational authorities and the public in order to examine how to build positive relationships. Students will also examine the characteristics of and best practices associated with high performing superintendents in order to learn how to perform the role of superintendent effectively and efficiently in order to promote positive change that improves school operations and increases student achievement.

EDG 6155. Professional Ethics in Leadership. (3 Credits)

To prepare students for engaging in ethical decision-making, this course provides an overview of the basic concepts, theories, and philosophies that form the basis for responsible leadership behavior. Using a practical application approach based on research and theory, the course focuses on obtaining a deeper understanding of the importance of a code of ethics and standards for school superintendents. Superintendents and all school leaders they supervise promote student success by acting with integrity, fairness, and in an ethical manner. Guiding standards for a superintendent include making the well-being and success of students the fundamental value in all decision making and actions, to fulfill professional responsibilities with honesty and integrity, and to support the principles of due process and the protection of the civil and human rights of all individuals.

EDG 6160. Organizational and Policy Development. (3 Credits)

Organizational and policy development is crucial to the effective and impactful work of an educational leader. This course will examine theoretical constructs as well as their practical implementation. Contemporary and controversial issues will be discussed directly as all inform and affect the work of the superintendent. Collaboration and critical conversations between course members and the instructor will be essential in the development of new ideas and applications. In the end, the aspiring superintendent course participant will possess solid knowledge, skills, and dispositions to lead and manage a district for the optimal good of the students served as well as the team with which one is engaged.

EDG 6165. School Improvement and Data Analysis. (3 Credits)

This course guides students through the process of developing a Continuous District-Wide Improvement Plan (CDIP), which is specific to the district of the individual student. Students will apply what they learn about examining data to design and build a powerful learning community through the use of data analysis, the creation of a shared vision, and the development of processes that will lead to improved teacher performance and increased achievement for all students.

EDG 6170. Public Relations. (3 Credits)

Public relations includes the principles, philosophies, and strategies which may be utilized to improve school and community relations. This course focuses on the use of effective communication to improve school quality and enhance student achievement. It also examines best practices for responding to the educational, political, social, and cultural dynamics associated with a district's unique setting.

EDG 6175. Facility Planning. (3 Credits)

The curriculum of this course will include capital budgeting, developing a needs assessment, on site review of facilities, a literature search, oversight of facility remodeling, the bidding process, referendums, staff and community input to facility projects, and state and federal facility standards. The course will include onsite experience with facility planning. Students will participate in a systematic course of study to research, study, replicate and implement good and professional facility planning methodology.

EDG 6180. Leadership for Inclusive Instruction, Classrooms and Schools. (3 Credits)

This course is intended to enhance the leadership skills of candidates in the Director of Special Education Pupil Services program in order to prepare them for the many responsibilities of the position. Focusing on the consideration of diversity and equity in public education, and how educational leaders can enable schools to address and promote these aspects through the selection and implementation of curriculum, pedagogical practices, and an inclusive climate as well as by the utilization of pupil services staff and community agencies. An effective Director must be prepared to lead in specific areas such as Title Programs, ELL, McKinney-Vento Homeless Assistance Act, ADA, 504, Gifted and Talented, At-risk, truancy, mandatory reporting, staff development, instructional practices, hiring practices, and special education. Students will consider their local practices, develop action plans, and to the extent allowed by their district, implement practices from this course as part of their growth as leaders.

EDG 6185. Legal and Financial Foundations for Special Education and Pupil Services. (3 Credits)

This course will address two critical topics for a Director of Special Education and Pupil Services: Law and Finance. The legislative and judicial legal history at the federal and state level will be studied as it pertains to critical topics such as IDEA, 504, FERPA, ESSA, and At-risk students, in addition to case law concerned with the education of students with disabilities. The course will further examine various federal funding mechanisms, including IDEA and Title 1, along with state funding formulas for general revenue and categorical aids while gaining knowledge and skills for application of financing of Special Education and Pupil Services. Areas of emphasis will include the coordination of funding source to maximize revenue to service delivery while understanding the impact on overall school funding, as well as aid professionals in making informed and ethical decisions and practices relative to special education and pupil services issues.

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 Analysis, Evaluation and Application of SPED. (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 6300. Cross Cultural Communication for Teachers of Language Learners. (3 Credits)

In this course, students will examine the cultural diversity that exists locally, nationally, and globally in order to develop a positive appreciation for the contributions of other cultures. Students will gain personal contact with members of other cultures and learn effective intercultural communication skills for our diverse world.

EDG 6302. Basic English Linguistics for Teachers of Language Learners. (3 Credits)**EDG 6304. ELL Literacy: Reading, Writing, and Grammar Strategies. (3 Credits)**

This course provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to ESL learners. Students will gain facility in matching and adapting texts and materials to the needs of different kinds of ESL learners.

EDG 6306. Accommodating Differences in Literacy Learners. (3 Credits)

In this course teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy delays: relevant criteria used for determining language and literacy delays in children; relationships between cognition, speech, and language; cultural and linguistic differences; instructional arrangements for diverse learning styles; and core components of effective literacy instruction.

EDG 6308. Curriculum and Methods of Teaching English as a Second Language. (3 Credits)

This course provides an introduction to the history and educational policies of bilingual education. This course provides a background in theories and best practices of bilingual education. Students will become familiar with the different types of bilingual education, while integrating effective teaching and learning methods in bilingual classrooms. Students will be provided with the opportunity to become familiar with first and second language acquisition theory and develop philosophical beliefs of bilingual education.

EDG 6310. Observation, Analysis, and Practicum in ESL Classrooms. (3 Credits)

This course provides students with observation and analysis skills to apply to their own ESL teaching for this practicum experience, as well as with techniques for working with paraprofessionals in ESL/bilingual classrooms in schools.

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 6320. Issues and Trends in Gifted Education. (3 Credits)

This course examines the history of gifted education including major theorists in gifted education and models of educating children with gifts and talents. Current trends in gifted education including issues and situations in the current Wisconsin landscape will be examined. Implications of gifted education in inclusive classrooms will also be explored.

EDG 6322. Unique Needs of the Gifted Child. (3 Credits)

This course examines models and theorists in gifted education, focusing on the psychology of gifted children. We examine the unique social and emotional needs of gifted students in the regular classroom and how to support students who are struggling to fit in. Creativity and special gifted populations will also be explored, along with social and emotional programs for families and children.

EDG 6324. Instruction of Students with Gifts and Talents. (3 Credits)

In this course, instructional practices for working with gifted students in small group settings and pull-out programs will be addressed, including differentiation practices for working with high-achieving and precocious children in an inclusive classroom. Grouping strategies and acceleration practices will be explored. Development of adapted and differentiated curricular materials will occur throughout the course.

EDG 6326. Coordinating Gifted and Talented Programs. (3 Credits)

This course focuses on identification of GT students, program development and sustainability of school wide and district wide programs serving the needs of gifted children. State policy and law, advocacy and parent/community outreach. Internship hours are required.

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 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 7004. Special Education Portfolio - Director of Special Education and Pupil Services. (0 Credits)

Each practicum will be individualized to meet the needs of the graduate student; therefore, practicum hours and placement levels will be determined by CU special education faculty after a thorough review of the applicant's file and practicum application.

EDG 7010. Cross Categorical Special Education Practicum 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 7015. Early Childhood Special Education Practicum 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 7020. VI Special Education Practicum 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 7025. DHH Special Education Practicum 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. Ed Admin Practicum. (3 Credits)

This course provides opportunities for aspiring or practicing administrators to relate educational administrative theory to the applied administrative profession at the elementary, middle or secondary level. Students are required to complete a practicum experience within the school setting under the supervision of the practicum instructor from Concordia University and a licensed administrator in the school district. The practicum experience is designed by the university instructor and the student in cooperation with the school administrator.

EDG 7110. Ed Admin Practicum - Additional Licensure. (1 Credit)

Additional practicum for students returning for the #5010 license.

EDG 7120. Ed Admin Portfolio I. (0 Credits)

Portfolio I is the first in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio II is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio I students will provide a written statement of application to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard.

EDG 7121. Ed Admin Portfolio II. (0 Credits)

Portfolio II is the second in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio II is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio II students will provide an artifact to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard.

EDG 7122. Ed Admin Portfolio III. (0 Credits)

Portfolio III is the final in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio III is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio III students will provide two-three artifacts to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard. Additionally, students will demonstrate proficiency by completing a written self-assessment of reflective statements in relationship to his/her leadership on each disposition as part of their requirement for Portfolio III.

EDG 7130. Advanced Internship in Superintendency I. (1 Credit)

Using a practical application approach based on research and theory, this course is designed to give the student hands on experiences with the actions and activities of a Superintendent of Schools. The course explores real life strategies utilized by a current, successful Superintendent to provide effective leadership to a school district. Students will observe a Superintendent and engage in administrative activities as assigned by the onsite Superintendent. A series of four reflection papers along with other assignments will be used to capture how the Superintendent maximized learning, managerial, educational and leadership characteristics during the internship period. The student will also be required to attend an reflect upon at least two School Board meetings.

EDG 7131. Advanced Internship in Superintendency II. (2 Credits)

Using a practical application approach based on research and theory, this course is designed to give the student hands on experiences with the actions and activities of a Superintendent of Schools. The course explores real life strategies utilized by a current, successful Superintendent to provide effective leadership to a school district. Students will observe a Superintendent and engage in administrative activities as assigned by the onsite Superintendent. A series of four reflection papers along with other assignments will be used to capture how the Superintendent maximized learning, managerial, educational and leadership characteristics during the internship period. The student will also be required to attend an reflect upon at least two School Board meetings.

EDG 7135. Superintendency Portfolio. (0 Credits)

The EDG Portfolio is designed to provide a thorough representation of the candidate including a resume with objectives/goals, employment record, college/university information, education certificates and licensures, professional memberships, and references. The candidate will also complete a self-assessment including artifacts and extensive reflections representing their demonstration of each of the 8 administrative standards.

EDG 7140. Ed Admin 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 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. Literacy Practicum. (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. Literacy Internship. (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. Literacy 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 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 7325. Instructional Leadership Portfolio: Gifted and Talented. (0 Credits)

This course is the capstone assessment for Gifted and Talented licensure that highlights a student's understanding of the WI teacher standards and The National Gifted Education Standards for Professional Development.

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)**EDG 7331. Teaching Pharmacy Students II. (3 Credits)****EDG 7332. Teaching Pharmacy Students III. (3 Credits)****EDG 7335. Practicum in Teaching Gifted and Talented Students. (3 Credits)**

This capstone course provides students with observation and analysis skills to apply to their own gifted and talented teaching for this practicum experience. Through this experience and reflection on coursework, a portfolio will be developed to represent the students' knowledge and skills in working with gifted and talented children. An onsite supervisor as well as a university supervisor will provide feedback and support through the use of weekly reflections and meetings.

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 7600. Graduate Education Thesis Seminar. (3 Credits)

As true research, the Graduate Education Thesis Seminar (for Ed Admin, Teaching Learning, Special Education, Family Life, Early Childhood Graduate Programs) is an independent, highly individualized course. Completion relies upon the graduate student taking on the role of researcher, and moving thru the chapters in a methodical, systematic way. As an authentic research study in our field, the Grad Ed Thesis identifies an educational issue or concern, expresses it as a problem, develops a research question, and sets out to answer it. It will have a well-designed research methodology; with a research instrument for collecting data; and also research participants or subjects.

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)

In this course, participants experience a case-based approach to examining critical and pressing issues related to organizational leadership. Participants study in-depth case studies that challenge learners to analyze complex leadership challenges, apply insights from diverse theories and research, as well as propose and defend decisions related to the case study. In addition to studying existing case studies, learners also have the challenge of researching and writing a relevant leadership case study and using it to facilitate dialogue about relevant issue.

EDG 9020. Innovative and Entrepreneurial Leadership. (3 Credits)

This course offers learners a grounding in the research on innovation and the entrepreneurial mindset. The diffusion of innovation, disruption innovation, the testable hypothesis approach to innovation, and the role of design thinking in innovation will be among central themes in the class. In addition, research and insights from entrepreneurial studies will be examined and applied to diverse contexts.

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 focus on identifying and implementing research methodologies such as case study, ethnographic, biographical, historical, content analysis, phenomenological, narrative, constant comparative, and grounded theory. Students will compare, contrast, and analyze the various qualitative research methodologies and learn how to use them based on context and research question or inquiry.

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. They 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 introduces students to the fundamentals of different theories, principles, and roles that are related to performance, learning, and change at the individual, group, and organization level.

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 the designer to become the agent of change in organizations and to act as a lever of transformation in this new way of working, enabling innovation in processes, products, services, communication, and business strategy. In this course, learners will develop a deep understanding of how to use design thinking to lead organizational innovation, solve problems, and pursue promising possibilities.

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 9220. Operations and Supply Chain Management. (3 Credits)

In this courses, students study the structure and functioning of modern production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: the use of statistical process control and control charts, plant location and operation, sustainable procurement, forecasting and inventory management, transportation and distribution, technology acquisition (CAD/CAM), work flow planning, JIT concepts and lean systems. Also covered is how sales and operations cooperate to meet customer demand.

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 9230. Applications of Management Science and Analytics. (3 Credits)

This course introduces techniques and methods used in business management to analyze and solve business problems. The course will also explore the reasoning behind the use of management science techniques. We will explore various practices from the field of management science that can be applied in spreadsheet models to help in the decision-analysis and decision making process. The course will also present techniques to assist managers with planning, organizing, leading and controlling projects.

EDG 9240. Special Topics: Business and Industry. (3 Credits)

The main purpose of the research methods, data analysis, and reporting in this course is to introduce graduate students to quantitative and qualitative methods for conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. The course will develop each student's ability to use this knowledge to become more effective researcher and decision maker.

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 9310. Developing Meaningful Assessments for Effective Learning. (3 Credits)

Students develop the theoretical basis for assessing learning in the classroom, laboratory, online environment, and practicum settings. Students gain experience in preparing assessment and evaluation methods including the construction of test items measuring higher level learning, development of written assignments and rubrics, planning and constructing tests, and analyzing test results. Ethical and legal principles, research and other evidence are applied to the evaluation of learning. This course is applicable for teachers in educational, healthcare, and business settings.

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 9330. Instructional Design for Higher Education. (3 Credits)

This course will focus on the instructional design process and applying adult learning theory, communication media, and technology to develop interactive, collaborative educational experiences for higher education courses. Established and upcoming instructional design models will be used to assist future higher education faculty develop effective courses in face-to-face, online, and/or blended formats.

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.