

# Graduate Catalog

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2018-2019



7400 Augusta Street  
River Forest, IL 60305

[CUChicago.edu/catalog](http://CUChicago.edu/catalog)

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# University Contact Information

## **Main Switchboard**

708-771-8300

## **Accelerated Degree Completion Program for Adults (undergraduate)**

708-209-3535

Accelerated@CUChicago.edu

## **Admission: Graduate**

708-209-4093

877-CUChicago

grad.admission@CUChicago.edu

## **Alumni Relations**

888-258-6773

## **Career Planning/Placement**

708-209-3033

## **Colloquy Programs**

708-209-3100

## **Commuter Services**

708-209-3475

## **Learning Assistance**

708-209-3042

## **Multicultural Affairs**

708-209-3042

## **Registrar's Office**

708-209-3165

## **Student Business Services**

708-209-3241

## GRADUATE ACADEMIC CALENDAR 2018-2019

SUMMER 2018 SEMESTER	
April 30	Start of Graduate First 8-Week Courses
May 28	Memorial Day (NO CLASSES)
June 25	Start of Graduate Second 8-Week Courses
July 4	Independence Day (NO CLASSES)
August 18	Summer Audit Date
August 19	End of Graduate Summer Semester

FALL 2018 SEMESTER	
August 27	Start of Graduate First 8-Week Courses
September 3	Labor Day (NO CLASSES)
September 21	Fall Census Date
October 22	Start of Graduate Second 8-Week Courses
November 22-23	Thanksgiving Break (NO CLASSES)
December 15	Fall Commencement Ceremony
December 16	End of the Graduate Fall Semester

SPRING 2019 SEMESTER	
January 14	Start of Graduate First 8-Week Courses
February 8	Spring Census Date
March 11	Start of Graduate Second 8-Week Courses
April 19	Good Friday (NO CLASSES)
May 5	End of the Graduate Spring Semester
May 11	Spring Commencement Ceremony

SUMMER 2019 SEMESTER	
May 6	Start of Graduate First 8-Week Courses
May 27	Memorial Day (NO CLASSES)
July 1	Start of Graduate Second 8-Week Courses
July 4	Independence Day (NO CLASSES)
August 24	Summer Audit Date
August 25	End of Graduate Summer Semester

\*\*\*Please note that Graduate Students in the following programs abide by the Traditional Undergraduate Calendar:

- Master of Arts in Teaching
- Master of Arts in Computer Science
- Master of Arts in Religion
- Master of Arts in Church Music

# Mission Statement and Honor Code

## Mission

As a distinctive, comprehensive university of The Lutheran Church–Missouri Synod, centered in the Gospel of Jesus Christ, and based in the liberal arts, Concordia University Chicago equips men and women to serve and lead with integrity, creativity, competence, and compassion in a diverse, interconnected, and increasingly urbanized church and world.

## Vision

Rooted in its Christian heritage of engaging knowledge and faith, Concordia University Chicago aspires to be the destination university for all who seek to develop their full individual potential through a distinctive, innovative and dynamic environment of exploration, creativity and discovery for leading lives of servant-minded leadership.

## Core Values

As a Christian university of The Lutheran Church–Missouri Synod, we at Concordia University Chicago value:

- **Christian Faith** - Christian faith is an integral part of our community.
- **The Individual** - As a member of God's creation each person is unique and is blessed with inherent worth.
- **Excellence** - We strive for excellence in who we are and what we do.
- **Integrity** - Our community demonstrates the accord between our beliefs and practices.
- **Service** - Recognizing and addressing the needs of others is a response to God's love for us, and a reflection of God's love for them.

## The Concordia University Chicago Honor Code

The Faculty Senate at Concordia University Chicago moved to adopt an honor code at this institution to provide a uniform and functioning procedure for dealing with cheating, plagiarism and other types of academic dishonesty.

Faculty turned to the mission statement for guidance and to explain why an honor code made sense for this University. It would be more than setting rules and expecting everyone to follow them; rather, in developing the whole person, each individual and the people as a whole reflect upon and care about their own personal moral and ethical behavior, something fundamental to the workings of an honor code.

Indeed, the development of the entire student as an ethical and moral citizen of the world includes the notion of academic integrity and personal responsibility. An honor code articulates concretely the level of honor and integrity expected of all scholars. It instills such personal guidelines in every member of the community. It supports the development of a Christian community in which people come together for a variety of reasons, but ultimately share responsibility for their fates.

Occasionally individuals violate this trust and integrity. Any act of academic dishonesty is a serious offense in a university community. It takes unfair advantage of other students—who work within the expectations of the Honor Code—and of their instructors—who trust their work. Any violation of the

Honor Code is, therefore, taken seriously as a breach of honor with the entire community and not a private matter between student and instructor.

In short, Concordia University Chicago implemented an honor code starting fall semester 2006 to emphasize further the importance of moral and ethical decision-making in every aspect of a person's life. Every student must sign the honor pledge in order to register for classes. The Honor Code pledge, categories of unauthorized aid, judicial protocol, violation consequences and appeal procedure are available at [CUChicago.edu/academics/honor-code](http://CUChicago.edu/academics/honor-code).

## General Information and Accreditation

Concordia University Chicago was founded in Addison, IL, in 1864. In 1913 the campus was relocated to its current 40-acre site in River Forest, IL.

### Academic Accreditations

- North Central Association of Colleges and Schools (HLC-NCACS)
- Council for the Accreditation of Educator Preparation (CAEP) – formerly National Council for Accreditation of Teacher Education (NCATE)
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- National Association of Schools of Music (NASM)

### Academic Affiliates

- Council of Graduate Schools
- American Association of Colleges for Teacher Education
- Associated Colleges of the Chicago Area
- Association for Gerontology in Higher Education
- Federation of Independent Illinois Colleges and Universities
- National Association for Education of Young Children
- The Chicago Consortium of Colleges and Universities

### The College of Arts and Sciences

Concordia-Chicago strives to provide a solid, broad-based education, rooted in the liberal arts and sciences, which can open the door to important understandings for students pursuing programs in arts and humanities; science and technology; and social and behavior sciences. Graduates find careers in computer science, criminal justice, communication, exercise science, theater, social work and a host of other fields. Our students are also well prepared, through our pre-professional programs, for further study in graduate or professional school. A total of 56 majors and 36 minors are included in the College of Arts and Sciences.

### The College of Business

The College of Business offers an MBA designed and taught by business leaders and educators to prepare ethical leaders for the global marketplace. Our MBA students are empowered to create their own leadership story to lay a path for their future. Courses are taught by passionate and experienced professors who care about their students. Small classes in a cohort fashion allow for classroom relationship building with peers and faculty that help build a network that will last a lifetime, on campus and online. Students can finish their program with an MBA or choose to add a specialization. The degree track is flexible yet rigorous to accommodate students while preparing them for today's business world and that of tomorrow.

### The College of Education

The original mission of Concordia-Chicago was to prepare educators for Lutheran parochial schools across the country. Over the past 150 years, the mission has been expanded to prepare excellent educators for all schools. Today we prepare educators for charter, parochial, private, public and international schools. The teacher preparation programs are accredited by the National Council for the Accreditation of Teacher Education and all education programs are approved by the state of Illinois for the Professional Educator License. Programs eligible to be nationally recognized by NCATE for excellence have received this distinction. The College has an active chapter of the National Honor Society in

Education, Kappa Delta Pi, and is a partner college with the Golden Apple Foundation for the preparation of teachers for high-need schools.

## **College of Graduate Studies**

The College of Graduate Studies (CGS) is the largest of Concordia-Chicago's five colleges, with 54 full-time professors and 300 adjuncts. Our 3,000-plus students are enrolled in 38 master's, doctoral and non-degree programs. The College of Graduate Studies is composed of the following departments:

- Department of Literacy and Early Childhood
- Department of Leadership
- Department of Research
- Department of Teaching, Learning, and Diversity
- Division of Human Services
- Division of Doctoral Programs and Research

The College of Graduate Studies is inspired by our mission in higher education:

- Fill emerging needs in the educational marketplace
- Initiate new educational endeavors
- Serve long-established educational needs for graduate degree completers and lifelong learners
- Offer educational opportunities via ground-based, cohort, online or blended/hybrid formats
- Continue relevant educational services through innovation, strong faculty instruction and leadership

## **College of Innovation and Professional Programs**

The College of Innovation and Professional Programs (CIPP) was founded in 2016 to serve students with new innovative opportunities to meet their learning interests and needs. In the fast-paced world of work and life demands, opportunities to access knowledge are invaluable to those who seek to advance their careers or pursue a lifelong dream of continuing their education. With the guidance and support of the Office for Strategic Innovation, the College is the research incubator and academic development arm of the University. Currently, the College serves over 1,000 students through some of the fastest-growing programs at Concordia-Chicago. CIPP offers certificate, associate, bachelor's, master's and doctoral programs in areas such as technology, management, kinesiology and leadership. Students may study on a part-time or full-time basis, and have access to all the academic resources they need to succeed in their chosen program. Whether students study online, face-to-face or in a hybrid mode, they are assured of a strong and dedicated faculty who hold high academic credentials and care about their individual needs and goals. A student-centered focus to teaching and learning is the cornerstone of all CIPP academic programs.

## **The Campus Community**

Located in the pleasant, tree-lined village of River Forest, Concordia University Chicago is just minutes from Chicago's Loop. This proximity to a world-class city provides a variety of opportunities for additional career, cultural, academic and social growth. Concordia-Chicago strives to provide a creative



environment where horizons expand and where personal, social and spiritual growth can become reality. The availability of both the urban Chicago area and the surrounding suburbs increases students' awareness and ability to respond as responsible citizens in our world.

The mission of Concordia University Chicago is ultimately achieved in the lives of students. With a student body representing more than 34 different states and 14 foreign countries, the University's students come with an array of experiences and perspectives. In each college, quality faculty and staff work to challenge a student body of approximately 1,500 undergraduate students and more than 3,700 graduate students. The low student-teacher ratio allows for smaller class sizes, creating a genuine, caring atmosphere where strong student-faculty relationships, facilitating learning and leadership development, are built.

Campus residence halls house approximately 600 students who come to our campus from large cities, small towns and farming communities across the world, while nearly half of our students commute from their homes in the surrounding communities.

## **The Campus Facilities**

Concordia-Chicago's 40-acre campus holds 21 buildings, architecturally blending old and newer facilities. The newest building on campus is The Walter and Maxine Christopher Center for Learning and Leadership. This state-of-the-art teaching facility houses Concordia-Chicago's Early Childhood Education Center, the College of Education, and the College of Graduate and Innovative Programs. The first floor, designed to accommodate the specific needs of young children, serves as a daycare/preschool/ kindergarten for the children of Concordia-Chicago's students, faculty and staff as well as children of our community. More than a daycare or a school, this facility serves as a teaching laboratory for future teachers learning their craft. The second and third floors house faculty offices, conference rooms, testing rooms, methods classrooms, an educational resource library and a state-of-the-art lecture hall.

The Krentz Center, dedicated in the early 1990s, houses Bergmann Theatre, an intimate space used primarily for Children's Theatre productions, a television studio, radio station, photography laboratory, lecture hall and various classrooms.

Koehneke Community Center is the location of the cafeteria, Cougar Den, bookstore, post office, meeting rooms, student recreation areas and student government offices.

The Chapel of Our Lord/Clara and Spencer Werner Auditorium was designed as Concordia-Chicago's center for worship services and theatrical performances. This space continues to be occupied by worship activities, theater groups, rehearsal spaces and as a quiet location for meditation and prayer. Attached to the chapel is Kretzmann Hall, the home of the music, art and theology departments. This building also houses art, music and theology classrooms, the Elizabeth Ferguson Art Gallery, music practice rooms, rehearsal rooms and a music technology laboratory.

Other academic buildings include Eifrig Hall, used primarily for the natural and physical sciences, and Addison Hall, which encompasses the administrative offices of the University as well as classrooms upstairs.

The Klinck Memorial Library is home to more than 160,000 books, audio/visual materials and periodical subscriptions, 480,000 ERIC microfiche documents, and over 80 electronic databases with remote

access. Through its membership in the Consortium of Academic and Research Libraries in Illinois, Concordia-Chicago students have access to over 80 academic and research library collections.

Geiseman Gymnasium houses two full-court gymnasiums, classrooms, athletic offices and the Fitness Center, which is open to graduate and undergraduate students upon presentation of a current ID. Our outdoor facilities include an all-weather track, turf field used for football, soccer and lacrosse competition, and a baseball field and softball field directly adjacent to the stadium.

Concordia-Chicago's residence halls are: Mary-Martha, Trusheim, Gross, Kohn, Lindemann, Brohm, Krauss, David-Jonathan and the newly opened Concordia Hall.

Concordia-Chicago was not born with its reputation for excellence. For more than 150 years it has worked to earn and keep it. Today, you have been issued a challenge and an invitation—come and share the Concordia University Chicago experience.

# Graduate Admission

Admission for traditional programs and cohort programs may be granted for fall, spring or summer semesters. Ordinarily, all documents relating to admission must be submitted to Concordia University Chicago's Office of Graduate Admission and Student Services at least two weeks prior to the term in which a student intends to take classes.

Application forms and additional information are available from Concordia University Chicago's Office of Graduate Admission and Student Services, 7400 Augusta Street [Room AD 158], River Forest, IL 60305-1499; or by phone: 708-209-4093. Application materials also are available by request to: [grad.admission@CUChicago.edu](mailto:grad.admission@CUChicago.edu).

## Procedure for Admission

### Master's Degree Admission Requirements

To be considered for admission to a master's program, applicants must:

- Have a bachelor's degree from a regionally accredited institution.
- Submit an application to the Office of Graduate Admission including an objective statement of the applicant's goals in pursuing the graduate degree.
- Forward to the Office of Graduate Admission one official, sealed transcript from EACH college or university from which a degree was earned. Any international transcripts must be evaluated by a Concordia-approved international credentialing service, such as WES (World Education Services), ECE (Educational Credential Evaluators) or AACRAO (American Association of Collegiate Registrars and Admissions Officers).
- Submit two letters of recommendation. If possible, one should be from a college or university instructor. Letters should be from individuals able to comment on the following:
  - academic proficiency,
  - personal character,
  - competence and effectiveness in professional work.
- Show evidence of ability to achieve success in a graduate program for the following:
  - Full Admission:** To be considered for full admission, candidates will present a cumulative grade-point average above 2.85 or will have earned a master's degree with a 3.1 GPA or higher.
  - Provisional Admission:** To be considered for provisional admission, candidates will present credentials that generally satisfy full admission requirements, but need to satisfy additional admission requirements such as special program prerequisites (e.g. coursework in progress or proof of a teaching certificate). They must complete the additional admission requirements by the end of their first semester of enrollment in order to continue with the program.
  - Probationary Admission:** To be considered for probationary admission, candidates will present one or more of the following special conditions:
    - 1) A cumulative grade-point average between 2.25 and 2.84 (on a 4.0 scale);
    - 2) Have a master's degree with a cumulative GPA below a 3.0; and/or
    - 3) Credentials/documents that cause some reservation for admission. Students admitted on probationary status must earn a 3.0 GPA in graduate coursework within their first semester of enrollment to remain in the program. Probationary

candidates who do not achieve a GPA of 3.0 in their first semester of graduate work at Concordia-Chicago may not continue in the Graduate Program.

Depending on program of study, students may be required to take additional tests such as the Graduate Record Exam, Miller Analogies Test and/or the Test of Academic Proficiency (TAP). A writing sample, essay, FBI fingerprint criminal background check, valid teaching certificate and/or interview may also be required to determine what may be necessary for a student to qualify for a graduate program.

### **Post-Master's Admission Requirements**

To be considered for admission to a post-master's certification or CAS program, an applicant must:

- Have a master's degree from a regionally accredited institution.
- Submit an application to the Office of Graduate Admission and Student Services, including an objective statement of the applicant's goals in pursuing the program.
- Forward to the Office of Graduate Admission and Student Services one official, sealed transcript from EACH college or university from which a degree was earned.
- Submit two letters of recommendation. If possible one should be from a college or university instructor. Letters should be from individuals able to comment on the following:
  - academic proficiency,
  - personal character,
  - competence and effectiveness in professional work.

### **Superintendent Endorsement Admission Requirement**

In addition to the post-master's requirements listed above, to be considered for the Superintendent Endorsement, applicants must have a:

- General Administrative or Principal's Endorsement in the Professional Educator License (PEL)
- Minimum graduate GPA of 3.00
- Minimum of two years of supervisory or administrative experience

### **Doctoral Program Admission Requirements**

Admission to the Doctor of Education program occurs prior to initiation of coursework.

Applicants who are successful in their application for admission for entrance into the doctoral program will meet the following criteria:

1. Earned master's degree with a minimum 3.00 GPA.
2. A completed Doctor of Education/Philosophy Online Application for Admission.
3. Submission of objective statement, including personal goals for applying for admission to the program.
4. Submission of official transcripts of all previous credits where degrees were earned.
5. Current Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores (test taken within the prior three years).
6. Letters of recommendation from two persons qualified to comment upon the applicant's potential for doctoral study.
7. At least two years of successful teaching/administrative experience for education doctoral programs (only).
8. Copy of resume
9. Writing sample (from master's program, no more than 5 pages).

Once a student's admission file is completed, Concordia University Chicago's admission committee will review the file and notify the student of an admission decision via email. The admission committee may establish an admission "waiting list" if necessary. Students admitted should consult with their Graduate Program Specialist for additional program information.

Students who are applying for admission to the doctoral program are precluded from enrolling in any courses that meet doctoral program requirements until the student has been fully admitted to the program.

NOTE: The Graduate Admission Committee reserves the right to request additional information or documentation deemed helpful in evaluating applicants for admission.

### **Pending Status**

Students applying for admission to a post-baccalaureate program, master's program, post-master's program or for a Certificate of Advanced Studies may be accepted on "Pending Status" if all the required documentation has not been received at the time the student wishes to register for courses. Students admitted under "Pending Status" may register for courses in their initial term of admission only. To register in subsequent terms, such students must be unconditionally admitted to the graduate program for which they have applied. Students under "Pending Status" are not eligible for any form of financial assistance from the University. Doctoral students and international students are not eligible for pending status.

### **Cohort Program**

Many of Concordia University Chicago's graduate programs are offered in cohort formats that feature predetermined courses and locations. Students in a cohort proceed through the instructional sequence with the same group of learners, who generally form a strong, collaborative learning community. Typically, classes meet online or face to face one night a week.

### **International Student Admission**

Applicants who are not U.S. citizens are required to meet all admission standards listed for the program they wish to enter. In addition, the following are required to be considered for admission:

- A score of at least 72 (internet-based) on the Test of English as a Foreign Language (TOEFL), or 6.0 on the International English Language Testing System (IELTS) must be obtained. A Michigan test score of at least 85 or a minimum of 61 on the Pearson Test of English (PTE), or a minimum Password score of 6.0 may also be accepted. Alternatively, a prospective student may submit proof of successful completion of Level 112 at an ELS Language School (ELS) or certificate of Completion of Program from an English Language Institute (ELI), along with a recommendation of the program director. King George International College (KGIC) English for Post-Secondary Education (EPE) final proficiency test scores of 75% with a passing class score of 80 will also be accepted for language proficiency. *[International students who have earned a degree from an accredited institution in the United States, or students from an international English-speaking university (in which the lingua franca is English) need not submit English language scores.]*
- Official transcripts from EACH college/university attended showing all college/university coursework with certified English translations of all transcripts originally prepared in any other language. Also, any international transcripts must be evaluated by a Concordia-Chicago approved international credentialing service such as WES (World Education Services), ECE

(Educational Credential Evaluators) or AACRAO (American Association of Collegiate Registrars and Admissions Officers).

- A certified document guaranteeing adequate financial support for at least the student's first year of study and, barring any unforeseen circumstances, adequate funding from the same or an equally dependable source, for subsequent years.
- A physical exam, adequate medical insurance, and proof of immunization are required prior to enrollment.

International students must qualify for regular admission to a degree program in order to enroll. All documents must be received by the Office of Graduate Admission and Student Services at least six weeks prior to the expected date of entry. I-20 forms may be issued only after University acceptance is granted and will remain in effect only for students who continue to make satisfactory progress as full-time students in an accepted University program. The program length may vary for each student.

### **Guest Graduate Admission Requirements**

A guest graduate is a student not seeking a specific program or degree. International students may not register under guest status.

To be considered for admission as a guest graduate, a student must:

- Have a bachelor's degree from a regionally accredited institution; and
- Submit a graduate admission application to the Office of Graduate Admission and Student Services.
- Consult with the Assistant Director about course selection.

## **Admission Denials**

### **Appeal Procedures**

Individuals denied admission may appeal. The procedure for appealing an admission decision is to submit a letter of appeal to the Executive Director of Graduate Admission and Student Services. In addition to the letter of appeal, individuals may submit supporting documents such as additional letter(s) of recommendation and/or transcripts from current Concordia University Chicago course(s) (if applicable). The readmission file will be presented to the appropriate Dean, who, in consultation with the Department Chair and Program Coordinator, will render a decision. All appeals must be made within 60 days of the date of denial.

### **Attendance Policy**

No new registration will be accepted from candidates denied admission. Students currently enrolled in class(es) at the time of the admission decision will not be dropped automatically and may remain in class(es) for that term. If a student wishes to drop class(es), a request must be made in writing to the Office of Graduate Admission and Student Services or by fax to 708-209-3454. The drop and refund policy will be in effect according to the date the drop request is received.

## **Initial Illinois Teacher Licensure Applicants**

Students who hold a bachelor's degree from an accredited institution and wish to pursue initial Illinois teacher licensure through Concordia-Chicago's approved entitlement program may apply for admission to the University through the Graduate Admission Office.

To be considered for admission the student must have an evaluation completed by Concordia University Chicago. Before an evaluation can be done, the student must:

- Pay a \$50 non-refundable evaluation/admission fee or be admitted as a degree-seeking student in a licensure program,
- Submit official transcripts of all college/university coursework from each institution attended.

Upon receipt of the fee and official transcripts, the student's academic record will be evaluated to determine the coursework needed for licensure by entitlement through Concordia-Chicago. The fee will be applied toward tuition of the first course in which the student enrolls, if enrollment begins within one year from the time the fee was paid. When the evaluation is completed, the student has two options in the pursuit of teacher certification:

Option I: Complete a Master of Arts in Teaching program.

Option II: Complete a second bachelor's degree in one of Concordia-Chicago's approved undergraduate programs.

If the student seeks Option I, a graduate degree (i.e., MAT), the student must complete the appropriate admission process as outlined in this catalog. If the student seeks Option II, an undergraduate degree, the student must complete the appropriate undergraduate admission process and meet the standards for acceptance, including minimum GPA, as outlined in the Undergraduate Catalog.

Graduate students may receive credit for documented prior learning. Such credit may, if appropriate, be applied to the licensure requirements in the general education area, but such credit cannot be applied to the student's graduate program.

While enrolled in the entitled State Teacher Licensure Program, all candidates should meet with their advisor to:

- Prepare and file a completed and approved licensure plan of study leading to Teacher Licensure;
- Submit evidence that they have passed the Illinois Basic Skills Test;
- Be admitted to the Professional Instructional Courses in the College of Education; and,
- Be admitted to the Professional (i.e. Student Teaching) Semester.

## Graduate Assistantships

Graduate assistantships are available to graduate students with exceptional academic records. Generally, students best suited for graduate assistantships have strong academic records, a strong work ethic and plan to accelerate their degree program. Assignments are based on several factors, including requests by faculty and staff, area of student personal and academic interest and skill, as well as overall fit of the student to the position. **Candidates for assistantships must:**

- Apply for admission to the Office of Graduate Admission,
- Be admitted to the University into a degree program,
- Have an earned minimum cumulative 3.0 GPA and
- Be enrolled in at least 3-6 semester hours at Concordia University Chicago while serving as a graduate assistant.

The graduate assistant position consists of up to 19 hours of work each week. Compensation varies per position within a campus department. Graduate Assistants work in various positions including supporting various campus offices, assisting in the early childhood center, and coordinating activities under the supervision of a specific department chair or division, among other activities.

Information regarding initial application for graduate assistantships is available through the Office of Graduate Admission at 708-209-4093 or on campus in the Graduate Admission Office (AD 158).

## **International Study**

Concordia University Chicago students may elect to study abroad for a semester, year or summer. The Coordinator of International Study provides the application form and information on programs at universities all over the world. Students must consult with their faculty advisor to determine the applicability of the experience and coursework toward their degree program. The student also needs to consult with the Office of Financial Aid to determine whether financial aid packages apply for international study.

Students wishing to study abroad should complete their Concordia University Chicago registration no later than November 15 for spring, April 15 for summer and May 1 for fall. Check with specific programs for exact deadlines, which may be earlier.

Programs in Austria, England, France, Italy, Mexico and Spain are administered within the CUS system or through Dominican University and are available to CUC students as guests. Additionally, Concordia University Chicago has direct cooperative agreements with programs in England, Australia, New Zealand and much of Europe. Students who study in these programs will be allowed to transfer course credits (that have been pre-approved by the student's faculty advisor) with a grade and generally apply some portions of their financial aid toward tuition, room or board.

Students who choose to enroll in courses at any institutions other than those with which Concordia-Chicago has agreements will be required to "stop out," that is, suspend their Concordia University Chicago registration for the period abroad. Such credits may transfer to Concordia-Chicago in accordance with the policy for transfer credits.

For more information, contact the Center for Global Outreach.



## Graduate Fees, Financial Policies and Financial Assistance

Concordia University Chicago accepts all fees with the understanding that the student, by being assessed such fees, agrees to abide by all the regulations of the University, whether printed in this catalog or not, and by any appropriate decisions of the administration or faculty regarding the student's status in the University. Although the University exercises reasonable precautions, it can assume no responsibility for accidents to students that may occur, incident to, by attendance at, or participation in classroom or laboratory work, intramural activities or other University programs and activities. Also, the University does not accept responsibility for any personal property lost, stolen, damaged or misplaced.

During the period of this catalog issue, the University will make every effort to maintain the fees listed. However, rising costs may necessitate an interim increase in fees. Concordia University Chicago reserves the right to change its tuition and fee rates and policies with no advance notice. Any such changes shall only apply on a prospective basis.

Students shall pay all assessments by the published deadlines for payment, approximately 30 days before the beginning of each semester. Students wishing to register after the published deadline date for a given semester will be required to make payments before registrations are permitted. Only federal or state financial aid for the term that is confirmed by the Office of Financial Aid may be excluded from these requirements. Sources of funds not eligible for deferred tuition payments include income through student employment and tuition reimbursement by employer or other sources.

Email is the University's primary source of communication. A statement of the account balance will be emailed to the student's Concordia-Chicago email address each month after the start of the semester, if the tuition account has a verified outstanding balance.

### **Returned Checks**

A fee of \$36 will be assessed to the student's tuition account for any check returned unpaid. If a second check is returned unpaid, a \$50 fee will be assessed, and for a third check that is returned unpaid a \$75 fee will be assessed and no further checks will be accepted on the student's tuition account. Payment for any returned check must be made by certified funds (cash, cashier's check or money order). A fee of \$36 will be assessed to the student's tuition account for any online check payment that is returned unpaid.

### **Method of Payment**

Payments may be made in person, over the telephone or online. Payments made in person may be made via cash, money order, personal check or credit card (at no additional charge). Payments made over the telephone must be made via credit card. All such credit card payments taken over the telephone shall be subject to a 2.75 percent convenience fee to be added to the total amount of the payment.

Payments mailed directly to the University must be in the form of cash, personal check or money order. Payments made online must be in the form of either a bank account (ACH) transaction or credit card. Online payments shall be made at [CUChicago.edu/creditcardpayments](http://CUChicago.edu/creditcardpayments).

Online credit card payments are subject to a 2.75 percent convenience fee. Online payments made via ACH shall not incur any additional charges. All fees, whether paid by a person or an organization, shall be paid in United States dollars.

Visa, MasterCard, American Express and Discover Card will be accepted for any payments, whether in person, over the telephone or online.

### **Students with Outstanding Balances**

Students with outstanding balances shall not be allowed to participate in commencement ceremonies and are not entitled to receive a diploma, transcripts, credentials or verification of education until balance is paid in full with guaranteed funds and is verified by the Director of Student Business Services. Any account with an outstanding balance will be subject to a 1.5 percent or minimum \$25 service charge, each month on the account, until paid in full.

Concordia University Chicago retains the right to drop a student's classes at any time in the event the student fails to meet payment deadlines. Any person with an outstanding balance shall not be entitled to receive a diploma, transcript or credential certification until payment is made in full with certified funds and verified by the Director of Student Business Services.

### **Collection Policy**

If an outstanding balance remains on the student account after a term has ended, the student is no longer an enrolled student. At this point, the student is considered to be a collection account. Any efforts to collect the unpaid balance to Concordia University Chicago that are made by a third-party source are the student's responsibility. Such costs include, but are not limited to, fees from the outside collection agencies, attorney fees, court costs, service charges, etc. The student is to also understand that these are additional costs at a maximum of 39 percent of the debt to the tuition and fees due to the University. This policy is governed by the laws of Illinois.

### **Tuition**

Contact Concordia University Chicago's Office of Graduate Admission and Student Services for availability and pricing of all graduate programs. Payments must be made to the Concordia University Chicago Student Business Services Office by the published deadlines for payments. Failure to meet published deadlines may result in non-registration for that term/session or in future terms/sessions.

### **Deficiency Tuition Rates**

Any graduate student who is pursuing the Master of Arts in Teaching at Concordia University Chicago and wishes to register for an undergraduate course to satisfy a deficiency must notify the Registrar's Office at time of registration. Failure to do so will result in the forfeiture of deficiency tuition rates.

### **Applied Music Tuition**

Applied music lessons include piano, organ, harpsichord, voice, band instruments, orchestral instruments, composition and/or improvisation. The University does not provide the use of an instrument for such lessons; however, a limited number of instruments are available.

The applied music tuition is charged to any student taking music lessons (MUSA courses) for either credit or audit. These courses are available for one-half credit (summer only) or for one or two credits during an academic term. Thirteen half-hour lessons per semester equal one hour of credit (not for graduate). Students pay the tuition rate for credit, plus an applied music fee.

The tuition refund policy also applies to applied music tuition.

Students are responsible to make contact with their applied music teacher within the first week of the semester.

### **Applied Music Fee**

The applied music fee is charged to any student taking lessons as stated above. The fee for one credit hour is \$135.

### **Course Add/Drop Policy**

Courses can be added to a student schedule any time during the first five days of the semester with the permission of the Registrar and the instructor. Time limits for the addition of courses are reduced proportionately in any semester where the structure of the class is changed such as summer session or eight-week classes.

Dropping courses may result in a refund of tuition. If a credit balance is reflected on the student's tuition account, a refund may be requested. In order to receive a refund, students must fill out a Student Refund Form from the Student Business Services Office or may obtain the form from the Student Business Services website at [CUChicago.edu](http://CUChicago.edu). Completed refund forms may be dropped off in Addison Hall 156, faxed to 708-488-4293 or emailed to [refunds@CUChicago.edu](mailto:refunds@CUChicago.edu). Refund requests must be received and cleared by Business Services and a credit balance must be posted on the account no later than 4:30 p.m. Friday of the current week, in order for funds to be released the following Friday. Checks are available for pick up after 2 p.m. on Fridays.

### **Refund Dates**

- Lab fees are refundable at 100 percent when the course is dropped within the 100 percent refund period.
- If a course is dropped during any other refund period, none of the lab fee is refundable.

### **8-Week Courses (first or second half of term)**

- 100 percent refund on or before the end of week 2 of class.
- 67 percent refund from one day after the second week of class until the end of week 3.
- **No refund one day after the end of week 3.**

The refund policy for graduate cohort students can be found at <http://gradschool.cuchicago.edu/admission-financial-aid/tuition-billing-payment/policies-procedures>. Please be advised that this policy may be altered at any time and will be posted in the Student Business Services Office.

**Failure to drop classes will result in no refund and a grade of “F” on the student’s transcript.** NOTE: Failure to attend class does not constitute an automatic withdrawal from the class. Students MUST drop courses with documentation through the Registrar’s Office before any refund will be issued.

**Withdrawal from the University**

Outstanding balances are due and payable in full upon withdrawing from Concordia University Chicago.

**Withdrawals and Appeals for Tuition and Fees**

**Communication:** Students applying for the graduate program sign a registration form acknowledging that they will be registered and charged for courses in the specified term and assigned to a cohort, after which a bill is mailed to the permanent home address. Payment reminders are emailed to the Concordia-Chicago email address assigned to each student. Students that are out of compliance with the payment schedule receive email notices in regard to their account status and are service charged according to University policy. After the term has ended and a student account still has an outstanding balance on the account, a process begins of “in-house collection.” With this process, the student will receive three (3) written notices in regard to action being taken. After the final collection notice is mailed, the student has 10 days to respond. If no response is received, the student’s account will be placed with a third party for collections.

**Withdrawals:** A withdrawal from registered courses for a semester must be submitted in written form and submitted to the Office of Graduate Admission (fax: 708-209-3454). The request for withdrawal must be within the specified dates on the refund policy for the semester. Not attending classes does not constitute a withdrawal.

The student has the right to appeal the charges, fees and grades. All appeals are to be directed to the Dean of Students. Your appeal must provide information that a decision can be based on granting or denying the appeal. If you have any supporting documentation that would assist in your appeal, please provide that information to the Dean of Students as well. Each appeal is reviewed on an individual basis. The maximum discount that would be given on an appeal after the semester the student was registered for will be 67 percent unless it can be shown that the charge was erroneous. This means that the student will be responsible for 33 percent of the tuition and 100 percent of all fees incurred. If there is cause to believe institutional error is the reason for the appeal, the student must provide supporting documentation of proof. This would include a copy and confirmation of a faxed drop form, emails, etc. Please be advised there is no guarantee your appeal will be granted.

*Please note: To appeal charges for tuition or a grade, the student has one semester to write a letter of appeal to the Graduate Admission Office and the academic advisor. If the appeal is not made within that time period, your appeal will not be reviewed.*

**Room and Board Fees**

All students living in University housing are required to pay both room and board fees. Annual fee ranges from \$9,348 to \$11,748.

**Technology Fee for All Programs**

\$15 per credit hour (not to exceed \$200 per semester).

### **Field Trip and Lab Fees**

Additional charges may be assessed for all students enrolled in courses requiring field trips. Such field trips must be indicated in the course descriptions. Students enrolled in certain courses also may be assessed additional laboratory fees. Such laboratory fees are included in the course descriptions.

### **Parking Permit, Motorized Vehicles**

All students operating motorized vehicles while attending CUC must obtain a parking permit. There is no charge for this permit. If vehicles will be parked overnight, a Vehicle Overnight Fee will be charged of \$560/year or \$280/semester.

Campus parking options are (see map at CUChicago.edu/map):

<b>Location</b>	<b>Days</b>	<b>Times</b>
<i>Parking Structure</i>	All week	6 a.m.-2 a.m.
<i>Lots #1, 3, and 5</i>	Weekdays	4:30 p.m.-2 a.m.
	Weekends	6 a.m.-2 a.m.
<i>Lot #2</i>	Weekdays	6 p.m.-2 a.m.
	Weekends	6 a.m.-2 a.m.

Graduate students, please note that evening parking is only permitted after 6 p.m. in Lot #2 in front of the Christopher Center/Early Childhood Center.

Please see “Comprehensive Campus Traffic and Parking Policy and Procedures” ([CUChicago.edu/portal/forms\\_repository/university\\_policies/Parking\\_Policy.pdf](http://CUChicago.edu/portal/forms_repository/university_policies/Parking_Policy.pdf)) for parking regulations on campus. Violations of these policies will result in parking fines as defined in the regulations.

Parking on or around the campus is at your own risk. On-street parking around the campus is strongly discouraged and is subject to the parking regulations and penalties issued by the Village of River Forest.

### **Campus Housing**

A full refund is awarded on housing for the semester or sessions not attended. A 50 percent refund for the semester is made if the student moves off campus by the end of the first week of classes; no refunds for the semester thereafter. Refunds for students withdrawing from the University will be based on the federal policy as previously stated.

Rates are normal room occupancy of two and three persons. Single room accommodations, if space is available, may be requested for an additional fee of half the cost of the room per semester. Single rooms are available only to those students with senior or graduate status.

### **Housing and Residence Life**

*Room Reservation Deposit:*

\$200 new students only; \$50 returning students.

A deposit for a room reservation is required of all students applying for residence in University housing for fall or spring semesters. This deposit will be applied to the regular room fee and is to be made by July 1 for fall semester and by November 1 for the spring semester. The demands of several University programs for housing may cause the cancellation of any housing reservation not confirmed with this deposit. Refund of the room reservation deposit can be made only if the Director of University Housing Services is notified in writing of room cancellation prior to August 1 of the year of enrollment or re-enrollment or by December 1 if entering in the spring semester. The Housing Department reserves the right to rescind a private room when space is needed.

### **Residence Hall Damages**

Residence hall damages are assessed when, after a student has removed all his/her belongings from the room, checked out properly with the residence hall staff and returned the key, the room condition form indicates any damages to areas such as the residence hall room, floor, hall or furnishings. After this assessment, the student's tuition account will be billed for these damages to the residence hall.

### **Food Service**

Specific information regarding meal plans (both resident and commuter) can be found at <https://cuchicagodining.sodexomyway.com/index.html>.

### **Other Fees**

*Identification Card Replacement:* \$30 each request

The identification cards issued remain the property of Concordia University Chicago and are subject to return to the University upon termination, change of status or completion of the term.

### **Graduation Fee: \$143**

Required of all students receiving a degree or a Certificate of Advanced Studies. Graduation fees are assessed and payable one month prior to the graduation date. An additional cost for academic regalia is the responsibility of those students participating in the graduation ceremony.

### **Transcript Requests**

A transcript order is defined as a request for a transcript to each destination/address; each separate destination/address constitutes a separate order. Each transcript is \$7 per copy. All financial obligations to Concordia University Chicago must be fulfilled before any transcripts will be issued (this includes outstanding tuition, library fines, etc.).

### **Tax Benefit**

Federal tax law allows certain credits for educational experiences. Students taking classes are advised to contact their tax advisors for details.

## Financial Assistance

Concordia University Chicago's comprehensive financial aid program offers assistance to help supplement each student's contribution toward college expenses. While the responsibility for financing University costs rests with students, Concordia-Chicago assists with this obligation by providing financial aid packages to help meet the needs of its students.

The Office of Financial Aid assists students in the financing of their graduate program. Though Concordia-Chicago believes that the principal responsibility for educational costs rests with the student, the University offers a variety of programs to be used as resources for the payment of educational expenses.

The primary sources of assistance available at Concordia University Chicago are Direct Unsubsidized Loans, Graduate PLUS Loans, TEACH Grants, graduate assistantships (campus employment), and the Church Professional Award (LCMS).

The Concordia Supplemental Church Professional Award (CSCPA) is available to graduate students who meet specific requirements. The application and requirements can be obtained from the University website or by contacting the Office of Financial Aid.

The Unsubsidized Direct Loan and Graduate PLUS Loan programs enable students to borrow federally insured loans directly from the Department of Education. Borrowers are not required to make payments on their loans until after graduation or at the point the student is no longer enrolled at least half time (3 credit hours). Interest on the loan(s) begins to accrue shortly after funds are disbursed. Borrowers may choose to pay the interest accrued on their loan(s) while in school. These arrangements can be made directly with the loan servicer. The Free Application for Federal Student Aid (FAFSA) is required to determine student loan eligibility.

The amount of assistance a student may be eligible for is determined with the help of the Free Application for Federal Student Aid (FAFSA). This analysis calculates the amount a student can provide for University expenses, taking into account such factors as current income, assets, family size, other educational expenses, debts and special considerations.

All students wishing to apply for financial assistance may submit the FAFSA any time after October 1 for the coming school year. Federal programs are available to students who are eligible non-citizens and citizens of the United States.

Students are urged to investigate the possibility of scholarships, grants and loans that might be available to them in their own communities and/or states. Many Lutheran organizations and agencies provide financial assistance for Concordia-Chicago students. Additional scholarship information can be found on our website at [CUChicago.edu/outsidescholarships](http://CUChicago.edu/outsidescholarships).

### Student Consumer Information

In accordance with federal regulations released by the Department of Education, schools are required to make available to students certain pertinent information as it relates to financial aid, student services, enrollment, accreditation and University policies. To view this information, please visit our website at [CUChicago.edu/consumerinformation](http://CUChicago.edu/consumerinformation).

### **Veterans and Veterans' Dependents**

Concordia University Chicago is approved for the training of veterans in both undergraduate and graduate programs by the state-approving agency of the Department of Veterans Affairs.

Any student who is certified by the Department of Veterans Affairs and determined eligible for the receipt of Federal educational benefits must maintain the University's Standards of Satisfactory Academic Progress as listed in this section.

### **Standards of Satisfactory Academic Progress for Financial Assistance**

Federal and state governments require that each college have Standards of Satisfactory Academic Progress (SAP) for determining continued eligibility for student financial aid. SAP standards measure both the qualitative and quantitative progress of coursework completed. SAP includes the following three elements: grade-point average, course completion rate and maximum time frame. SAP is reviewed at the end of each payment period.

## **GRADUATE LEVEL**

### **Grade-Point Average**

The Satisfactory Academic Progress policy contains a qualitative component which requires that graduate students maintain a 3.0 grade-point average by the end of their first year of study. A cumulative 3.0 grade-point average needs to be maintained from that point forward.

### **Course Completion Rate**

The Satisfactory Academic Progress (SAP) policy contains a quantitative component which requires that graduate students make steady progress toward their degree by completing two-thirds (67 percent) of all credit coursework attempted. The completion rate is calculated as a percentage of completed coursework over the student's entire enrollment at CUC. Students must maintain a cumulative 67 percent course completion rate. For example, if a student attempts 6 hours per semester during the academic year (18 cumulative attempted hours, includes summer), the student would be expected to satisfactorily complete at least 12 of these hours (4 hours per semester) in order to comply with the minimum quantitative standards. The completion rate applies to all semesters (including summer), regardless of whether the student received aid during the semester.

### **Attempted Credit Hours**

All credit-bearing courses are calculated into the "hours attempted" and counted toward the maximum time frame for financial aid purposes. Grades of W, F, IA to IF, or U are considered as coursework attempted but not completed. In addition, repeated courses are counted in the "hours attempted" calculation. Courses where a final grade of D is earned must be retaken for any graduate level coursework, and will be included in the hours attempted calculation.

### **Successfully Completed Credit Hours**

Graduate courses with a passing grade (A, B, C or P) are considered to be successfully completed. Courses with a grade of D, F, W, IA to IF, or U are not considered to be successfully completed.

### **Incomplete Grades**

Incomplete grades (IA to IF) are considered as coursework attempted but not completed. An incomplete grade must be resolved within six (6) weeks of the end of the term (summer, fall, spring) in which the grade was received; at that time, the instructor will assign a grade. Permission for additional time beyond the six-week deadline may be granted only with the approval of the instructor and the Office of the Registrar. Students must contact the Office of Financial Aid once the grade change has been



processed in order to re-evaluate their SAP status for the semester they did not meet SAP. The Director of Financial Aid will review and make necessary changes to SAP status.

### **Repeated Courses**

Repeated courses are counted in the “hours attempted” calculation for financial aid purposes. The repeat grade is treated in the cumulative GPA. Students are eligible to repeat a course regardless of whether or not they receive a failing grade during the first attempt. According to federal and state regulations, students are allowed to repeat coursework as long as the student has not previously passed the course and met Satisfactory Academic Progress. A passed course is considered any grade higher than a “D” or its equivalent. Once a student passes the course, he/she can only receive federal and/or state funds to repeat the course one more time. Eligibility for repeat coursework is monitored at the time of awarding and again prior to disbursing funds.

### **Maximum Time Frame**

The Satisfactory Academic Progress policy also contains a maximum timeframe component which specifies that the number of credit hours for which a student may receive federal financial aid may not exceed 150 percent of the credit hours required to complete their degree program at CUC. Graduate degree program lengths may vary. Since the minimum number of credit hours needed to complete the master’s degree is 30 hours, students may not receive financial assistance upon attempting more than 45 credit hours. Students need to complete an average of 3.333 credits per semester (including summer) or an average of 5 credits per semester (two in an academic year) in order to complete within 3 years (maximum time frame). Credits transferred into CUC are included as credits attempted for SAP purposes. In addition, grades of “W” are counted in attempted credit hours and counted toward the maximum time frame. Pass/fail courses do earn credit and therefore are included in the attempted hours and maximum timeframe, but are not included in the grade-point average.

## **WHAT HAPPENS IF A STUDENT DOES NOT MEET THE SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS?**

SAP is reviewed at the end of each semester. Students who do not meet SAP are notified by receiving an official letter from the Office of Financial Aid and via email. There are two repercussions in the event a student does not meet one or more of the above requirements: *Financial Aid Warning Status* or *Financial Aid Disqualification Status*.

### **Financial Aid Warning Status**

Students who do not meet the standards of satisfactory academic progress will be on Warning Status for their next term of attendance. During this period, the student is still allowed to receive his/her federal/state/institutional financial aid. Certain merit scholarships, which require the student to maintain a specified grade-point average, may be affected.

### **Financial Aid Disqualification Status**

Students who fail to meet the standards of satisfactory academic progress after a semester on probation will become disqualified from receiving further financial assistance from federal, state and/or Concordia-Chicago funds. This includes eligibility for grants, student loans, parent loans, CUC need-based and merit scholarships and CUC faculty/staff waivers.

### **Appeal for Reinstatement of Financial Assistance**

If a student has mitigating circumstances that contributed to their inability to meet the required Standards of Satisfactory Academic Progress, appeals for reinstatement of financial assistance may be

submitted to the Director of Financial Aid. Mitigating circumstances that will be evaluated include medical condition, death in the family, and additional documentation provided by the Dean of Students. The appeal must be a written letter explaining their circumstances and what measures they will take to improve their ability to succeed in future coursework. Students must meet with their Academic Advisor and together create an Academic Plan that will guide the student to successfully complete future coursework. In addition, students will be expected to submit supporting documentation when applicable.

Students will receive an official letter from the Director of Financial Aid regarding the approval or denial of the appeal.

If the appeal is approved, the student will be placed on *probation status* for the next semester. Students must follow the Academic Plan provided by their Academic Advisor in order to successfully complete all coursework in their program. Students will need to meet Satisfactory Academic Progress by the end of that semester or they will be placed back on disqualification status. If students meet Satisfactory Academic Progress by the end of the probationary status, they may continue to receive aid, but are expected to continue to fully meet SAP requirements in future semesters.

If the appeal is denied, the student may submit another appeal after successfully completing the following semester(s). A significant improvement must be evident in the academic history for the future semester(s) after receiving disqualification status. Students must continue to follow the Academic Plan provided by their Academic Advisor in order to successfully complete all coursework in their program.

GI Bill recipients must comply with the University's overall Academic requirements for all degree programs as outlined in the program section of this catalog. Academic requirements for teacher certification programs are outlined on the student's Certification Program Evaluation.

### **Withdrawal Policy for Financial Aid**

Your financial aid eligibility is based on a calculation of your educational expenses, including the number of credit hours and length of time for which you are enrolled within an academic year. Be sure to check your Financial Aid Award Letter for accuracy. The award letter will indicate if you are being awarded as a full-time or half-time student. If the information listed on your award letter is incorrect, you must notify the Office of Financial Aid.

Withdrawals from courses may result in a student's ineligibility for the amount already disbursed and refunded. Should this occur, students will receive notification from the Office of Financial Aid and Student Business Services. Payment arrangements will need to be made to return the unearned portion to the University. To determine the impact of the withdrawal of a course or courses, please contact the Office of Financial Aid. Please read the section below for specific federal regulations as it pertains to the amount a student has earned in federal student aid up to the point of last date of attendance.

### **Return of Title IV Financial Aid Policy**

The amount of federal Title IV financial aid that a student receives is based on the completion of all registered coursework. If a student officially or unofficially withdraws from the semester on or before the 60 percent of the payment period and received Title IV federal aid, the Office of Financial Aid is required to review eligibility for the funds received. The federally mandated formula called "Return of Title IV Aid" calculation is used to determine the amount of federal funding the student "earned" up to the time of withdrawal. Title IV federal funds include the following: Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Direct Loan, or a Federal Direct Grad PLUS Loan.

In order to determine the amount of financial aid earned up to the time of withdrawal, the Office of Financial Aid determines the percentage of the payment period the student attended. The percentage is then used, in addition to the student's institutional costs and federal funds received or eligible to receive, to determine the amount of aid the student is eligible to keep. If the amount earned is greater than the student's institutional cost, the Office of Financial Aid will send the student a written notification confirming the student's authorization to either accept the credit in a refund to the student or to return the loan amount to the lender. The student has 14 days to reply. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. The post-withdrawal disbursement of a loan(s) will be offered to the student within 30 days of the date the school determined the student withdrew. The post-withdrawal disbursement of any Title IV grants are processed within 45 days of the date the school determined the student withdrew.

In addition, the unearned amount of aid is also determined by the percentage of the payment period the student attended. The student may have officially withdrawn from classes or, in the case of an unofficial withdrawal, the Office of Financial Aid will use the last date the student was involved in an academically related activity. Any unearned Title IV federal funds that were disbursed must be returned to the federal government by the University within 45 days of the date the school determined the student withdrew. If the student received a refund from financial aid, he/she may be required to return a portion of those funds to the University.

Federal Title IV funding that must be returned by the student or by the University must be returned in the following order:

- 1) Federal Unsubsidized Direct Loan
- 2) Federal Direct Grad PLUS
- 3) Federal TEACH Grant

Students will be considered to have earned all of their federal financial aid after the completion of 60 percent of the payment period. Students who need to withdraw from all registered coursework should make an appointment with a Financial Aid Counselor to determine if a portion of unearned federal funds will need to be returned to the federal aid programs.

## Academic Information

*Course requirements for all degree, endorsement, and certificate programs are outlined in the program section of this catalog.*

### Academic Status Review

A graduate student is considered to be in Good Standing when the Concordia Cumulative Grade-Point Average (CGPA) is at or above a 3.0 for all graduate work attempted. A grade of D or F in any graduate-level course cannot be applied toward any graduate program. A student who has attempted nine or more semester hours and falls below the 3.0 CGPA will be placed on one of the following probationary or dismissal statuses: Academic Probation, Academic Probation Continued or Academic Dismissal.

### Academic Probation

A student in Good Standing who falls below a CGPA of 3.0 will be placed on Academic Probation. Under Academic Probation the student may continue to be enrolled for one additional semester. The student may continue enrollment after this probationary semester if:

- The cumulative GPA is at or above 3.0, and therefore the student regains the status of Good Standing.
- The term GPA is at or above 3.0 even though the CGPA remains under 3.0; such a student will be placed on Academic Probation Continued. A student on Academic Probation whose additional term GPA falls below 3.0 and who has a cumulative GPA below a 3.0 will be subject to Academic Dismissal. Academic Probation is based solely on GPA calculations. The only basis for appeal of this status is for calculation error and the appeal must be submitted in writing to the Registrar.

A student under Academic Probation whose probation semester results in a Term GPA at or above 3.0 but still has a CGPA below 3.0 will be placed on **Academic Probation Continued**. The student may continue enrollment after this probationary semester if:

- The cumulative GPA is at or above 3.0, and therefore the student regains the status of Good Standing; or,
- The term GPA is at or above a 3.0 even though the CGPA remains under a 3.0; such a student will remain on Academic Probation and be granted an additional probationary semester of enrollment. Academic Probation Continued is based solely on GPA calculations. The only basis for appeal of this status is for calculation error and the appeal must be submitted in writing to the Registrar.

### Academic Dismissal

A student under the status of Academic Probation or Academic Probation Continued whose probation semester results in a term GPA below 3.0 and a CGPA below 3.0 will be placed on Academic Dismissal. Students placed on Academic Dismissal will not be allowed to continue enrollment and will be dropped from the graduate program. Furthermore, students who are academically dismissed are not eligible to reapply for admission as a Guest Graduate or in another program of study. Academic Dismissal is based on GPA calculations. Appeals to be reinstated under Academic Probation Continued must be submitted in writing to the appropriate dean.

## Grading

Graduate students are required to earn an average of three quality points for every credit hour required in his/her program toward graduation. A grade of D or F in any graduate-level course cannot be applied toward a graduate program.

All attempted graduate credit will be included to calculate the student's cumulative GPA. Final program audit requirements include a minimum of 3.0 CGPA in all attempted graduate-level coursework. If a Concordia-Chicago course is repeated, the most recent attempt, regardless of the grade, will be used in calculating the grade-point average; 4000-level courses, taken for graduate credit, with a grade of C or below, cannot be applied toward a graduate program.

The unit of credit is the semester hour. Normally one semester hour of credit is awarded on the basis of one 50-minute class session per week equivalent. The outside preparation required is approximately twice the time spent in class.

<b>Grade</b>	<b>Quality Points</b>
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
I	Incomplete (no point value)
S	Satisfactory (no point value)
U	Unsatisfactory (no point value)

### The Incomplete (I) Grade

The grade of "incomplete" is awarded by an instructor who, because of circumstances beyond the control of the student (e.g., illness, death in the family and the like) the student needs more time to complete the course with the greatest possible achievement. Any request for a grade of incomplete must be initiated by the student. The instructor determines approval of the incomplete. Incomplete grades range from IA to IF. The "I" indicates an incomplete grade; the second letter (A-F) indicates the default grade if a grade is not submitted at the end of the six-week completion period. An "Incomplete" grade must be resolved within six (6) weeks of the end of the course in which the grade was received. At that time the instructor will assign a grade. Permission for additional time beyond the six-week deadline may be granted only with the approval of the instructor and the Registrar. Whether or not the student is enrolled during the following term has no effect upon this completion date. If no grade is issued after the six-week period, the default grade will be issued and stand as a final grade on the student's record.

## **Change of Grade/Grade Appeal**

A student may request a review of a course grade. Each college provides an appeal process for the student to request reconsideration of their grade. Students considering an appeal should consult with the appropriate college for specific information.

## **Transfer Credit**

Concordia University Chicago is proudly accredited by the Higher Learning Commission. The College of Education is also accredited by the prestigious National Council for Accreditation of Teacher Education (NCATE). Concordia-Chicago also holds a number of program-specific accreditations, such as N.A.S.M. Typically, credits transfer to other accredited institutions, yet it is the receiving institution's decision to accept and apply another university's credits according to its policies. Students are responsible for contacting the receiving institution about their transfer credit policies.

After the completion of 12 semester hours of coursework at CUC, no more than 50 percent of combined transfer credit and Concordia-Chicago workshop credit may be applied to a program. Application to have transfer of credits apply to a graduate program must be made by the student through the advisor. These credits must be approved for a degree program by the appropriate Program Coordinator, Dean, and the Registrar. Only courses with a grade of "B" or better will be accepted for transfer credit. Courses taken on a Pass/Fail basis will not be accepted for transfer credit. Workshop credit taken outside of Concordia University Chicago will not be accepted for transfer credit.

## **Course Substitutions**

Occasionally, a student may find that he/she has taken a course as part of another graduate degree program that is essentially the same as a required course in his/her Concordia-Chicago degree plan. It may be possible to waive that specific course requirement, but it will be necessary to substitute another graduate-level course for the one that is waived. Application for a course substitution must be made by a student through the advisor, the waiver must be approved by the appropriate Program Coordinator, Dean, and the Registrar.

## **Endorsement/Licensure Transfer Credit**

Students pursuing any licensure, endorsements, or certificates are required to complete a minimum of 50 percent of the semester hours of required coursework specifically selected to meet state requirements at Concordia University Chicago. Once coursework has been specified, it cannot be changed without the approval of the appropriate Program Coordinator, Dean, and the Registrar.

## **Workshop Credit**

Workshop credit earned at Concordia-Chicago will count toward program requirements, where applicable. Workshop credit taken outside of Concordia University Chicago will not be accepted for transfer credit.

## **Independent Study**

Independent Study (INS-6950) is designed to provide students with the opportunity to pursue a specific interest above and beyond the department curriculum offerings. The independent study is available for full-time students only, in all of the departments. Courses in the curriculum may not be taken by independent study, nor can an independent study duplicate the content of an established course. Grading procedures and policies concerning incompletes also apply to independent study courses. Graduate students are subject to the following limitation: a maximum of two three-semester-hour independent study courses in a 30-hour master's program.

The Independent Study Application Form is available through your advisor or on the Student Portal on CUConnect. Specific proposal information is included on the form. The proposal and form are to be turned in to the student's advisor one semester prior to the beginning of the semester of enrollment. Once approved by the advisor, the application is to be presented to the department chair, along with the proposal, for his/her signature.

## **Directed Study**

Under special circumstances, directed studies are available to students in order to complete a degree or endorsement program when a course is not available. Approval by the appropriate Department Chair and the Dean is required.

## **Registration Policies and Procedures**

### **Time Limit for Degree Completion**

All credit toward a master's degree must be completed within 10 calendar years after registration for the first course counted toward the degree. All credit toward a Certificate of Advanced Studies must be completed within five calendar years after registration for the first course. All credit toward a Doctor of Education degree must be completed within 10 calendar years after registration for the first course. A petition for time extension is to be addressed to the appropriate dean.

A student who has completed a course within a 24-month period is considered on active graduate status. A student who is absent in excess of 24 months will be placed on inactive graduate status. Such students are required to report to the graduate office for reinstatement prior to registration for courses.

### **Student Load**

According to the federal government, a full-time graduate student course load is defined as six or more credit hours per semester. This is the number on which student financial aid is determined. Half-time graduate student course load is three to five hours per semester. Less than half-time is less than three semester hours. Students employed full-time are advised to limit their course load to nine semester hours. Students who are not employed full-time are limited to 16 hours of graduate credit per semester. Full-time provisional students ordinarily may take no more than 12 hours per semester. Written permission of the advisor and the appropriate Dean are required to exceed 16 hours per semester.

In order to obtain and maintain a graduate assistantship at CUC, students must carry a course load of nine hours.

## **Registration**

A student may not be registered for a new course after the first five days of the semester. Time limits are reduced proportionately in any semester where the structure of the class day is changed, such as the summer session and eight-week courses. All registration paperwork must be accompanied by an official signature.

## **Withdrawal from a Course**

The following procedures are to be used in the event of withdrawal from a class. All withdrawals must be completed in writing, with the student's signature. The "Course Withdrawal" form must be submitted to the Office of Graduate Admission. Unauthorized withdrawals from a course or the University, i.e. failure to attend class, will result in the grade of "F."

- **Full Semester Course Policies:**
  - A graduate student may withdraw from a course for a 100% refund through the second Friday of the course by submitting an "Add/Drop" form. The course will not appear on the student's transcript.
  - Beginning with the third week through the Friday of the fourth week, a graduate student may withdraw from a course for a 50% refund. The course will not appear on the student's transcript.
  - Beginning with the fifth week through the Friday of the 10th week, a graduate student may withdraw from a course for no refund. A grade of "W" will be recorded on the student's transcripts.
  - After the 10th week of the semester, a "W" will be granted only for extraordinary circumstances approved by the Dean of Students. Unauthorized withdrawals from a course or the University, i.e. failure to attend class, will result in the grade of "F."
- **Eight-Week Courses:**
  - During the first two weeks of the semester, a student may withdraw from a course by submitting an "Add/Drop" form to the Office of Graduate Admission. The course will not appear on the student's transcript.
  - Beginning with the third week through the Friday of the third week, a graduate student may withdraw from a course for a 67% refund. The course will not appear on the student's transcript.
  - Beginning with the fourth week through the Friday of the fourth week, a graduate student may withdraw from a course for no refund. A grade of "W" will be recorded on the student's transcripts.
  - After the fourth week of an eight-week session, a "W" will be granted only for extraordinary circumstances approved by the Dean of Students.

## **Program Procedures for all Master's Degree Students**

### **1. Advisor**

Course registration is the responsibility of the student. Students will be assigned an advisor. For Master of Church Music degree-seeking students, you will be assigned a faculty advisor. It is strongly recommended that the student meet with his/her advisor before registering for courses to plan for appropriate coursework to be taken. It is important to make frequent contacts with the advisor, who will serve as a mentor and assist the student in an orderly progression from enrollment to graduation.



## **2. Satisfactory Progress**

All students will be monitored for satisfactory academic progress at the following points: after 12 semester hours; after 21 semester hours; before approval of the capstone experience and before graduation. Students are considered to be making satisfactory progress if the grade-point average is 3.0 or higher and all deficiencies have been removed. Students not making satisfactory progress will be placed on academic probation. Grades of D and F earned in graduate level coursework cannot be used in their final degree audit.

## **3. Common Professional Component (MBA students only)**

**All MBA students will take a Common Professional Component (CPC)-based comprehensive exam as part of their coursework in their first MBA course.**

The exam contains 10 questions for each business topic, 40 questions total. The business topics include Accounting, Finance, Macroeconomics/Microeconomics and Statistics. The CPC exam is used to identify if there is a need to develop your foundational business knowledge so that you will be successful when taking the graduate-level courses that comprise the common body of knowledge (CPCs) within the MBA program. If a need is identified in a specific area, you will be requested to take an academic leveling course (ALC) in that specific academic area. The ALC self-paced module is a 20-question pre-test, then 4-6 hours of online instructional material, and a 20 question post-test. The assessment test is approved by Accreditation Council of Business Schools and Programs (ACBSP) as a method to ensure quality in education, and is a requirement for accreditation. Assessment fees are not part of the tuition and are paid directly to the service provider.

## **4. Capstone Experience**

All Master of Arts students must complete a capstone experience as part of their degree requirement. Options are available, depending upon the program (see specific capstone requirements listed in the program section of this catalog).

Graduate programs have course embedded capstone experiences, which can include a research project, internship experience or practicum requirement. Students receive graduate credit while enrolled in the capstone course if all requirements have been successfully met.

For Master of Church Music degree-seeking students: A MUS-6520 (recital) for one hour of credit must be completed. All phases must meet the approval of the capstone committee. Oral and written examinations are required for all students. Consult the advisor to schedule a time for the oral examination. The written examination is taken during the semester of, but before, the capstone recital. The oral examination occurs following the recital.

## **5. Graduation**

An "INTENT TO GRADUATE" application must be submitted to the Office of the Registrar no later than the posted deadline. Deadlines for filing for graduation are listed on CUConnect.

## **Program Procedures for Doctoral Students**

### **Graduation Requirements**

- Have on file an application as a degree-seeking graduate student.
- Have on file one official transcript from EACH college/university attended of all previous coursework taken.
- Complete the credit hours and levels as designated for which the degree is being sought, within

the specified time limit with a minimum cumulative GPA of 3.0. Grades of D and F earned in graduate-level coursework cannot be used in the final program audit.

- For credit being transferred into a program from another institution, have on file an approved “Transfer Credit Request” form before filing a Candidacy Application.
- Have on file the “Intent to Graduate” form with the Registrar’s Office by the published deadline.
- Payments of all tuition and fees due to Concordia University Chicago.
- Have on file, if applicable, necessary copies of a project, thesis or dissertation.
- Take and pass the final examination or terminal requirements in the program during or after the final course.
- Approval of the faculty.

Every attempt has been made to include information to aid the student with information about his/her program, degree and graduation requirements. It is, however, the student’s responsibility to complete all forms and meet all deadlines relevant to graduation requirements.

## **Professional Education Requirements for Illinois Teacher Endorsements and Licensures**

The state of Illinois certifies all Illinois early childhood, elementary, and secondary teachers and those pursuing advanced licensure/endorsement. Concordia-Chicago offers several programs leading to state approved licensures/endorsements. Students completing one of the following should make application for licensure or endorsement through the Licensure Officer.

### **Illinois Teacher Endorsement and Licensure Programs**

#### **Post-Baccalaureate Programs**

For licensure/endorsement programs not associated with a degree, at least one-half (50 percent) of the coursework must be taken in residence at Concordia University Chicago. Students seeking Illinois Licensure/Endorsements also must meet the current course and test requirements of the state. The state of Illinois requires completion of a Basic Skills/TAP Test (which no longer has an expiration), a test in the area of licensure/endorsement (with raised test validity age to 10 years) being sought, and the appropriate Assessment of Professional Teaching (edTPA) if needed. To be licensed, or to receive an endorsement to a license, a person must be of good character, in sound health, at least 19 years of age and a U.S. citizen.

# Graduate Student Services

## Library Services

The Klinck Memorial Library is home to more than 160,000 books, audio/visual materials and periodical subscriptions, 480,000 ERIC microfiche documents, and over 80 electronic databases with remote access. A special collection of musical scores and long-playing vinyl albums is also available for use by library patrons. There are over 40 public computers and wireless Internet access is provided.

A group study room and The Center for Church Music, as well as the audiovisual listening center, are part of the library. CougarNet is located on the upper level of the library building. The Academic Center for Excellence and University archives are on the lower level.

The Christopher Resource Center, located in the Christopher Center Building on the west end of campus, is an integral part of the Klinck Memorial Library. The Resource Center contains a large collection of K-12 curriculum materials and both fiction and non-fiction books from PreK to young adult. It houses a computer lab and a production room with laminator and die cuts. The Instructional Design and Technology department is also located in the Resource Center. It is used by faculty for online, hybrid and web-enhanced instructional design.

The Klinck Memorial Library is a member of the RAILS, LIBRAS and CARLI. LIBRAS membership consists of 17 private college and university libraries located in the Chicago metropolitan area, focused on promoting cooperation, continuing education and networking among its members. CARLI member libraries share resources, including the I-Share online catalog, among over 80 academic and research libraries. In addition, Concordia University Chicago is a member of the University Center of Lake County, which provides bachelor's degree completion, graduate and advanced professional development programs to those who work and reside in Lake County.

## Bookstore

The campus bookstore is located on the lower level of the Koehneke Community Center (KCC). All course textbooks are available, as well as school supplies, gift items and clothing carrying University emblems. Textbooks may be ordered online at: <http://CUChicago.bncollege.com>.

## CougarNet

CougarNet provides all information and technology services for Concordia-Chicago students, faculty and staff, including computer support services, AV resources and set-up and assistance with Concordia Connect, Concordia-Chicago's online portal. CougarNet plays an essential role in providing the information resources students, faculty and staff need to achieve academic excellence.

## Media Production

Media Production operates the campus video network, an interactive video conferencing classroom, a television production studio, an audio production studio and a student-run radio station. Three satellite dishes are used to downlink a broad variety of academic and entertainment programming for the campus. Cable television outlets are provided at more than 700 locations throughout the campus, including every residence hall room and classroom.

## **Information Technology Services**

Information Technology Services (ITS) provides and supports the campus data network. ITS provides network services on the campus for computing devices by managing a high-speed network in all residence halls, classrooms, offices, libraries and other campus buildings. Wireless connectivity is also available on the majority of the campus for students to access the network with laptop computers and mobile devices. A high-speed, dedicated Internet link provides the campus network with full access to the Internet.

ITS provides and supports a full range of server resources including usernames/passwords, email and print queue management. ITS also maintains more than 200 email lists for sending messages to various campus populations. ITS conducts regular training sessions on various application software packages used across campus and provides audio and visual listening and viewing stations, personal computers, and graphic, photographic and multimedia resources for classes and special events. ITS can serve as a resource for students who wish to purchase their own computer, laptop or software and also operates the CougarNet Help Desk, which provides technical assistance to campus technology users.

## **Computer Labs**

ITS also supports three well-equipped, general-use computer labs for student use. One lab is open seven days a week, 24 hours a day. Computers are updated frequently and provide the student with excellent access to the latest in computer hardware and applications. There also is a dedicated music computer lab for class use. Workstations also are available for use in both campus libraries as well as in select locations across campus.

## **Administrative Information System Services**

Administrative Information Systems (AIS) supports and coordinates Concordia-Chicago's administrative software package (Ellucian Banner). Banner provides students and faculty with secure web access to administrative data. Students have access to course schedules, personal class schedules, accounts, financial aid awards, grade reports, student bills and transcripts.

## **Concordia Connect Portal**

Managed by AIS, the Concordia Connect web portal (accessible at <https://connect.CUChicago.edu>) is a secure and personalized website designed to provide a single location to access many of the online resources commonly used at CUC. The portal offers direct links into BannerWeb for common tasks such as registering for classes, viewing grades, requesting a transcript, viewing bills and making online payments. Other services accessible through the portal include Concordia Email, Blackboard, access to resource documents and much more.

## **Print Services**

Print Services provides and supports the campus printing devices including centrally located high-speed printers, copy machines, folding and sorting machines, and color copying, as well as distributed laser printers and digital copiers throughout the campus.

## **Placement Services**

Career counseling services are available for all graduate students. Those seeking assistance in placement with schools may contact the Office of Educational Placement. Those seeking assistance in placement in non-educational settings may contact the Office of Career Counseling and Placement. Services include

career information, resources, individual counseling, group workshops, job search strategies, résumé writing, video résumés and interview skills.

## Handbooks

The Graduate Student Handbook contains information about student activities, policies, rights and responsibilities. For students in teacher certification programs, the College of Education Student Handbook is available in the College of Education office.

## Disabled Students

Students with disabilities should contact the Academic Center for Excellence, located on the lower level of Klinck Library, for information concerning accommodations in the classroom. A diagnosis and documentation of testing by a licensed professional must be submitted to ACE before services may be received. Students may contact the ACE at 708-209-3462 with further questions concerning the application procedures.

## Health Service

Student Health Services is dedicated to the good health of Concordia-Chicago Students. Concordia University Chicago is committed to making sure that students find quality health and wellness care. Concordia-Chicago attempts to limit the impact of injury or illness by the provision of services for early intervention.

### Community Health Clinic Concordia University Chicago

West Annex –  
Kreft Student Success Center  
708-488-4307

Examples of services/treatments that the clinic will provide include, but are not limited to: Abrasions, Allergies, Common Colds, Coughs, Ear Infections, Nasal Congestion, Eye Irritations, Flu, Insect/Tick Bites, Minor Burns, Minor Cuts, Sinus Infections, Skin Conditions, Sore Throat, Strep Throat/Laryngitis, Staple/Suture Removal, Urinary Tract Infections.

Tetanus/diphtheria or Tdap vaccination and TB tests are available in the Health Clinic.

During the clinic's non-business hours, students can access several physicians in the area, as well as two walk-in clinics within walking distance of campus. These centers are familiar with treating CUC students and are fully equipped to handle most laboratory tests and minor medical procedures. You can find more information on the following webpage: [www.CUChicago.edu/experience/student-services/health](http://www.CUChicago.edu/experience/student-services/health)

## Immunization

**All graduate students** who are taking three or more credit hours at the Concordia University Chicago campus must provide immunization records or evidence of exemption from this requirement according to Illinois state law and University policy. Note: Graduate students who are taking online classes or off-campus classes are exempt from the immunization requirement.

Currently, the diseases to which all students must show immunity are:

*Measles (Rubeola) German Measles (Rubella) Mumps*  
**Tetanus/Diphtheria - Booster within last 10 years**

**International students and/or non-U.S. Citizens:** Vaccines are required as noted above. **Additionally,** these students are required to have a Tuberculin (TB) skin test or blood test for TB with a negative result within the 12 months preceding the first day of classes (chest X-ray required if test is positive). In addition, international students must provide dates of three or more doses of tetanus and diphtheria (Td) vaccine administered at the appropriate age, the last dose having been received within 10 years of enrollment.

The immunization requirements must be completed **prior** to the start of classes.

***\*Students not in compliance with Illinois immunization law 30 days after the first day of classes will have a \$75 non-compliance charge assessed to their student account each semester.***

## **Residence Hall Living**

Graduate students must be registered for at least six semester hours during the regular academic year, or for one three-hour course each summer session to be eligible for residence hall living.

Students living in residence halls will be supplied with a desk and chair, lamp, dresser, bed, mattress and mattress pad. Students are expected to provide their own blankets, pillow, bedspread and linens.

A single room may be assigned upon request, if space is available, at an additional charge. Contact the Director of Residential Life for details. Special arrangements may be available for married couples. During the regular academic year, preference for on-campus housing will be given to full-time undergraduate students.

## **Campus Housing**

The Department of Residential Life at Concordia University Chicago is dedicated to housing those students who need it. Due to the potential for limitations in residential space, priorities for these spaces are on a first-come first-served basis. While a majority of the students who live in the residence halls are undergraduate level, graduate-level students are able to reside in these same spaces, provided capacity has not been reached.

Rates are based on a double occupancy room. Should single rooms become available, a student may request this option for an additional fee. The cost of a single room is one and a half of the double occupancy rates. These are only granted if space is available.

Any student wishing to change status during his or her agreed-upon occupancy will need to gain approval of our Dean of Students. **Any student canceling a housing contract and approved by the Dean of students to move off campus will be assessed a \$200 cancellation penalty for breaking the agreed-upon contract.**

The cancellation penalty will be assessed to students regardless of the time of the year they withdraw and will be deducted automatically from any room and board refund they might be receiving, or, after the eight-week point in the semester, when no refund is available, will be added as a penalty charge. Payments for room and board are made each semester, and as such, the reimbursements only apply to payments already made. If a change of status is granted, the reimbursements occur to the following timeline:

**Full Reimbursement:** As established by the housing agreement, students who withdraw a housing application prior to occupancy, or by the end of the first week of classes for either semester, are eligible for full reimbursement of paid charges, minus the \$200 cancellation fee. If any meals or Cougar Cash were used, then a student would be charged for that usage accordingly.

***Fifty Percent Reimbursement:*** As established by the housing agreement, any student who withdraws from housing after the first week of classes, but prior to the end of the eight-week mark of the semester, is eligible for a 50 percent reimbursement of room and board charges for the semester, minus the \$200 cancellation fee.

***No Reimbursement:*** As established by the housing agreement, any student withdrawing from housing after the eight-week mark of the semester (the exception being for hardship situations approved by the Dean of Students) will receive no reimbursement of room or board charges for the semester and will be charged a \$200 cancellation fee.

## **Housing Deposit**

A deposit is required to be made by all students applying to live in a room in one of the University residence halls for either fall, spring or both semesters. One deposit will cover the entire year, if applying for the academic year. The amount for the deposit is \$200 for new students and \$50 for continuing students. This deposit is applied toward the balance of the room and board fees. Students wishing to reside in one of the residence halls beginning for the fall semester, the deposit should be made by July 1. For those who wish to begin their residence during the spring semester, then it should be made by November 1.

Refund of the housing deposit can be only made if the Director of Housing is notified in writing of the room cancellation prior to July 1 of the year of enrollment or re-enrollment, or November 1 if entering in the spring semester. The refund of the deposit does not negate any penalties of the cancellation of the housing contract.

# Post-Baccalaureate Endorsements and Certificates

## State of Illinois Endorsements

### Chief School Business Official

The Chief School Business Official certificate provides a solid foundation in school business administration. You will acquire skills in budgeting, facilities management, human resources, public relations and legal issues that are required to be a successful administrator. Included in the curriculum are six hours of clinical experience as required by the state of Illinois to be eligible for the CSBO endorsement.

In order to obtain a CSBO endorsement, students will be required to show evidence that they have taken and passed both the Test of Academic Proficiency (TAP) and the CSBO content test #185.

Curriculum for this certificate depends on your current education level.

- Master of Business Administration, Account or Public Accounting—18-hour program
- Master of Education—24-hour program
- Ed.D. or Ph.D.—30-hour program

### English as a Second Language

This program prepares educators to be effective in promoting student learning and development in the acquisition of English as a new language. It is designed to help candidates:

- Promote the success of all students through developing and implementing a shared vision of learning and the programs that support this learning.
- Develop basic skills in management of the classroom, operations and resources for a safe, efficient and effective learning environment.
- Collaborate with staff, boards, students, families and community members in response to diverse educational and community interests and needs, and mobilize community resources.
- Demonstrate integrity, fairness and ethical behavior to help in the development of a caring and moral school community.
- Analyze and respond to the larger political, social, economic, legal and cultural contexts.
- Provide research-based instruction that includes the effective use of technology, attention to special needs populations, ESL literacy and language development.

Required Courses (18 Hours)

- ESL-6620 Teaching English as a Second Language
- ESL-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students
- ESL-6300 Foundations of Bilingual/Bicultural Education
- ESL-6610 Language and Linguistics
- ESL-6027 Assessment of Language Minority Students
- ESL-6350 Cross Cultural Studies: Teaching Cultural and Linguistically Diverse Students

### English as a Second Language and Bilingual

This program prepares educators to be effective in promoting student learning and development in the acquisition of English as a new language. It is designed to help candidates:



- Promote the success of all students through developing and implementing a shared vision of learning and the programs that support this learning.
- Develop basic skills in management of the classroom, operations and resources for a safe, efficient and effective learning environment.
- Collaborate with staff, boards, students, families and community members in response to diverse educational and community interests and needs, and mobilize community resources.
- Demonstrate integrity, fairness and ethical behavior to help in the development of a caring and moral school community.
- Analyze and respond to the larger political, social, economic, legal and cultural contexts.
- Provide research-based instruction that includes the effective use of technology, attention to special needs populations, ESL literacy and language development.

Candidates seeking the Bilingual endorsement within the state of Illinois will need to pass a language proficiency exam. Please refer to ISBE's website for more information.

#### Required Courses (21 Hours)

- ESL-6635 Methods and Materials for Teaching Bilingual Students
- ESL-6620 Teaching English as a Second Language
- ESL-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students
- ESL-6300 Foundations of Bilingual/Bicultural Education
- ESL-6610 Language and Linguistics
- ESL-6027 Assessment of Language Minority Students
- ESL-6350 Cross Cultural Studies: Teaching Cultural and Linguistically Diverse Students

### **Principal Preparation**

Specific admission requirements are needed for this program. Please contact the Office of Graduate Admission and Student Services to see if you qualify for admission into this licensure track. This program prepares educators for school administrative responsibility. This program is designed to help the candidate:

- Promote the success of all students through developing and implementing a shared vision of learning and programs that support this learning.
- Develop basic skills in management of the organization, operations and resources for a safe, efficient and effective learning environment.
- Collaborate with staff, boards, students, families and community members in response to diverse educational and community interests and needs while mobilizing community resources.
- Demonstrate integrity, fairness and ethical behavior to help in the development of a caring and moral school community.
- Understand and respond to the larger political, social, economic, legal and cultural contexts.

Application for the Illinois Principal endorsement on the professional educator license (PEL) is made through the Office of the Registrar following completion of the CUC program of study, passing a year-long internship, passing the Illinois principal content exams, and successful completion of the Illinois Growth for Learning Teacher Evaluation program.

#### Required Courses (33 hours)

- EDL-6120 Supervision and Evaluation to Improve Teaching and Learning
- EDL-6130 School Evaluation and Change Processes
- EDL-6140 Curriculum and Assessment: Frameworks for Student Learning
- EDL-6230 School Law and Policies
- EDL-6235 Principal as Resource Manager
- EDL-6240 Instructional Leadership
- EDL-6300 Ethical Leadership: Models and Practice
- EDL-6310 School, Families and Community Partnerships
- RES-6600 Research in Education
- \*EDL-6993 Principal Internship I
- \*EDL-6994 Principal Internship II

#### Capstone Experience

\*A year-long (two consecutive semesters) capstone clinical experience offering a variety of appropriate site-based hands-on experiences, including public policy in a diverse setting supervised by University and site personnel. These should be among the final courses in the program (EDL-6993 and EDL-6994).

Prerequisite: The student must be in the Principal Preparation Program. Students must consult with their Graduate Student Advisor before registering for these courses.

### **Special Education, LBS 1**

The Special Education, LBS 1 Endorsement is a program designed for licensed educators with two or more years of teaching experience interested in working with a special education population or developing the skills necessary to work with students with specific learning needs within their current teaching situation.

This endorsement will prepare you to take the LBS 1 area examination. You will learn how to meet the academic and learning needs of exceptional learners. Through this course of study, you will build and strengthen a theoretical understanding of the foundations of special education while learning practical skills necessary to be successful as a teacher of Special Education students.

Students apply for endorsement through the Illinois State Board of Education via the Regional Offices of Education. ISBE Form 73-52, official transcripts and any fees must be submitted before the endorsement is given. Upon approval, the student will obtain an LBS 1 Limited endorsement. This endorsement allows the endorsement holder to teach special education students within the age and grade limits of their existing teaching licensure.

#### Required courses:

- SPED-6425 Psychology and Methods for Teaching the Exceptional Learner
- SPED-6350 Characteristics and Learning Needs of Students with Academic and Physical Challenges
- SPED-6355 Instructional Strategies for Students with Academic and Physical Challenges
- SPED-6360 Characteristics and Learning Needs of Students with Learning and Behavior Disorders
- SPED-6365 Instruction Strategies for Students with Learning and Behavior Disorders
- SPED-6370 Curriculum Based and Educational Measurement of Exceptional Learners

## **Early Childhood Special Education Approval (12 hours)**

### **Approval Objectives**

The Early Childhood Special Education Approval is designed for educators with an Illinois license endorsed in early childhood education or LBS I (PK-21). This approval is for educators who desire to teach early childhood students in pre-kindergarten. This endorsement program is designed to provide qualified candidates with the skills and knowledge necessary to become an early childhood special education teacher.

This program will enable candidates to:

- Build and strengthen a theoretical understanding of the foundations of early childhood special education.
- Examine issues relevant to least restrictive environment, educational settings, language development, and special education law and policy.
- Develop and utilize appropriate assessments and teaching strategies for young children with disabilities.
- Learn how to collaborate with all stakeholders, including parents, community, family members and other institutions to support young children with disabilities.

### **Program Requirements**

- Illinois license endorsed in early childhood education or LBS I (PK-21)
- Hold a professional educator license
- Completion of 12 credit hours of coursework

### **Required Courses (12 hours)**

The following courses fulfill the Illinois state course requirements for Early Childhood Special Education Approval:

- SPED-6530 Special Education Methods for Early Childhood Educators
- SPED-6520 Special Education Assessment for Early Childhood Educators
- SPED-6510 Language Development in Early Childhood Special Education
- SPED-6500 Family and Community Relationships in Early Childhood Special Education

Students must successfully complete all required coursework.

Students apply for the approval through the Illinois State Board of Education (ISBE) via the Regional Offices of Education. ISBE Form 73-26, official transcripts, and any fees must be submitted to the state before the endorsement is given.

## **Superintendent Endorsement**

Concordia University Chicago was approved for the new Illinois Superintendent Endorsement Program on October 6, 2017. Described below are the courses required for the Illinois Superintendent Endorsement on the professional educator license (PEL). The 30 semester hours of credit (face to face) listed below must be beyond the master's degree level.

### **Admission Requirements**

- Have a regionally accredited master's degree.
- Have a General Administrative Certificate or Illinois Principal endorsement.

- Have a minimum graduate GPA of 3.5.
- Have a minimum of two years of supervisory or administrative experience in a school or district by the end of the program.
- Supply evidence of passing the Illinois Test of Basic Skills or equivalent.

Required Courses: (21 hours)

EDL-7111 Strategies of Educational Leadership  
 EDL-7260 School and District Improvement Using Data Analysis  
 EDL-7210 Policy Analysis  
 EDL-7245 Managing Illinois School District Finances  
 EDL-7241 Supervisory Theory and Practice  
 EDL-7255 Managing Legal and Human Resource Issues  
 EDL-7301 Ethics for Educational Leaders

Clinical Experience (9 hours) semester-long (16 weeks):

EDL-7894 Superintendent Internship I: The Superintendent as an Instructional Leader  
 EDL-7895 Superintendent Internship II: The Superintendent as Change Agent  
 EDL-7896 Superintendent Internship III: The Superintendent as HR and Resources Manager

***Note: Candidates seeking this endorsement will not be considered program completers until they have passed the mandated state superintendent test.***

## **Teacher Leadership Endorsement**

Specific admission requirements are needed for this program. Please contact the Office of Graduate Admission and Student Services to see if you qualify for admission into this licensure track. Concordia-Chicago's Teacher Leader licensure will enable graduate candidates to:

- Develop a leadership style to fit diverse populations, situations and settings.
- Gain knowledge of leadership frameworks and models of shared governance and to understand and use teacher evaluation models.
- Become skilled in building and leading effective teams; including team formation, dynamics, management and growth.
- Become a self-assured and effective instructional coach, taking a mentoring/teaming approach in improvement of classroom instruction.
- Improve instruction through multiple uses of building and district student data, research-based instructional models, and collaboration with colleagues.
- Understand diverse learners (including students with IEP, ELL, underrepresented and at-risk, including the IL Social and Emotional Learning Standards).
- Serve as a facilitator of change within a school system and engage in planning and management of tasks to support change and implement initiatives.
- Work with families, colleagues, building/district leadership, and the larger school community for increased student performance.

Required Courses (30 hours)

- EDL-6120 Supervision and Improvement of Instruction
- EDL-6130 School Evaluation and Change Processes
- EDL-6140 Curriculum and Assessment: Framework for Student Learning
- EDL-6310 Schools, Families, and Community Partnerships
- EDL-6775 Leading School-based Professional Learning Communities

- EDL-6725 Teacher Leader: Building Collaborative Relationships
- EDL-6988 Teacher Leader Practicum\*

#### Capstone Experience\*

A semester-long capstone clinical experience offering a variety of appropriate site-based hands-on experiences. Prerequisite: students must consult with their Graduate Student Advisor before registering for this course.

### Technology Specialist

The Technology Specialist K-12 Endorsement Only program enables each student to qualify for the Technology Specialist Endorsement for the state of Illinois by entitlement upon successful completion of the program. This program provides candidates with coursework aimed at mastering the following:

- Develop a vision for the comprehensive integration of technology within an educational setting.
- Demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas.
- Utilize professional development approaches for faculty through the lens of adult learning and leadership theory regarding the socio-technical implications of contemporary, online instructional practices.
- Deliberate and choose appropriate pedagogical strategies using technology to enhance instruction and improve learning outcomes.
- Evaluate the impact on instructional practice through precise program evaluation techniques.
- Synthesize technology in professional settings to build learning communities.
- Recognize, develop and use image-rich technology tools and curriculum to enhance instruction.
- Troubleshoot technical hardware and software issues encompassed within emerging trends of the industry.
- Recognize and evaluate trends in educational technology.

#### Required Courses (24 Hours)

- EDT-6010 Integrating Technology Across the Curriculum
- EDT-6030 Using Technology to Build Learning Communities
- EDT-6040 Visual Literacy in the Classroom
- EDT-6050 Technology for Effective Decision Making in Teaching and Learning
- EDT-6065 Emerging Trends and Future Technology in Education
- EDT-6070 Educational Technology Leadership
- EDT-6205 Educational Technology Hardware and Software
- FPR-6010 Theoretical, Ethical, and Practical Foundations of Educational Technology

### Professional Certificates

Concordia University Chicago's College of Graduate and Innovative Programs recognizes that individuals desire to continue or enhance their lifelong learning without having to seek admission into a degree program. It also recognizes that students, who are currently enrolled in a degree program, may wish to enhance their learning in a given subject without having to declare an additional major or minor. The College of Graduate and Innovative Programs currently offers professional certificates in the following areas:

- Church/Not-for-Profit Management
- Couple and Family Relational System
- Digital Marketing

- Entrepreneurship
- Finance
- Gerontology
- Health Care Management
- Leadership & Change Management
- Sports Management

## **Church/Not-for-Profit Management**

The Church/Not-for-Profit Management Certificate is designed to increase the proficiency of not-for-profit professionals. This will lead to more effective management in finance and human resources. It will also enable these professionals to better accomplish their mission. This program is designed to benefit individuals already working in the not-for-profit sector, individuals who wish to switch careers, and successful business professionals who are seeking a way to “make a difference” in today’s world.

Required courses (12 hours):

- MBAN-6600 Introduction to Not-for-Profit Organizations
- MBAN-6605 Financial Management of Not-for-Profit Organizations
- MBAN-6615 Fundamentals of Development & Management
- MBAN-6610 Topics in Board Governance & Management of Volunteers

*NOTE: MBAN-6600 must be taken before MBAN-6615 & MBAN-6610*

## **Couple and Family Relational System**

This 15 semester-hour certificate is designed especially for those already practicing as helping professionals or pursuing a graduate degree in counseling, human services or church professional programs (clinical mental health counseling, school counseling, human services and human services administration, psychology, or gerontology). The internship provides the student with an opportunity to pursue a specific area of interest in couple and family relationship systems under the supervision of both a site supervisor and University supervision.

Required courses (15 hours):

- CED-6550 Family Systems Theory and Therapy
- One graduate-level Interventions Course (approved by your faculty advisor)
- One graduate-level Ethics Course (approved by your faculty advisor)
- One graduate-level Marriage and Family Course (approved by your faculty advisor)
- HMS-6920 Internship: Couple and Family Relational Systems *or* HMS-6925 Internship: Human Services

## **Digital Marketing**

The future of marketing is undeniably digital. Today's rapidly advancing technologies are transforming the business landscape in a way that requires a shift in the marketing paradigm. Marketing budgets are increasingly shifting from traditional marketing and advertising to digital, as mobile, social media and video spending continue to increase and change the face of the media market. This certificate in digital marketing provides you with the strategic and analytical skills to guide organizations in a digital world that is overflowing with data on customers, products and interactions. The four courses are designed to help you understand digital marketing strategy and planning, mobile marketing and social media strategies as well as digital marketing analytics. Your organizations are demanding that you understand important and appropriate digital metrics and how to use them to analyze and improve digital marketing initiatives and marketing ROI. Graduates will successfully champion digital marketing

campaigns while achieving their organization's growth initiatives.

Required courses (12 hours):

- MBAD-6105 Digital Strategy & Planning
- MBAD-6110 Digital Marketing Analytics
- MBAD-6115 Social Media Marketing Communications
- MBAD-6120 Mobile Marketing

## **Entrepreneurship**

Are you interested in learning how to launch new businesses, either within existing companies and industries or by creating entirely new businesses and markets? If you're interested in taking entrepreneurship courses to guide you toward this goal, a graduate certificate in entrepreneurship might be the right choice for you at this point in your career. Entrepreneurship is one of the most sought-after curricula in business education. The CUC graduate certificate in entrepreneurship will help you develop the skills to conceive, research and test new business concepts and form those concepts into viable new ventures. This certificate in entrepreneurship provides you with entrepreneurial skills along with strong tools for innovation analysis and launch processes. This powerful skill set empowers you to develop successful new business ventures—on your own, as an entrepreneur, or for a corporation, family-owned business or not-for-profit entity, as an intrapreneur.

Required courses (12 hours):

- MBAE-6255 New Venture Opportunity Scan
- MBAE-6260 Pivots on the Problem/Customer Opportunity
- MBAE-6265 Prototyping/Co-Designing Solutions
- MBAE-6270 Business Plan for Entrepreneurial Opportunity

## **Finance**

This certificate is designed for professionals who participate in strategic decisions such as capital budgeting, financial planning, and mergers and acquisitions; managers with P&L or balance sheet responsibilities; and financial advisory functions such as consultants, accountants, commercial bankers and investment bankers. It will equip advanced middle to senior managers with the finance knowledge they need to succeed in a highly competitive and consistently changing business environment. The professional will enhance their global knowledge of investments through the use of analytical techniques, within financial reporting and resource allocation decisions. Understand corporate financial strategies including valuation of mergers and acquisition targets, ownership restructuring, leverage buyouts, valuation of international investments, and value-based management (EVA, CFROI, SVA).

Required courses (12 hours):

- MBAF-6505 Fundamentals of Money & Banking
- MBAF-6510 Corporate Financial Analysis & Modeling
- MBAF-6515 Intermediate Corporate Finance
- MBAF-6520 International Finance

## **Gerontology**

The Gerontology certificate program addresses the need of health care professionals as well as professionals in other fields to be prepared to serve the unique needs of an aging population.

Required courses (15 hours):

- GERO-6160 Sociology of Aging
- GERO-6510 Diversity in Aging
- GERO-6980 Practicum in Gerontology
- HMS-6000 Introduction to the Human Service Profession
- PSY-6050 Adult Development and Aging

## Health Care Management

If you are interested in advancing your career and obtaining a management position within a health care-related organization, an MBA certification in health care management will help get you there. The health care industry continues to evolve and face challenges that are well suited for MBAs. You will be qualified to pursue health care management positions related to human resources, finance, information systems and patient care. This program addresses the unique attributes of health care organizations. Students are prepared to take on leadership roles and address specific managerial issues encountered in today's health care economy. Students will develop critical thinking and fundamental business analysis skills. They will leave the program proficient at problem solving the operational and financial challenges that health care administrators face.

Required courses (12 hours):

- MBAH-6650 Health Care Systems I
- MBAH-6655 Health Care Systems II
- MBAH-6660 Health Care Finance & Economics
- MBAH-6665 Public Policy in Health Care

*NOTE: MBAH-6650 & MBAH-6655 must be taken before MBAH-6660 & MBAH-6665*

## Leadership and Change Management

Were you born to lead? The current economic environment requires successful businesses to use resources creatively and effectively. There is an increasing need for leaders who can guide an organization in adapting to changing environments and consumer needs. Many businesses seek out managers with strong leadership skills who adjust well in a changing environment. This certificate in leadership and change management will build the business fundamentals you need to advance your career while focusing on leading people and organizations. The courses are designed to help students understand the value of an array of leadership theories, the intercultural impact of leadership practice and the intricacies of facilitating strategic change. Students develop servant leadership, interpersonal and influencing skills to effectively shape group change. Graduates will successfully champion systemic change while achieving their organization's mission.

Required courses (12 hours):

- MBAL-6005 The Leader as Trainer, Mentor & Coach
- MBAL-6010 Leader Development
- MBAL-6015 Leadership Communication & Decision Making
- MBAL-6020 Agents of Change

## Sports Management

Do you have a passion for sports? Turn that passion into an exciting career. The sports industry in both the U.S. and globally is big business. With the sports industry often growing faster than a country's national GDP, the need to run clubs and associations as organized businesses has become paramount. A career in



sports means understanding the many parts of this diverse field. There is an ever-increasing need for professionals trained in the managerial, administrative and business aspects of sports. This certificate in sports management prepares confident leaders in various types of sports organizations and roles. You will study the economics of the sports industry, financial responsibility, important legal issues related to sports and more.

Required courses (12 hours):

- MBAS-6800 Economics of Sports
- MBAS-6805 Sport Finance
- MBAS-6810 The Essentials in Law of Sports
- MBAS-6815 Level the Playing Field: Diversity in Sports

## State of Ohio Endorsements

### Ohio Principal Licensure

Specific admission requirements are needed for this program. Please contact the Office of Graduate Admission and Student Services to see if you qualify for admission into this licensure track. This program prepares educators for school administrative responsibility. This program is designed to help the candidate:

- Promote the success of all students through developing and implementing a shared vision of learning and programs that support this learning.
- Develop basic skills in management of the organization, operations and resources for a safe, efficient and effective learning environment.
- Collaborate with staff, boards, students, families and community members in response to diverse educational and community interests and needs while mobilizing community resources.
- Demonstrate integrity, fairness and ethical behavior to help in the development of a caring and moral school community.
- Understand and respond to the larger political, social, economic, legal and cultural contexts.

Application for the Ohio Principal licensure is made through the Ohio Department of Education following completion of the CUC program of study, passing a year-long internship, and passing the Ohio principal content exams.

Required Courses (30 hours)

- EDL-6201 Ohio: School Finance and Business Management (3)
- EDL-6220 School Organization and Human Resources (3)
- EDL-6231 Ohio: School Law (3)
- EDL-6121 Ohio: Supervision and Improvement of Instruction (3)
- EDL-6241 Ohio: Instructional Leadership (3)
- EDL-6131 Ohio: School Evaluation and Change Processes (3)
- EDL-6300 Ethics of School Leadership (3)
- EDL-6310 Schools, Family, Community Partnerships (3)
- EDL-6983 Ohio School Internship I (3)\*
- EDL-6984 Ohio School Internship II (3)\*

\*Capstone Experience

A year-long (two consecutive semesters) capstone clinical experience offering a variety of appropriate site-

based hands-on experiences, including public policy in a diverse setting supervised by University and site personnel. These should be among the final courses in the program (EDL-6983 and EDL-6984).

Prerequisite: The student must be in the Principal Licensure Program. Students must consult with their Graduate Student Advisor before registering for these courses.

### **Ohio Superintendent Licensure**

Specific admission requirements are needed for this program. Please contact the Office of Graduate Admission and Student Services to see if you qualify for admission into this licensure track.

This program prepares educators for district-level administrative responsibility. This program is designed to build upon the candidate's administrative knowledge base of building-level leadership. The focus is the development of district-level leadership skills including policy, human resources/bargaining for purposes of union contract negotiations, and district finance. The superintendency and internship courses provide the simulations and hands-on experience at a district level which are not included in principal licensure preparation.

Application for the Ohio Superintendent licensure is made through the Ohio Department of Education following completion of the CUC program of study and passing a semester-long internship.

#### **Required Courses (15 hours)**

- EDL-7100 The Superintendency (3)
- EDL-7210 Policy Analysis (3)
- EDL-7220 Human Resource Administration and Bargaining (3)
- EDL-7230 Educational Finance (3)
- EDL-7891 Internship: Superintendent (3)

### **Ohio Teacher Leadership Post-Master's Endorsement**

Specific admission requirements are needed for this program. Please contact the Office of Graduate Admission and Student Services to see if you qualify for admission into this endorsement track. The Ohio Teacher Leader post-master's endorsement will enable candidates to:

- Become skilled in building and leading effective teams; including team formation, dynamics, management and growth.
- Become a self-assured and effective instructional coach, taking a mentoring/teaming approach in improvement of classroom instruction.
- Improve instruction through multiple uses of building and district student data, research-based instructional models, and collaboration with colleagues.

#### **Required Courses (12 hours)**

- EDL-6140 Curriculum and Assessment: Framework for Student Learning (3)
- EDL-6530 Instructional Coaching and Mentoring (3)
- EDL-6725 Building Collaborative Relationships (3)
- EDL-6988 Teacher Leader Practicum (3)\*

#### **\*Capstone Experience**

A semester-long capstone clinical experience offering a variety of appropriate site-based hands-on experiences. Prerequisite: students must consult with their Graduate Student Advisor before registering for this course.

Application for the Ohio Teacher Leader post-master's endorsement is made through the Ohio Department

of Education following completion of the CUC program of study and passing a semester-long capstone experience.

### **Ohio Reading Endorsement**

Specific admission requirements are needed for this program. Please contact the Office of Graduate Admission and Student Services to see if you qualify for admission into this endorsement track.

Based on the International Reading Association (IRA) and the Ohio Reading standards, this program is designed to help prepare Ohio educators to meet the course requirements needed for the Ohio Reading Endorsement. This program will enable candidates to:

- Strengthen their foundational knowledge of reading and writing processes
- Apply varied instructional practices, methods, and curriculum materials to literacy instruction
- Use assessment to plan and evaluate effective reading instruction
- Create literate environments that foster literacy instruction
- Recognize that students come first
- View professional development in reading as a career-long effort

Required Courses (15 hours)

- EDU-6231 Ohio Studies in Elementary, Middle, and Secondary School Reading (3)
- EDU-6228 Ohio Diagnosis in Reading Instruction [prerequisite EDU-6231] (3)
- EDU-6229 Ohio Remediation in Reading Instruction [prerequisite EDU-6228] (3)
- EDU-6294 Ohio Practicum I in Reading Instruction [prerequisite EDU-6229] (3)
- EDU-6232 Ohio Secondary Reading Instruction [prerequisite EDU-6294] (3)

Five Reading Endorsement courses, completion of a phonics course requirement (either in the candidate's undergraduate program or by taking the Concordia University course EDU-6233 Effective Use of Phonics in Reading), and an acceptable score on the Ohio Department of Education Specialty Area Test are required for the Reading Endorsement in the State of Ohio.

Please Note: Final decisions regarding past coursework will be made by the Concordia University Chair of the Department of Literacy and Early Childhood.

## **State of Oregon Endorsements**

### **Preliminary Administrator License (PreAL)**

Program Completion Requirements:

- Application and admission to the CUC/COSA PreAL program
- 21 semester hours

Required Courses (21 hours)

- EDL-6122 Oregon Supervision and Improvement of Instruction (3)
- EDL-6212 Oregon School Finance (3)
- EDL-6232 Oregon School Law (3)
- EDL-6242 Oregon Instructional Leadership (3)
- EDL-6310 Schools, Families and Community Partnerships (3)
- EDL-6997 Oregon PreAL Internship I (3)
- EDL-6998 Oregon PreAL Internship II (3)

### **Professional Administrator License (ProAL)**

Program Completion Requirements:

- Application and admission to the CUC/COSA ProAL program
- 18 semester hours

Required Courses (18 hours)

- EDL-7110 Strategies of Educational Leadership (3)
- EDL-7120 Research-Based Decision Making (3)
- EDL-7232 Oregon Educational Finance (3)
- EDL-7240 Supervisory Theory and Practice (3)
- EDL-7252 Oregon Legal Issues (3)
- EDL-7897 Oregon ProAL Internship (3)

# Master of Arts Degree Programs

## Master of Arts in Christian Education

The Master of Arts in Christian Education is designed for the student whose primary work is in the area of Christian education in a parish setting. The objectives of the program are to:

- Enrich the student's theological foundations.
- Hone and refine the student's educational philosophy.
- Improve the student's skills in areas of ministry in which the student would like to focus.

### Admission Requirements

- Have a minimum of 12 undergraduate or graduate semester hours in the field of parish education or parish leadership.
- Have a minimum of 12 hours of theology or equivalent, including a course in basic Christian doctrine, in New Testament and in Old Testament studies.
- Complete a personal profile essay of approximately 750 words written under supervision. The essay is to include a description of ministry experience, ministry style and philosophy, recognized needs to be met through the degree, and a personal statement of faith.
- Submit two letters of recommendation (academic proficiency, personal character, competence in professional ministry), one of which must be from a church professional.
- Previous coursework and life experience of the student will be evaluated to determine if additional hours will be needed. Students who complete the program will be awarded a Master of Arts in Christian Education.

### Track One (33 hours)

This track is for students seeking a Master of Arts with a major in Christian Education. Most typically these students will be already rostered as DCEs in The Lutheran Church–Missouri Synod.

### Program Requirements

Complete 33 semester hours of coursework as indicated including the Master's Capstone Experience; at least 18 hours at the 6000 level.

### Required Courses

**Theological Foundations (6 hours)** Select two courses, one that is a Biblical studies course, and one course that is either systematic theology, historical theology or religious education.

THY-4260 The Lutheran Confessions

THY-4330 Martin Luther

THY-4500 Spiritual Nurture of the Young Child

THY-4505 Spiritual Nurture of the Elementary School Age Child

THY-4510 Spiritual Nurture of the Adolescent

THY-4540 Theories of Religious Instruction

THY-4550 Educational Ministry of the Church

THY-4560 Confirmation Theology and Practice

THY-6020 Psalms

THY-6030 Messianic Prophecies

THY-6040 The Intertestamental Period  
THY-6100 The Parables of Jesus  
THY-6110 New Testament and Early Church Worship  
THY-6120 The General Epistles  
THY-6313 Baptism and Eucharist  
THY-6320 Early Christian Fathers  
THY-6330 Topics in the History of Christianity  
THY-6353 Studies in Christian Worship: Theology and Music  
THY-6400 The Christian in Society  
THY-6500 Moral, Ethic, and Spiritual Development of the Child  
THY-6520 Spiritual Maturity and the Adult Life Cycle

**Educational Foundations (6 hours)** Select two courses from the following courses:

EDU-6000 Classroom Discipline  
EDU-6040 Classroom Teaching Skills  
EDU-6100 Development, Implementation, and Evaluation of Early Childhood Curriculum  
EDU-6115 Infant and Toddler Programs  
EDU-6130 Play Theory in Child Development and Education  
EDU-6160 Parent Involvement in ECE  
EDU-6330 Advocacy and Children's Rights  
EDU-6500 Curriculum Construction

**Additional Required Courses (15 hours)**

EDL-6330 Parish Education Leadership  
EDL-6970 Independent Research  
EDL-6985 Practicum in Christian Education (serves as a capstone experience)  
THY-4520 Religious Education of the Adult  
THY-6510 Foundations of Christian Education

**Electives (6 hours)**

Elective courses may be selected from the field of education, theology, behavioral science or music. Some courses taken by undergraduate students for DCE certification are offered as graduate-level courses. Students may not take a course at the graduate level if they already have taken it at the undergraduate level.

**Track Two (53 hours)**

This track is for students seeking a Master of Arts degree and Certification as Director of Christian Education in The Lutheran Church—Missouri Synod. Students in Track Two must be members in a congregation of The Lutheran Church—Missouri Synod. This program combines the master's degree and the LCMS-DCE certification requirements. Students holding LCMS-DCE certification are not eligible for Track Two.

**Program Requirements**

Complete the 18 hours of prescribed graduate courses, the six-hour internship and the 29-hour DCE core as indicated, including the Master's Capstone Experience. 39 hours must be completed at the graduate level and at least 24 hours must be completed at the 6000 graduate level. In addition, a maximum of 15 graduate-level hours from the DCE core may be applied to the 39-hour requirement. Transferability of coursework toward the DCE core is not limited by the graduate policy on transfer credit; however, the graduate policy on transfer credit does apply to the 39 hours of graduate-level courses.

**DCE Core (24 hours)**

EDL-4300 Foundations of DCE Ministry  
EDL-6311 Parish Teaching I  
EDL-6312 Parish Teaching II  
EDL-6320 Administration of Parish Education  
EDL-6330 Youth Ministry Theory and Practice  
EDL-6340 Church Leadership Development  
PSY-4201 Counseling Skills  
THY-4450 Ministry to the Family

**Theological Foundations (6 hours)** Select two courses, one that is a Biblical studies course and one course that is either systematic theology, historical theology or religious education.

THY-4260 The Lutheran Confessions  
THY-4330 Martin Luther  
THY-4500 Spiritual Nurture of the Young Child  
THY-4505 Spiritual Nurture of the Elementary School Age Child  
THY-4510 Spiritual Nurture of the Adolescent  
THY-4520 Religious Education of the Adult  
THY-4540 Theories of Religious Instruction  
THY-4550 Educational Ministry of the Church  
THY-4560 Confirmation Theology and Practice  
THY-6020 Psalms  
THY-6030 Messianic Prophecies  
THY-6040 The Intertestamental Period  
THY-6100 The Parables of Jesus  
THY-6110 New Testament and Early Christian Worship  
THY-6120 The General Epistles  
THY-6313 Baptism and Eucharist  
THY-6320 Early Christian Fathers  
THY-6330 Topics in the History of Christianity  
THY-6353 Studies in Christian Worship: Theology and Music  
THY-6400 The Christian in Society  
THY-6500 Moral, Ethical and Spiritual Development of the Child  
THY-6510 Foundations of Christian Education  
THY-6520 Spiritual Maturity and the Adult Life Cycle

**Educational Foundations (3 hours)** Select one of the following courses:

EDU-6000 Classroom Discipline  
EDU-6040 Classroom Teaching Skills  
EDU-6100 Development, Implementation, and Evaluation of Early Childhood Curriculum  
EDU-6115 Infant and Toddler Programs  
EDU-6130 Play Theory in Child Development and Education  
EDU-6160 Parent Involvement in ECE  
EDU-6330 Advocacy and Children's Rights  
EDU-6500 Curriculum Construction

**Required Courses (6 hours)**

EDL-6630 Parish Education Leadership

EDL-6985 Practicum in Christian Education (This Practicum serves as the capstone experience.)

**Internship (12 hours)**

EDL-6990 Internship in Christian Education (6 hours each semester for 2 semesters)

The internship consists of working full-time in a parish for 12 months. If the student is presently serving in a church, the internship can be taken at that site and be a part of the normal ministry. If student is not serving presently in a parish, an appropriate internship site will be found for the candidate.

*NOTE: Up to 14 hours of the DCE core may be taken at an undergraduate level. If a student has more than 14 hours of DCE core courses at the undergraduate level, the student needs to substitute graduate-level theology, education, leadership or psychology courses for those hours.*

**Theology Requirement:** To be certified, students must have completed at either an undergraduate or graduate level at least one course in each of the four following areas: Old Testament, New Testament, Lutheran Doctrine and Church History.



## **Master of Arts in Clinical Mental Health Counseling (60 hours)**

The Clinical Mental Health Counseling Program at Concordia University Chicago prepares graduates with the professional knowledge, skills and practices necessary to address a wide variety of complex issues and empower diverse populations to promote optimal wellness and growth. Graduate students receive a high-quality education emphasizing Christian beliefs through integrity, competency and leadership skills. The program also recognizes, values and instills the development of techniques, conduct and self-reflection imperative to effectiveness as professionals within a diverse community and world.

The Clinical Mental Health Counseling Program prepares candidates as qualified entry-level counselors able to practice in a variety of contexts. These settings may include community agencies, residential settings, social service agencies, hospitals, religious organizations and private practice. Candidates from the program exhibit high standards of professionalism while integrating theory, technique and ethics into every aspect of their careers. The program requirements reflect current educational components of the **Licensed Professional Counselor** examination in the state of Illinois. The Clinical Mental Health Counseling degree also holds special and unique accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### **Admission Requirements**

- Application to and acceptance into the Clinical Mental Health Program
- Prerequisites: Documented evidence of 12 semester hours of prior coursework in sociology or psychology with a grade of “C” or better and departmental approval.

### **The Clinical Mental Health Counseling program is designed to enable students to:**

- Articulate and assume the professional and ethical role of a counselor.
- Discuss and demonstrate techniques of cross-cultural counseling and advocate on behalf of multicultural populations.
- Describe the role that human growth and development plays in counseling interventions and modify these interventions as appropriate.
- Explain theories of career development and implement career interventions.
- Define and utilize counseling skills and advanced counseling interventions.
- Articulate theories of group counseling and utilize leadership skills in facilitating various types of groups.
- Identify and utilize various types of counseling assessments.
- Describe and conduct methods of research and program evaluation.

### **Degree Requirements**

Completion of 60 semester hours, including successful completion of the capstone experience, and the clinical experiences practicum (100 clinical hours) and internship (600 clinical hours).

### **Required Courses (48 hours)**

CED-6000 Introduction to the Counseling Profession  
CED-6010 Counseling Theory and Practice  
CED-6015 Counseling Interventions and Techniques  
CED-6020 Career Counseling and Education  
CED-6035 Counseling and Human Development  
CED-6045 Ethics, Law and Morality for Counselors

CED-6055 Multicultural Counseling  
CED-6310 Clinical Mental Health Counseling Profession  
CED 6330 Transforming Crisis to Wellness  
CED-6340 Clinical Group Counseling  
CED-6350 Brief Therapy  
CED-6420 Substance/Alcohol Abuse and Treatment  
CED-6550 Family Systems Theory and Therapy  
PSY-6025 Assessment Techniques  
PSY-6040 Applied Psychopathology and Diagnosis  
PSY-6030 Research in Psychology

**Elective (3 hours)**

Choose one 6000-level course from CED and PSY in consultation with your faculty advisor.

**Clinical Experience (9 hours)**

CED-6930 Practicum: Clinical Mental Health Counseling (3 hours)  
CED-6935 Internship: Clinical Mental Health Counseling (6 hours)

**Capstone Experience**

Capstone Portfolio will be completed during practicum and internship.

## **Master of Arts in Curriculum and Instruction (30 hours)**

Concordia University Chicago's Master of Arts degree in Curriculum and Instruction provides graduate candidates with an innovative, world-class learning experience. Courses are taught by experienced education leaders and scholars, who assist candidates throughout a rigorous degree track by stressing the importance of integrity, competence and servant leadership.

Faculty methods utilize the latest technology and engage students through real-world applications using multiple instructional models. We establish a critical theoretical and practical approach for well-rounded learning environments, which prepare candidates for success in the field of education today and tomorrow for education leaders.

The Master of Arts degree in curriculum and instruction is directed toward the preparation of master classroom teachers. The program enables teachers to increase mastery of curriculum methodology, pedagogy and theoretical applications and apply these skills to their teaching to achieve a deeper penetration into subjects, enhance understanding of the learner and the process of education, and become a resource person for curriculum development.

Candidates will:

- Reflect on the relationship between theory and pedagogical approaches in one's practice;
- Engage in critical analysis of current educational issues and policies;
- Develop a knowledge base in curriculum theory and practice and develop a capacity to design, implement and evaluate instructional programs;
- Become familiar with current research on and theory in the instruction of exceptional learners;
- Understand the practical facets of conducting applied classroom research including the collection and assessment of data;
- Develop an understanding of teacher leadership and effective teacher advocacy;
- Develop an understanding of enduring ethical, philosophical and educational issues;
- Tailor their program based on their educational goals and needs via specialization with elective credits.

### **Required Coursework (30 hours)**

#### **Core (21 hours)**

EDU-6110 Foundations in Curriculum & Instruction

EDU-6500 Curriculum Construction

EDU-6380 Assessment, Evaluation, and Data-Driven Decision Making

EDU-6525 Teacher as Practitioner

EDU-6535 Teacher as Leader

EDU-6640 Teacher as Researcher

EDU-6556 Seminar in Reflective Practice

#### **Elective Credit (9 hours)**

EDU-6212 Studies in Literacy and Multiliteracies

EDU-6526 Socially, Culturally, Linguistically Diverse Students

EDU-6540 Special Education Curriculum & Pedagogy

EDU-6750 Issues and Trends in Curriculum & Instruction

EDI-6020 Curriculum & Instruction Development for Differentiated Classrooms

EDL-6530 Instructional Coaching and Mentoring: Teacher Leadership

EDL-6715 Providing Instructional Support  
EDT-6010 Integrating Technology Across the Curriculum  
EDT-6230 Assistive Technology: Principles and Practices

**Capstone Experience**

As the final capstone experience for the master's program, candidates will be required to design and implement a teacher research project around the teaching and learning within their classrooms or schools. Students will master the content and skills required to complete this action research capstone in the last two courses in the program: EDU-6640 Teacher as Researcher and EDU-6556 Seminar in Reflective Practice.

## **Master of Arts in Curriculum and Instruction with ESL Endorsement (30 hours)**

Graduates from the Master of Arts in Curriculum and Instruction with the ESL endorsement will be equipped to both envision and enact educational change for language learners throughout the country and beyond. The program develops teachers with the integrity to actively respect the languages of all students, integrate appropriate curriculum methodologies across the various content areas, and engage in policy recommendations and advocacy for their communities.

Candidates will:

- Understand the psychological, linguistic and cultural basis of teaching bilingual students
- Develop a multicultural perspective
- Learn to effectively teach students for whom English is a second language
- Become a resource person for curriculum development

Upon completion of the ESL strand in the Master of Arts in Curriculum and Instruction, candidates submit documentation making them eligible to receive the ESL add-on endorsement to their state teaching license through the Illinois State Board of Education (ISBE). Candidates from other states should contact their State Board of Education to determine the applicability of this endorsement to their state requirements.

### **Required Coursework**

#### **Core Courses (12 hours)**

EDU-6500 Curriculum Construction

ESL-6556 Seminar in Reflective Practice

ESL-6640 Teacher as Researcher

SPED-6050 Characteristics of the CLD Student with Disabilities

#### **ESL Concentration (18 hours)**

ESL-6027 Assessment of Language Minority Students

ESL-6300 Foundations of Bilingual/Bicultural Education

ESL-6350 Cross-Cultural Studies for Teaching Culturally and Linguistically Diverse Students

ESL-6610 Language and Linguistics

ESL-6620 Teaching English as a Second Language

ESL-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students

### **Capstone Experience**

The capstone experience for the M.A. in CIE is embedded in the final two courses of the program, Teacher as Researcher and Seminar in Reflective Practice. Candidates will be required to develop and implement a research proposal as well as conduct research in the field of English as a second language. Successful completion of both courses fulfills the capstone requirement.

## **Master of Arts in Curriculum and Instruction with ESL and Bilingual Endorsement (33 hours)**

Graduates from the Master of Arts in Curriculum and Instruction with the ESL endorsement will be equipped to both envision and enact educational change for language learners throughout the country and beyond. The program develops teachers with the integrity to actively respect the languages of all students, integrate appropriate curriculum methodologies across the various content areas, and engage in policy recommendations and advocacy for their communities.

Candidates will:

- Understand the psychological, linguistic and cultural basis of teaching bilingual students
- Develop a multicultural perspective
- Learn to effectively teach students for whom English is a second language
- Become a resource person for curriculum development

Upon completion of the ESL strand in the Master of Arts in Curriculum and Instruction, candidates submit documentation making them eligible to receive the ESL add-on endorsement to their state teaching license through the Illinois State Board of Education (ISBE). Candidates from other states should contact their State Board of Education to determine the applicability of this endorsement to their state requirements.

### **Required Coursework**

#### **Core Courses (12 hours)**

EDU-6500 Curriculum Construction  
ESL-6556 Seminar in Reflective Practice  
ESL-6640 Teacher as Researcher  
SPED-6050 Characteristics of the CLD Student with Disabilities

#### **ESL Concentration (18 hours)**

ESL-6027 Assessment of Language Minority Students  
ESL-6300 Foundations of Bilingual/Bicultural Education  
ESL-6350 Cross-Cultural Studies for Teaching Culturally and Linguistically Diverse Students  
ESL-6610 Language and Linguistics  
ESL-6620 Teaching English as a Second Language  
ESL-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students

#### **Bilingual Concentration (3 hours)**

The six courses required for the ESL concentration, plus the following:  
ESL-6635 Methods and Materials for Teaching Bilingual Students

#### **Capstone Experience**

The capstone experience for the M.A. in CIE is embedded in the final two courses of the program, Teacher as Researcher and Seminar in Reflective Practice. Candidates will be required to develop and implement a research proposal as well as conduct research in the field of English as a second language. Successful completion of both courses fulfills the capstone requirement.

## **Master of Arts in Differentiated Instruction (30 hours)**

The Master of Arts degree in Differentiated Instruction is designed for current educators with two to 10 years of experience who are interested in leading change and reform efforts in their educational settings. These educators are those looking for knowledge, skills and dispositions to act as teacher-leaders in planning and implementing differentiated instructional improvements and curricular enhancements as they relate to all students. Candidates will:

- Think critically, creatively and analytically in ways that promote meaningful teaching and learning experiences;
- Be able to articulate learning theory, assess student needs and develop curriculum and instructional strategies to meet those needs;
- Master a variety of cognitive and learning theories, differentiation in the content areas, instructional technology across the curriculum, various instructional approaches, and the importance of managing the differentiated learning environment using research-based instructional strategies and data-driven decision-making.
- Develop skills and acquire knowledge to be effective teacher-leaders in planning and implementing differentiated instructional improvements and curricular enhancements as they relate to all students.

### **Required Coursework (30 hours)**

- EDI-6010 Differentiation and Learning Theory
- EDI-6020 Curriculum and Instruction Development for Differentiated Classrooms
- EDI-6030 Instructional Methods for Differentiated Classrooms
- EDI-6035 Assessment of Student Learning
- EDI-6040 Seminar in Differentiated Instruction
- EDT-6010 Integrating Technology Across the Curriculum
- EDL 6530 Instructional Coaching and Mentoring
- ESL-6350 Cross Cultural Studies: Teaching Culturally & Linguistically Diverse Students
- SPED-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities
- SPED-6425 Psychology & Methods for Teaching the Exceptional Learner

### **Capstone Experience**

EDI-6040 Seminar in Differentiated Instruction will serve as the capstone course. Candidates will design and implement a leadership project. The project will allow candidates to demonstrate their proficiency, knowledge and skill in designing and evaluating an initiative that promotes effective differentiated instruction practices in a school setting.

## **Master of Arts in Differentiated Instruction: Gifted Education (30 hours)**

The Master of Arts degree in Differentiated Instruction: Gifted Education is a strand of the M.A. Differentiated Instruction degree. It is designed for educators with two to 10 years of experience who are interested in developing an understanding of and developing programs for gifted and talented students. These educators are those invested in becoming experts in meeting the needs of all learners through the lens of gifted education. This program prepares educators to serve as teacher leaders in planning and implementing programs that address the specific needs of gifted and talented students.

Candidates will be able to:

- Think critically and analytically about gifted education and the role gifted programs play in the development of students identified as gifted and talented.
- Develop curriculum and utilize instructional strategies that are differentiated and meet the learning needs of all students.
- Provide leadership in schools with gifted programs through program development and coaching.
- Promote an understanding of gifted learners and gifted education that leads to effective programming that includes: technology, social and emotional learning, differentiated instructional practices, and effective learning environments.

### **Required Coursework (30 hours)**

EDI-6010 Differentiation and Learning Theory

EDI-6020 Curriculum and Instruction Development for Differentiated Classrooms

EDI-6030 Instructional Methods for Differentiated Classrooms

EDI-6035 Assessment of Student Learning

EDU-6710 Giftedness, Research, and Policy

EDU-6720 Identification, Assessment, and Evaluation of Instructional Models for Gifted Learners

EDU-6730 Learning Environments for Gifted Education

EDU-6740 Technology in Gifted Education

EDU-6760 Social and Emotional Needs of the Gifted Learner

### **Capstone Experience**

EDI-6040 Seminar in Differentiated Instruction will serve as the capstone course. Candidates will design and implement a leadership project. The project will allow candidates to demonstrate their proficiency, knowledge and skills in designing and evaluating an initiative that promotes effective differentiated instruction and gifted education practices.



## **Master of Arts in Early Childhood Education (30 hours)**

The Master of Arts in Early Childhood Education that has achieved National Recognition by the National Association for the Education of Young Children (NAEYC) is directed toward the preparation of educators who desire to become an accomplished early childhood teacher, although other candidates focus on an early childhood administrator, an early childhood public policy and advocacy specialist, or an early teacher educator/researcher. This program is designed to provide candidates with a strong background in child and language development, family and community relationships, assessment, research, theory and practice, of birth through age 8 programs within a variety of educational settings: public and private centers and schools, adult and community-based educational settings, and other for- and nonprofit organizations.

The M.A. in ECE program does not lead to licensure, but is intended for early childhood educators who have had at least two years of experience with young children. Upon completion of the program, candidates may choose to study further and take additional coursework to obtain endorsements in Special Education and/or English as a Second Language (ESL). After receiving their degrees, our graduates will be ideal educators in the design and implementation of early childhood curriculum and programs in centers, home child care, schools and districts, and other settings, and contribute their leadership to various early childhood organizations.

Concordia University Chicago is an entitled institution with Gateways to Opportunity, an Illinois Professional Development System of the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA). With the entitlement, candidates can receive scholarships that will pay for a percentage of tuition and fees, depending upon availability of funding. The Gateways to Opportunity Scholarship Program is an individual-based scholarship opportunity for eligible practitioners working in Early Care and Education (ECE) or school-age care programs.

### **The program aligns to the NAEYC 2010 Advanced Standards. The program will enable candidates to:**

- Strengthen theoretical understandings of early childhood education and increase knowledge of child development, with emphasis on the young child from birth through age 8.
- Increase awareness of partnerships with children's families and communities.
- Understand child observation, documentation, and other forms of assessment are central to the practice of all early childhood education.
- Strengthen understanding and use of a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Increase knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for each and every young child.
- Develop skills in administration and organization of early childhood education programs as they engage in and advocate for children and the profession.
- Participate in a variety of field experiences to develop knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood education.

## **Degree Requirements**

- Two years of teaching, child-care or related experience acquired prior to completion of the graduate program. Employer documentation of this experience must be included on the application for Graduate Admission.
- 30 hours of coursework (33 hours for international students\*) and successful completion of the Capstone Experience

## **Required Coursework (30 hours) (33 credit hours International Student Program\*)**

- ECE-6100 Early Childhood Curriculum and Content: Ages 3-5
- ECE-6105 Observation and Assessment
- ECE-6110 School Age Curriculum: Ages 6-8
- ECE-6115 Infant and Toddler Curriculum
- ECE-6120 Developmentally Effective Instruction for the Diverse Learner
- ECE-6160 Child, Family, and Multicultural Community
- ECE-6170 Professional Leadership and Advocacy in Early Childhood Education
- ECE-6180 Trends and Issues in Early Childhood Education
- ECE-6190 Practicum and Research in Early Childhood Education
- ECE-6320 Child Development and Ethics in Early Childhood Education
- EDU-6015 Seminar in Higher Education\*

\*International students pursuing a master's degree at Concordia University Chicago are required to take the Seminar in Higher Education in addition to the courses required for their degree program. The Seminar is a 3-credit course taken during the student's first semester as an enrolled student. This course will serve as an introduction to the U.S.-based higher education learning environment. Students will work to develop academic language, graduate-level study skills and gain essential support with cultural and institutional acclimatization.

## **Capstone Experience**

The capstone experience for early childhood education is in the course ECE-6190. As the capstone course, candidates will demonstrate proficiency on all NAEYC advanced standards by designing a culminating project. This culminating project allows candidates to demonstrate their proficiency, knowledge and skills in child development, family and community relationships, assessment, developmentally appropriate practices, leadership, and advocacy as they experience teaching and learning with young children birth through age 8 in various early childhood settings.

## **Master of Arts in Educational Administration (30 hours)**

The Master of Arts in Educational Administration is for students who seek an online master's degree program in the administration of educational programs. The program is designed to prepare potential leaders to assume various administrative positions that require knowledge and skills in leadership, supervision, and the ability to effectively administer in various school or district settings. Course curriculum will translate theory into effective practical application so that students become ethical and innovative leaders, who can manage and administer in diverse educational environments.

Please note that this is not a licensure program for Principal Preparation.

### **Degree Requirements**

- Successfully complete 30 graduate credit hours in Educational Administration
- Maintain a minimum cumulative grade-point average of 3.00
- \*Complete the Master's Capstone Experience

### **Required Courses (30 hours)**

EDL-6120 Supervision and Improvement of Instruction

\*EDL-6130 School Evaluation and Change Processes

EDL-6140 Curriculum and Assessment: Frameworks for Student Learning

EDL-6210 School Finance and Business Management

EDL-6220 School Organization and Human Resources

EDL-6230 School Law and Policies

EDL-6240 Instructional Leadership

EDL-6300 Ethics of School Leadership

EDL-6310 Schools, Families, and Community Partnerships

RES-6600 Research in Education

## **Master of Arts in Educational Technology (30 hours)**

The purpose of the Educational Design and Technology Program is to prepare educators with the competencies required to improve the quality and effectiveness of instructional programs. Coursework in this program is aligned to national and state educational standards and performance indicators as set forth by the International Society for Technology in Education (ISTE) and by the Illinois State Board of Education. Learners will develop the necessary skills to design and assess the impact of technology-enhanced learning experiences. Through this program of study, students will meet state coursework requirements for the Technology Specialist Endorsement. Students must pass appropriate state content exams to receive formal endorsement.

### **Required Coursework**

\* Denotes courses required for the ISBE Technology Specialist Endorsement

\*EDT-6010 Integrating Technology Across the Curriculum

\*EDT-6030 Using Technology to Build Learning Communities

\*EDT-6040 Visual Literacy in the Classroom

\*EDT-6050 Technology for Effective Decision Making in Teaching and Learning

\*EDT-6065 Emerging Trends and Future Technology in Education

\*EDT-6070 Educational Technology Leadership

\*EDT-6205 Educational Technology Hardware and Software

\*EDT-6210 Theoretical, Ethical, and Practical Foundations of Educational Technology

RES-6600 Research in Education

EDT-6080 Applied Project in Educational Technology

### **Capstone Experience**

The EDT-6080 Applied Project in Educational Technology course serves as the capstone experience for this degree. All coursework must be completed with a C or better and a 3.0 grade-point average prior to taking EDT-6080.

## **Master of Arts in Education Technology: Curriculum and Instruction (30 hours)**

The M.A. in Education Technology: Curriculum and Instruction prepares face-to-face teachers in public and private schools to integrate technology with curriculum, instruction, assessment and foundations of education. The program is constructed for teachers who teach in a traditional face-to-face classroom and/or a 1:1 environment, and desire to develop theoretical and practical understandings of educational technologies within curricular, instructional and assessment frameworks. In addition, coursework addresses differentiating instruction using technology, the use of adaptive/assistive tech for all students (with emphasis on students with special needs), building learning communities, using social media effectively, and researching applied learning to their own classrooms. The program is aligned to ISTE teaching standards and National Board of Professional Teaching standards.

### **Required Coursework**

- EDT-6210 Theoretical, Ethical, and Practical Foundations of Educational Technology
- EDT-6220 Emerging Educational Technology Trends
- EDT-6010 Integrating Technology across the Curriculum
- OTE-6500 Instructional Design for Digital Learning
- EDT-6230 Assistive Technology: Principles and Practice
- EDT-6040 Visual Literacy in the Classroom
- EDT-6050 Technology for Effective Decision-Making in Teaching & Learning
- EDT-6030 Using Technology to Build Learning Communities
- EDU-6640 Teacher as Researcher
- EDU-6556 Seminar in Reflective Practice

### **Capstone Experience**

The EDU-6640 and EDU-6556 courses serve as the capstone experience for this degree. All coursework must be completed with a C or better and a 3.0 grade-point average prior to taking EDU-6640.

## **Master of Arts in Education Technology: Leadership (30 hours)**

The M.A. Education Technology: Leadership program is for licensed teachers desiring a career path toward being a technology specialist, technology director or technology coach. The program prepares teacher-leaders with the competencies required to improve the quality and effectiveness of instructional programs at a departmental, school or district level. As learners develop skills that are aligned with the national educational standards and performance indicators as set forth by the International Society for Technology in Education (ISTE-C, 2012), they develop and assess the impact of technology-based learning experiences. The Master of Arts in Education Technology: Leadership enables each student to qualify for the Technology Specialist Endorsement for the state of Illinois by entitlement upon successful completion of the program.

Asterisk (\*) courses represent the courses required for the Technology Specialist Endorsement only.

- EDT-6010 Integrating Technology Across the Curriculum\*
- EDT-6210 Theoretical, Ethical, and Practical Foundations of Educational Technology\*
- EDT-6205 Educational Technology Hardware and Software\*
- EDT-6030 Using Technology to Build Learning Communities\*
- EDT-6040 Visual Literacy in the Classroom\*
- EDT-6050 Technology for Effective Decision Making in Teaching & Learning\*
- EDT-6065 Emerging Technology Trends, Professional Learning and Evaluation\*
- RES-6600 Research in Education
- EDT-6070 Educational Technology Leadership\*
- EDT-6080 Applied Project in Educational Technology (Capstone Course)

### **Capstone Experience**

The EDT-6080 Applied Project in Educational Technology course serves as the capstone experience for this degree. All coursework must be completed with a C or better and a 3.0 grade-point average prior to taking EDT-6080.

## **Master of Arts in English as a Second Language (30 hours) with Optional Graduate Certificate in TESOL (39 hours)**

The Master of Arts degree in English as a Second Language in the Department of Teaching, Learning, and Diversity is for certified educators who desire to pursue a program online with a robust concentration in teaching and learning ESL/ESOL (English Speakers to Other Languages) to become an accomplished ESL teacher and receive a graduate certificate in TESOL. This program is designed to provide teachers interested in receiving a degree in ESL with the option of taking three additional courses to receive skills and knowledge in teaching English in a variety of contexts and settings.

This program with certificate option provides candidates with research-based theory and sound instructional pedagogy in meeting the academic and socio-emotional needs of linguistically and culturally diverse student populations, from a variety of backgrounds, levels, ages, and competencies in the first language. After receiving their degrees, graduates will be prepared to demonstrate competency and proficiency as ESL/ESOL teachers in any of the following settings: PreK-12 schools, community organizations, intensive English programs and college/university settings, in domestic and international settings.

Upon completion of the first six courses in the M.A. in ESL degree, candidates who hold a valid Illinois teaching license may (after submitting the appropriate documentation) make an application to the Illinois State Board of Education (ISBE) to receive their ESL add-on endorsement. Candidates from other states should contact their State Board of Education to determine the applicability of this endorsement to their state requirements.

The graduate certificate in TESOL prepares candidates who have little or no previous English language teaching experience, and is also suitable for candidates with some experience but little previous training. The TESOL certificate provides candidates with the knowledge and skills to teach English as a second or foreign language. The program introduces candidates to essential subject knowledge and practical skills in the principles of effective language teaching, incorporates training opportunities to apply learning to direct teaching contexts, and facilitates viability and competency in a variety of ESOL teaching contexts around the world.

### **Required Coursework**

ESL-6300 Foundations of Bilingual and Bicultural Education

ESL-6350 Cross-Cultural Studies of Teaching Culturally and Linguistically Diverse Students

ESL-6610 Language and Linguistics

ESL-6620 Teaching English as Second Language

ESL-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students

ESL-6027 Assessment of Language Minority Students

TESL-6220 TESOL Curriculum Planning and Methodology

TESL-6200 Applied Philology and World Englishes

ESL-6640 Teacher as Researcher

ESL-6556 Seminar in Reflective Practice

### **Capstone Experience**

As the final capstone experience for the master's program, candidates will be required to design and implement an action research project around the teaching and learning within their classrooms or

schools. Students will master the content and skills required to complete this action research capstone in the last two courses in the program: ESL-6640 Teacher as Researcher and ESL-6556 Seminar in Reflective Practice.

**Optional: Courses Required for the TESOL Graduate Certificate**

TESL-6220 TESOL Curriculum Planning and Methodology (see above)

TESL-6200 Applied Philology and World Englishes (see above)

TESL-6110 Introduction to Distance Education for TESOL

TESL-6210 Teaching ESL/EFL to Adult Learners

TESL-6230 Second Language Acquisition

TESL-6240 Issues in Second Language Rhetoric and Composition

**Optional: Course for Bilingual Endorsement in Illinois**

ESL-6635 Methods and Materials for Teaching Bilingual Students



## **Master of Arts in Gerontology (33 hours)**

The Master of Arts in Gerontology from Concordia University Chicago is designed to provide an interdisciplinary course of study for individuals interested in meeting the needs of an aging world and improving the lives of older adults. The Master of Arts in Gerontology positions graduates to promote and contribute to the wellness of our aging population. This program prepares graduates to work in a variety of aging-related careers. Additionally, this course of study allows for a tailor-made curriculum combining an integrated perspective on aging and older adults. Students are trained in the best practices of gerontological education, research and practice.

The program is designed to prepare traditional and non-traditional students for a career in gerontology. Based on the conceptual learning guidelines proposed by the Association for Gerontology in Higher Education (AGHE), the Master of Arts degree in Gerontology is designed to enable the student to:

- Appreciate the uniqueness, abilities and potentials of all older adults and their contributions to their families, their community and to society.
- Acquire educational, research and practice skills for an informed gerontological professional identity and practice.
- Develop increased competency in service to older adults and their families.
- Develop skills for scholarship and research in assessing and implementing future change for older adults and an aging society.

### **Required Coursework (33 hours)**

RES-6620 Introduction to Research

GERO-6000 Perspectives in Gerontology

GERO-6045 Aging, Values, Attitudes, and Ethics

GERO-6050 Adult Development and Aging

GERO-6160 Sociology of Aging

GERO-6495 Program Management in Aging

GERO-6500 Public Policies and Aging

GERO-6510 Diversity in Aging

GERO-6750 Advanced Topics in Gerontology

GERO-6900 Seminar in Gerontology (includes capstone experience)

GERO-6980 Practicum in Gerontology (240 hours in field)

### **Capstone Experience**

GERO-6900 Seminar in Gerontology includes the capstone experience.

## **Master of Arts in Grant Writing, Management and Evaluation (30 hours)**

The Master of Arts in Grant Writing, Management and Evaluation is designed for professional and administrative organizers, advocates, educators, researchers, consultants, managers and providers who wish to gain knowledge and expertise in the areas of grant writing, grant management, research and evaluation. Upon completion of this program, candidates will be prepared to locate, implement, manage, report, coordinate, research, submit and track grant applications and grant compliance, as well as conduct both internal and external program evaluation within organizations.

This program is designed to address the growing multidisciplinary needs of researchers and practitioners working in diverse professional settings through collaboration across fields of the arts, business, education, social and human services, health care, and leadership.

In this program, candidates will think strategically, systemically and analytically in ways that promote the practical application of knowledge related to grant-seeking activities, grant-writing, grant management and program evaluation of nonprofit, for-profit, public and/or private organizations.

The GME program is offered in a cohort structure and delivered as a fully online master's program.

### **Required Courses (27 hours)**

GME-6300 Introduction to Grants  
GME-6310 Introduction to Not-for-Profit Organizations  
GME-6215 Budgeting, Grant Writing, and Third Source Funding  
GME-6330 Grant Management  
GME-6340 Theories and Models of Evaluation of Grants  
GME-6350 Principles and Methods of Evaluation of Grants  
KMIL-6000 Knowledge Audits, Measurements, and Analysis  
OLDR-6001 Strategic Leadership and Planning  
RES-7605 Quantitative Analysis

### **Capstone Experience (3 hours)**

GME-6990 Capstone Project for Grant Writing, Management and Evaluation

## **Master of Arts in Human Services (33 hours)**

The Master of Arts in Human Services is a generalist degree designed to provide a broad-based body of knowledge in related fields, with an emphasis in counseling, gerontology and psychology in order to meet the expressed needs of human services personnel in community health centers, family service agencies and human resources divisions of organizations. This program, both for individuals seeking entry-level positions and for professionals who desire to upgrade their positions in the field of human services, allows for electives from a variety of disciplines to meet the specific interests in human services.

This program is designed to enable students to:

- Become aware of the increasing scope of human services, especially in outpatient settings such as community mental health centers and family service agencies.
- Acquire a core of knowledge related to the various helping professions, such as counseling, gerontology, health and psychology, among others.
- Develop competency in care-giving skills in settings where such care is typically provided in the community.
- Work as middle-level practitioners in community settings and human resources divisions of organizations.
- Assume positions in various health care and family services where management, consultation, referral skills or administration are major job responsibilities.
- Pursue doctoral-level studies.

### **Admission and Degree Requirements**

- Application to and admission into the Human Services program
- Successful completion of the 33 semester hour program
- Successful completion of the Master's Capstone Experience

### **Required Courses (21 hours)**

HMS-6000 Introduction to the Human Service Profession

HMS-6010 Human Service Systems

HMS-6015 Intervention and Direct Services

HMS-6030 Information, Planning & Evaluation

HMS-6045 Values, Attitudes and Ethics

HMS-6495 Administration of Human Services

HMS-6925 Internship: Human Service

### **Electives (12 hours)**

Individually designed program (4 courses) in consultation with an advisor; students may choose appropriate courses in counseling, gerontology and psychology. Students interested in registering for other electives must have the approval of their advisor.

Suggested Electives:

CED-6010 Counseling Theory

CED-6015 Counseling Techniques and Interventions

CED-6020 Career Counseling and Education

CED-6035 Counseling and Human Development

CED-6055 Multicultural Counseling  
CED-6310 Transforming Crisis to Wellness  
CED-6340 Clinical Group Counseling  
CED-6350 Brief Therapy (Note: Prerequisite CED-6015)  
CED-6420 Substance/Alcohol Abuse and Treatment  
CED-6500 Counseling and Psychopharmacology  
CED-6550 Family Systems Theory and Therapy  
GERO-6000 Perspectives in Gerontology  
GERO-6050 Adult Development and Aging  
GERO-6160 Sociology of Aging  
GERO-6495 Program Management in Aging  
GERO-6500 Public Policies and Aging  
GERO-6510 Diversity in Aging  
GERO-6750 Advanced Topics in Gerontology  
PSY-6040 Applied Psychopathology and Diagnosis

### **Capstone Experience**

A capstone experience is required for all Concordia University Chicago graduate students. A project/research paper and presentation that applies to the student's special interest in human services satisfies this requirement. The subject of the paper and presentation needs to be approved by the student's program leader. The Capstone is completed during the internship semester where the student will provide both the paper and presentation.

## **Master of Arts in Human Service Administration (33 hours)**

### **Program Objectives**

The Master of Arts in Human Services Administration program promotes leadership and service to others. It addresses the needs of students who are moving into supervisory roles to lead agencies that provide social services to a wide variety of clients. These organizations could include nonprofits, for-profit services and government agencies. A combination of knowledge and skills in both management and human development provides a strong framework for understanding such administrative roles.

### **Admission & Degree Requirements**

- Application to and admission into the Human Services Administration program
- Successful completion of the 33-semester-hour program
- Successful completion of the Master's Capstone Experience

### **Required Courses (18 hours)**

HMS-6000 Introduction to the Human Services Profession  
HMS-6010 Human Service Systems  
HMS-6015 Interventions & Direct Services  
HMS-6030 Information, Planning and Evaluation in Human Services  
HMS-6045 Values, Attitudes and Ethics  
HMS-6995 Internship: Human Service Administration

### **Electives (15 hours)**

Individually designed program (5 courses) in consultation with an advisor; students may choose appropriate courses in business, management, marketing and grant writing. Students interested in registering for program electives will work with their advisor and department faculty.

\*Courses may not be available every semester. Contact your advisor for elective registration.

\*\* If students are interested in other electives they can request the permission of their advisor.

### **Suggested Electives**

ACC-6500 Financial Management of Not-for-Profit Organizations  
GME-6300 Introductions to Grants  
HAL-6100 Healthcare Systems I  
HAL-6150 Healthcare Systems II  
HAL-6400 Healthcare Finance and Economics  
HAL-6500 Public Policy in Healthcare  
MGT-6100 Operations Management  
MGT-6200 Global Management and Organizational Behavior  
MGT-6500 Fund Development and Management  
MGT-6510 Management of Human Resources  
MGT-6520 Managers and the Legal Environment  
MGT-6530 Introduction to Not-for-Profit Organizations  
MGT-6540 Based Governance and Management of Volunteers  
MKT-6100 Marketing Design and Strategy  
MKT-6500 Communications and Public Relations in a Not-for-Profit Organization

**Capstone Experience**

A capstone experience is required for all Concordia University Chicago graduate students. A project/research paper and presentation that applies to the student's special interest in human services satisfies this requirement. The subject of the paper and presentation needs to be approved by the student's program leader. The Capstone is completed during the internship semester where the student will provide both the paper and presentation.

## **Master of Arts in Illinois Principal Preparation (33 hours)**

The Master of Arts in Illinois Principal Preparation prepares educators for school administrative responsibility. This program is designed to help the candidate:

- Promote the success of all students through developing and implementing a shared vision of learning and programs, which support this learning.
- Develop basic skills in management of the organization, operations and resources for a safe, efficient and effective learning environment.
- Collaborate with staff, boards, students, families and community members in response to diverse educational and community interests and needs, and mobilize community resources.
- Demonstrate integrity, fairness and ethical behavior to help in the development of a caring and moral school community.
- Understand and respond to the larger political, social, economic, legal and cultural contexts.

Application for the Illinois Principal endorsement on the professional educator license (PEL) is made through the Office of the Registrar following completion of the CUC program of study, passing a year-long internship, the Illinois principal content exams, and successful completion of the Illinois Growth for Learning Teacher Evaluation program.

### **Required Courses (33 hours)**

EDL-6120 Supervision and Evaluation to Improve Teaching and Learning

EDL-6130 School Evaluation and Change Processes

EDL-6140 Curriculum and Assessment: Frameworks for Student Learning

EDL-6230 School Law and Policies

EDL-6235 Principal as Resource Manager

EDL-6240 Instructional Leadership

EDL-6300 Ethical Leadership: Models and Practice

EDL-6310 School, Families, and Community Partnerships

RES-6600 Research in Education

\*EDL-6993 Principal Internship I

\*EDL-6994 Principal Internship II

### **Capstone Experience**

\*A year-long (two consecutive semesters) capstone clinical experience offering a variety of appropriate site-based hands-on experiences, including public policy in a diverse setting, supervised by University and site personnel. These should be among the final courses in the program (EDL-6993 and EDL-6994).

**Prerequisite:** The student must be in the Principal Preparation Program. Students must consult with their Graduate Student Advisor before registering for these courses.

## **Master of Arts in Leadership Studies (33 hours)**

The Master of Arts in Leadership Studies is based on the conviction that servant leaders must learn to lead change so that services and deliverables are effectively, ethically and efficiently delivered to an increasingly diverse population, in the context of a changing economy and rapidly developing technologies. The graduate program in leadership studies focuses on practitioner needs by linking theory to the best practices of leadership.

### **Degree Requirements**

Completion of the 33 hours of coursework, including the Master's Leadership Capstone.

### **Required Core Courses (15 hours)**

OLDR-6000 Leadership and Excellence  
OLDR-6001 Strategic Leadership and Planning  
OLDR-6002 Ethical and Social Leadership  
RES-6620 Introduction to Research  
OLDR-6004 Leadership Capstone

### **Select one of the following specializations:**

#### **Health Care Management (18 hours)**

HAL-6100/MBAH-6650 Health Care Systems 1  
HAL-6150/MBAH-6655 Health Care Systems 2  
HAL-6300 Legal and Ethical Considerations in Health Care  
HAL-6400/MBAH-6660 Health Care Finance and Economics  
HAL-6800/MBAH-6665 Health Information Management  
HAL-6500 Public Policy in Health Care

#### **Knowledge Management Specialization (18 hours)**

KMIL-6000 Knowledge Audits, Measurements, and Analysis  
KMIL-6010 Information Knowledge Technology and Applications  
KMIL-6030 Knowledge System Strategy and Development  
KMIL-6050 Organizing Knowledge for Collaboration and Competition  
KMIL-6060 Personalization and Customization  
KMIL-6090 Knowledge Management Information Leadership

#### **Higher Education Leadership Specialization (18 hours)**

HLDR-6800 Law and Higher Education  
HLDR-6810 Institutional Advancement and Development in Higher Education  
HLDR-6820 Historical and Societal Issues in Higher Education  
HLDR-6830 Governance and Leadership in Higher Education  
HLDR-6840 Fiscal and Social Responsibility in Higher Education  
KMIL-6020 Knowledge Management for HE Leadership

#### **Organizational Leadership Specialization (18 hours)**

OLDR-6800 The Leader as Trainer, Mentor and Coach  
OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization  
OLDR-6820 Leadership: Politics, Power and Applied Ethics



OLDR-6830 Leadership Communication and Decision-Making  
OLDR-6840 Agents of Change  
KMIL-6090 Knowledge Management Information Leadership

**A Capstone Experience** is a requirement for all students seeking a degree and is considered the culminating experience for the Master of Arts in Leadership Studies. Experiences include, but are not limited to, independent research that leads to an actual product such as a publishable journal article, professional field experience, conference presentation, advanced certifications, program or facility development, website, online course materials, curriculum development.

## Master of Arts in Music (33 hours)

An integration of studies in music and other supporting areas designed to broaden the student's experience and knowledge in music and its application to a variety of professional and personal goals.

This program will provide opportunities for the student to:

- Deepen experience with and understanding of music.
- Engage in exploration of a broad range of church music topics.
- Extend capacities in musical creativity and performance.
- Broaden understanding of the relationship of music to other disciplines.

Students applying for the Master of Arts degree in music will:

- Hold an undergraduate degree in music or its equivalent, with studies in the field of specialty.
- Show evidence of completing a senior recital, research paper or composition at undergraduate level.
- Pass entrance exams in music theory, aural skills and music history.
- Demonstrate performance ability by audition in instrument or voice.
- Demonstrate piano skills equivalent to the intermediate level.
- Articulate an area of interest in music, such as performance, piano pedagogy, composition or research.

Students with undergraduate deficiencies may satisfy the entrance requirements by taking undergraduate-level work, any available review courses, or by self-study and examination. Deficiencies in music theory, music history or aural skills should be removed by re-examination before the close of the second term of graduate study. Courses taken to satisfy deficiencies may not be counted toward the graduate degree.

### Program Requirements

Successful completion of 33 semester hours of coursework including the Master's Capstone Experience. The M.A. program may be completed in four consecutive terms (summer, fall, spring, summer) or five consecutive summer terms.

### Areas of Study

#### Foundational Music Studies (11-12 hours)

##### *Theory (3 hours)*

- MUS-6133 Analysis and Compositional Techniques
- MUS-6143 Composing for the Liturgy
- MUS-6153 Music Theory: Form & Analysis
- MUS-6163 Orchestration and Arranging
- MUS-6173 Music Theory: Counterpoint

##### *History (3 hours)*

- MUS-6213 The Literature of the Organ
- MUS-6223 J.S. Bach and the Baroque
- MUS-6253 Choral Literature
- MUS-6263 20th-Century Music Literature and Techniques
- MUS-6343 Music in the Age of Reformation
- MUS-6643 The Literature of the Piano

##### *Research (3 hours)*

MUS-6243 Music Research and Bibliography  
*Mission Support (2-3 hours)*  
MUS-6323 Music for the Contemporary Church  
MUS-6333 Traditions of Christian Hymnody  
MUS-6353 Studies in Christian Worship: Theology & Music  
MUS-6362 Musical Heritage of the Church (2 hours)

**Music Support Courses (10-11 hours)**

Applied Music (Two hours minimum; at least two semesters of study)  
Any 6000-level MUS or MUSA courses (8-9 hours)

**Liberal Arts Courses (up to 11 hours)**

*Theology (3 hours)*  
Any 6000-level THY course, except THY-6353 if taken as MUS-6353  
Any 6000-level courses (including MUS) that support the area of study, by consent of the advisor.

**Written Comprehensive Examination (0 hours)**

To be taken during the semester of, but prior to, the capstone project.

**Capstone Project (1-6 hours)**

Option 1: Thesis and Oral Defense (INS-6990)  
Option 2: Independent Research Paper and Oral Defense (INS-6970);  
Option 6: Recital/Composition, Paper, and Oral Defense (MUS-6520 or MUS-6521)  
Credit for the capstone project will count toward requirements under music support courses or liberal arts courses as approved by the student's advisor.

## **Master of Arts in Blended and Online Teaching for pK-12 Educators (30 hours)**

The Master of Arts in Blended and Online Teaching for pK-12 Educators is designed exclusively to prepare practicing pK-12 educators for instruction in blended and online environments.

### **Program Objectives:**

- Be able to articulate the pedagogical underpinnings of online education and develop instructional strategies appropriate to the online student.
- Think creatively and critically of ways in which online education can serve to meet the learning needs of students.
- Master a variety of technology skills using current information, communication and learning technologies.
- Develop instructional and assessment strategies using research-based data-driven decision making to inform instruction.
- Envision emerging technology trends and their applications in teaching and learning.

### **Required Courses (30 hours)**

EDT-6200 Apps and Productivity Tools for Educators

EDT-6065 Emerging Technology Trends, Professional Learning and Evaluation

IDT-6200 Social Computing

EDT-6040 Visual Literacy in the Classroom

EDU-6556 Seminar in Reflective Practice

EDU-6640 Teacher as Researcher

OTES-6100 Introduction to Blended and Online Education

OTES-6400 Learning Theories and Online Instructional Strategies

OTES-6500 Instructional Design for Digital Learning

OTES-6700 Assessment and Student Success in an Online Environment

## Master of Arts in Psychology (33 hours)

The Concordia University Chicago advanced degree in psychology is widely respected for its ability to prepare graduates with the qualifications essential to pursuing a career in academic research and instruction of psychology. Students will find this curriculum's rigorous combination of timely theory and hands-on research experience the ideal foundation for pursuit of careers in education, research and mental health across both academic and institutional sectors.

This program will enable students to:

- Acquire knowledge about the theoretical and practical aspects of the science of psychology.
- Demonstrate an understanding of the many contributions of psychology to human existence.
- Develop competence in research.
- Prepare for more advanced study in the science of psychology.

### Admission and Degree Requirements

- Application to and acceptance into the M.A. Psychology program.
- Pre-requisites: Documented evidence of 12 semester hours of prior coursework in sociology or psychology with a grade of "C" or better.
- Completion of 33 semester hour program.
- Successful completion of the Capstone Experience.

### Required Courses (33 hours)

Research (12 hours)

- RES-7605 Quantitative Analysis
- PSY-6030 Research in Psychology
- PSY-6800 Advanced Research in Psychology
- One additional graduate-level statistics course chosen in consultation with your faculty advisor.

Assessment (6 hours)

- PSY-6025 Assessment Techniques
- PSY-6050 Applied Psychopathology

Ethics (3 Hours)

- One graduate-level ethics course in consultation with your faculty advisor.

Electives (6 hours)

- Electives are available on a semester basis. Choose two 6000-level course from CED or PSY in consultation with your faculty advisor. Please note that specific electives are not offered every term.

Thesis (6 hours)

- PSY-6990 Master's Thesis (includes the Capstone Experience)

**Capstone Experience**

A master's capstone is required for all Master of Arts candidates. This culminating project highlights the candidate's mastery of content throughout his or her studies. Capstones are traditionally a summary of work demonstrating overall growth and specific understandings of the professional standards. The capstone serves as a performance-based evaluation and promotes reflective practice. It also demonstrates the professional's proficiency in integrating technology and his or her ability to interpret theory into practice. The PSY-6990 Master's Thesis course satisfies the Capstone Experience requirement.

## **Master of Arts in Reading Education (30 hours)**

Concordia University Chicago's Master of Arts in Reading Education program provides a theoretical and practical framework for literacy instruction and assessment with an emphasis on current research. The program also provides candidates the opportunity to receive a rigorous, high-quality educational program that encourages the development of skills and competencies that will be needed throughout the candidate's professional career as a reading specialist or literacy coach. Upon successful completion of the required program courses and the Illinois 176 Reading Specialist Test, candidates are eligible for the Illinois Reading Specialist credential, enabling them to work in a reading professional role in K-12 settings.

To be eligible for the Illinois Reading Specialist credential, candidates must meet the following requirements:

- Hold a valid Illinois PEL prior to entering program
- Complete the Master of Arts in Reading coursework
- Pass all state of Illinois examinations
- Have successfully completed two years of lead teaching experience

### **Required Courses (30 hours)**

EDU-6200 Beginning Reading Instruction

EDU-6205 Foundations of Reading and Language Theory

EDU-6210 Studies in Literacy

EDU-6230 Content Reading: Middle & Secondary Schools

EDU-6291 Roles, Relationships, and Ethics of the Reading Professional

EDU-6300 Research in Children's Literature

EDU-6234 Assessment of Reading with Remedial Materials and Resources (6 hours, 16 weeks)

EDU-6298 Reading Practicum Using Developmental Instruction and Support (6 hours, 16 weeks)

## **Master of Arts in Religion (33 hours)**

The Master of Arts in Religion (MAR) capitalizes on the rich Lutheran confession of Concordia University Chicago (CUC). It is an ideal way for church workers and laypersons to enrich their understanding of the Bible and Christian theology in an online format designed for people who work full time. The 6-semester program is taught in cohort groups who move through the 11 courses together. Each 8-week course is taken one at a time, two courses back-to-back per semester. The 16-week capstone is taken alone the final semester. Students may begin study in the fall or spring semester. No courses are taught in the summer.

### **Admission Requirements**

Basic courses in Lutheran studies of the Old Testament, New Testament and Lutheran Doctrine are required before full acceptance into the MAR is granted. Prior to acceptance, students who have not previously taken these basic courses will need to do so at the undergraduate level or demonstrate competency in these areas. Competency exams are available.

### **Degree Requirements: 33 semester hours**

The degree involves 33 semester hours of work, including a final research project usually including a major paper and presentation.

### **Biblical Theology (12 hours)**

THY-6020 Psalms

THY-6030 Messianic Prophecies

THY-6100 Parables of Jesus

THY-6120 General Epistles

### **Historical Theology (6 hours)**

THY-6320 Early Christian Fathers

THY-6330 Topics in the History of Christianity

### **Confessional Theology (6 hours)**

THY-6210 Lutheran Confessional Theology

THY-6313 Baptism and Eucharist

### **Practical Theology (6 hours)**

THY-6400 The Christian in Society

THY-6500 Moral, Ethical and Spiritual Development of the Child

### **Research and Writing in Area of Student Interest (3 hours)**

THY-6975 Applied Research in Theology (16-week capstone)

- This culminating capstone highlights the candidate's mastery of content throughout his or her studies and focuses it on a particular area of interest. The topic is chosen by the student and may be from any area of theology and/or practice. The mentor guides and directs the student through the process of research, writing and presentation.



## **Master of Arts in Religion with Deaconess Certification (39 hours)**

### **Admission Requirements**

In addition to regular requirements for admission, applicants must have at least 12 credit hours at the undergraduate level in theology or pass competency exams in Old Testament, New Testament and doctrine as administered by the department. Suggested undergraduate courses include:

THY-2000 Old Testament  
THY-3100 New Testament  
THY-2210 Introduction to Lutheran Theology  
THY-3200 Christian Life

### **Foundation Courses (15 hours)**

THY-6020 Psalms  
THY-6100 Parables of Jesus  
THY-6210 Lutheran Confessional Theology  
THY-6320 Early Church Fathers  
THY-6400 Christian in Society

### **Deaconess Concentration (21 hours)**

THY-6420 Worship and Witness  
THY-6410 Introduction to World Religions  
THY-6240 Church and Its Ministry  
THY-6600 Deaconess Foundations  
THY-6611 Ministry to Women  
THY-6510 Moral, Ethical, Spiritual Development  
THY-6313 Baptism and Eucharist

### **Capstone (3 hours)**

THY-6620 Deaconess Seminar Capstone

### **Additional Requirements for Certification (9 hours)**

Concentration 1: Student-developed and approved by Deaconess program director and Theology department chair. Examples: Psychology, social work, sociology, language, church music, nursing, youth ministry, family ministry, missions, parish education, management. Can be from student's undergraduate studies if an appropriate discipline.

Concentration 2: Student-developed and approved by Deaconess program director and Theology department chair. Can be continuing study in the same area as Concentration 1 or a different area. Can be from student's undergraduate studies if an appropriate discipline.

**Note:** As approved by the Deaconess Certification Committee, the following course requirements may be fulfilled through equivalent life experience or alternate requirements which demonstrate equivalent outcomes:

THY-6630 Deaconess Field Experience (2 semesters Parish and 2 semesters Institutional)  
THY-6990 Deaconess Internship (2 semesters)

CED-6015 Counseling Interventions and Techniques  
SOW-6310 Loss and Mourning  
MGT-6500 Fund Development and Management

Leadership (Choose one)

- DCE-6320 Administration of Parish Education
- DCE-6340 Church Leadership/Development
- MGT-6540 Topics in Board Governance and Management of Volunteers
- PSY-6XXX Group Theory and Leadership

Other: Attendance at two (2) annual deaconess conferences or Deaconess Community Participation

## Graduate-Level Deaconess Certificate

Deaconess Certification prepares women for the deaconess vocation of The Lutheran Church—Missouri Synod (LCMS). It is designed for the student who already holds a bachelor's degree and who does not desire to enroll in the Master of Arts in Religion with Deaconess Certification at Concordia University Chicago (CUC).

The certification program allows the student to integrate prior education, professional and volunteer experiences with the academic program, field work and internship. Completion of the program does not guarantee either deaconess certification or a call into the deaconess vocation. Upon completion of the program, the student will complete a written exam and an oral interview to determine her readiness for deaconess certification. If certified, CUC's Synodical Placement Office will oversee the process for obtaining a first call.

### Admission to the University

Current standards, policies and procedures for admission to Concordia University Chicago as a Guest Graduate and to the Deaconess Program must be met by all students prior to beginning Deaconess Certification course work. The student will apply to Concordia University Chicago online. Acceptance as a Guest Graduate does not guarantee acceptance into the Deaconess Program.

### Admission to the Deaconess Program

The student may obtain the application for the Deaconess Program from: Deaconess Director, Concordia University Chicago Box 47G, 7400 Augusta St, River Forest, IL 60305-1499; 708-209-3136; [deaconess.program@CUChicago.edu](mailto:deaconess.program@CUChicago.edu). Application deadlines for admission to the Deaconess Program: February 15, June 15, October 15.

### Entrance requirements:

1. Acceptance into Concordia University Chicago
2. Minimum of 15 semester hours in theology, with a grade of "C" or higher for every course, at an educational institution of the LCMS in the following areas:
  - a. Old Testament survey
  - b. New Testament survey
  - c. Basic church history
  - d. Lutheran Confessions
  - e. Lutheran doctrine
3. Submit application to the Deaconess Program with four letters of reference.
4. Submit the report of a valid Fingerprint Criminal Background Check completed during the past 12 months to the Deaconess Director
5. Complete and pass the interview process as provided by the Deaconess Director

### Requirements (15 hours)

THY-6600 Deaconess Foundations (3 hours)

THY-6641 Ministry to Women (3 hours)

THY-6630 Deaconess Field Experience (0 hours) – 4 semesters (prior learning may count for up to 2 semesters of field experience)

THY-6991 Internship: Deaconess (0 hours) – 2 semesters

- Application and admission to the internship is required; application and process available from the Deaconess Director

THY-6620 Deaconess Capstone Seminar (3 hours)

Two 6000-level Theology classes (6 hours)

- Determined by the Deaconess Director and Chair of the Department of Theology and Foreign Languages

### **Prior and/or Concurrent Coursework**

Prior to completion of requirements for Deaconess Certification, the student will have competed the following courses at the undergraduate or graduate level. If these requirements have not been taken prior to admission, they will normally be taken through CUC. The Deaconess Director will monitor the student's progress and will report to the Registrar the successful completion thereof. Any exceptions or credit for prior experience must be approved by the Deaconess Director and Chair of the Department of Theology and Foreign Languages.

#### **1. Theology**

21 semester hours in undergraduate or graduate-level theology at an institution of the LCMS. The two 6000-level required Theology courses above will count toward this area. A course must have been taken in each of the following areas:

- Biblical studies
- Lutheran theology of church and ministry
- Lutheran doctrine
- Church history
- World religions
- Worship
- Lutheran education or catechesis

#### **2. Support courses and/or experience in each of the following areas:**

- Counseling skills
- Grief and loss
- Leadership
- Volunteer management
- Group dynamics
- Attendance at two annual gatherings of the Concordia Deaconess Conference
- Regular participation in activities of the deaconess community
- Supplemental requirements may be added to address unique student needs. These will be assigned by the entrance interview committee and/or the Deaconess Director together with the Chair, Department of Theology and Foreign Languages.

#### **3. Concentration 1**

Nine semester hours in an area complementary to the deaconess vocation (e.g. psychology, social work, sociology, language, church music, nursing, youth or family ministry, missions, parish education, management, not-for-profit/church management)

#### **4. Concentration 2**

Nine semester hours in the same or different area as Concentration 1.

### **Exit Interview and Certification Process**

Within the last three months of the student's program, she may be eligible to sit for the Exit Interview and Exam. To be eligible for the Exit Interview, the candidate will have:

- Earned a minimum GPA of 3.0 for all courses taken at CUC
- Received written support for certification from CUC's internship supervisor, the internship site supervisor and a lay leader, two CUC theology professors, and the Deaconess Director. Written support from other people involved in the candidate's education may be requested by the Deaconess Director (e.g., field work supervisor, theology professor from another LCMS school).
- Submitted the documentation and written exam required by the Deaconess Director.

The Deaconess Review Committee will interview the candidate. The candidate must meet the doctrinal and practice standards for church work in the LCMS and must demonstrate suitability and fitness to serve. Pending a successful Exit Interview and Exam, the candidate's name will be submitted for faculty endorsement to the Synodical Placement Approval Committee. Upon endorsement, the candidate receives Deaconess Certification. The CUC Synodical Placement Director oversees the process for first Call and Commissioning.

## **Master of Arts in School Counseling (48 hours)**

The aim of the School Counseling program at Concordia University Chicago is to prepare school counselors who exhibit high standards of professional competence and ethical practice. Graduate students receive a high quality educational program that emphasizes Christian beliefs. The program also recognizes, values and encourages the development of skills and competencies that will be needed throughout the candidate's career as a school counselor. The School Counseling program is carefully designed to prepare candidates for work as school counselors in elementary, middle and high school settings. Specifically, the School Counseling program offers training in providing individual and group work as well as development and refinement of individual skills in both public and private schools. The program of study meets certification requirements of the state of Illinois. Upon completion of the program, candidates are eligible for the Illinois Professional Educator's License: School Service Personnel Endorsement K-12 (formerly Type 73).

The program is designed to enable candidates to:

- Have a full understanding of the ASCA national model and its implementation in school counseling programs through developmental classroom leadership and responsive services, providing prevention and intervention services to the entire student population;
- Demonstrate knowledge of and skills in individual and group counseling services for students in school settings;
- Exhibit knowledge of and skills in consultation services for teachers, parents and administrators and to coordinate counseling interventions with other professionals;
- Assume a leadership role in the schools, focusing on the academic, career and personal/social development of every student;
- Coordinate testing and assessment in schools, analyzing disaggregated data to identify and advocate for underserved populations;
- Establish clear and appropriate professional identities as school counselors.

### **Admission & Degree Requirements**

#### **Track One: Program requirements for individuals possessing a valid Illinois Educator's License (PEL)**

- Prerequisite of 12 earned credits in psychology and/or sociology (C or better)
- Must hold a standard educator's license (PEL)
- Completion of the School Counseling program coursework
- Completion the Master's Capstone Experience

#### **Track Two: Program Requirements for individuals without a valid Illinois Educator's License (PEL)**

- Prerequisite of 12 earned credits in psychology and/or sociology (C or better).
- Passing scores from the Test of Academic Proficiency (TAP), or in lieu of the TAP, obtaining proof of an ACT Plus Writing composite score of at least 22 (and a minimum score of 19 on the writing sub area) or an SAT (critical reading and mathematics) composite score of 1030 (and a minimum score of 450 on the writing sub area) is needed.
- Completion of the School Counseling program coursework.
- Completion of the Master's Capstone Experience.

- Completion of the following three courses with demonstrated competencies. These courses are required, in addition to the 48-hour portion of the program, and must be completed before taking practicum and/or internship:
  - EDU-6425 Psychology and Methods of Teaching the Exceptional Learner
  - PSY-4430 Affective Education
  - PSY-6505 Psychological Theories and Educational Processes

**Required Courses (36 hours)**

CED-6000 Introduction to the Counseling Profession  
 CED-6010 Counseling Theory and Practice  
 CED-6015 Counseling Interventions and Techniques  
 CED-6035 Counseling and Human Development  
 CED-6045 Ethics, Law and Morality for Counselors  
 CED-6055 Multicultural Counseling  
 CED-6210 School Counseling Program Development and Organization  
 CED-6220 Counseling and Consulting in Schools  
 CED-6230 Evaluation and Research for Counselors  
 CED-6240 Group Work in Schools  
 CED-6250 Fundamentals of Assessment  
 CED-6260 Career Counseling for School Counselors

**Elective (3 hours)**

Electives are available on a semester basis. Choose one 6000-level course from CED in consultation with your GPS Advisor to coordinate the elective registration.

**Clinical Experience (9 hours)**

CED-6920 Practicum: School Counseling (3 hours)  
 CED-6926/6927 Internship: School Counseling (6 hours) or  
 CED-6928/6929 Internship: School Counseling (6 hours)

**Capstone Experience**

All students in Concordia-Chicago’s school counseling program will complete a written portfolio. A portfolio is a collection of work that demonstrates growth toward, and understanding of, professional standards. During the practicum portion of the program, students will construct a comprehensive developmental program that could be implemented and will increase students’ success in multiple domains. The portfolio developed should be something that students can use in their future career as a school counselor.

## **Master of Arts in School Leadership with PreAL Licensure (Oregon ONLY)**

This program is limited to Oregon educators enrolled through the Oregon COSA partnership.

### **Program Completion Requirements:**

- Application and admission to the CUC/COSA PreAL program
- 33 semester hours.

### **Required Courses (33 hours)**

- EDL-6122 Oregon Supervision and Improvement of Instruction (3 hours)
- EDL-6130 School Improvement and Change (3 hours)
- EDL-6212 Oregon School Finance (3 hours)
- EDL-6220 School Organization and Human Resources (3 hours)
- EDL-6232 Oregon School Law (3 hours)
- EDL-6242 Oregon Instructional Leadership (3 hours)
- EDL-6300 Ethics of School Leadership (3 hours)
- EDL-6310 Schools, Families and Community Partnerships (3 hours)
- EDL-6997 Oregon PreAL Internship I (3 hours)
- EDL-6998 Oregon PreAL Internship II (3 hours)
- RES-6600 Research in Education (3 hours)



## **Master of Arts in School Leadership with Initial Leader Licensure (Ohio ONLY)**

This program is limited to Ohio educators enrolled through the Ohio SAIL partnership.

### **Required Courses (33 hours-M.A. with endorsement)**

- RES-6600: Research in Education (Required for M.A. with endorsement)
- EDL-6201 Ohio: School Finance and Business Management (3)
- EDL-6220 School Organization and Human Resources (3)
- EDL-6231 Ohio: School Law (3)
- EDL-6121 Ohio: Supervision and Improvement of Instruction (3)
- EDL-6241 Ohio: Instructional Leadership (3)
- EDL-6131 Ohio: School Evaluation and Change Processes (3)
- EDL-6300 Ethics of School Leadership (3)
- EDL-6310 Schools, Family, Community Partnerships (3)
- EDL-6983 Ohio School Internship I (3)\*
- EDL-6984 Ohio School Internship II (3)\*

### **\*Capstone Experience**

A year-long (two consecutive semesters) capstone clinical experience offering a variety of appropriate site-based hands-on experiences, including public policy in a diverse setting supervised by University and site personnel. These should be among the final courses in the program (EDL-6983 and EDL-6984).

Prerequisite: The student must be in the Principal Licensure Program. Students must consult with their Graduate Student Advisor before registering for these courses.

## **Master of Arts in Special Education Leadership (30 hours)**

The Master of Arts Degree in Special Education Leadership is designed for educators with an interest in the administrative work involved in leading special education programs. This degree is designed to provide qualified candidates with the skills and knowledge necessary to engage in the practice of leadership in the field of special education.

This program will enable candidates to:

- Apply an understanding of the financial and legal implications of special education programs in making critical decisions impacting students.
- Develop a professional development plan that promotes growth in personnel.
- Understand the role of each stakeholder and their contribution to the special education program.
- Be knowledgeable about and support the use of effective teaching strategies for students with disabilities and access needs.
- Conduct research to answer questions related to special education practices, and successfully and systemically meet the needs of exceptional learners.

### **Program Requirements**

- Completion of 30 credit hours of coursework
- Experience providing special education service (as a special education teacher/educator, a speech-language pathologist, a school social worker or school psychologist)

### **Areas of Study – 30 hours**

- EDL/SPED-6250 Special Education Law & Policy
- EDL/SPED-6225 Special Education Finance
- SPED-6375 Supervision of Programs for Children with Disabilities
- SPED-6355 Instructional Strategies for Students with Academic and Physical Disabilities
- EDI-6010 Differentiation and Learning Theory
- SPED-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities
- EDL-6310 Schools, Families, and Community Partnerships
- SPED-6896 Practicum and Seminar in Special Education Leadership 1
- SPED-6897 Practicum and Seminar in Special Education Leadership 2
- RES-6600 Research in Education

The capstone for this program is fulfilled by the completion of both SPED-6896 and SPED-6897.

## **Master of Arts in Early Childhood Special Education (30 hours)**

### **Program Objectives**

The Master of Arts in Early Childhood Special Education is designed for educators with an Illinois license endorsed in early childhood education or LBS I (PK-21). This program is for educators who desire to teach early childhood-age students with disabilities in pre-kindergarten. This program is designed to provide qualified candidates with the necessary skills and knowledge to become an Early Childhood Special Education Teacher.

This program will enable candidates to:

- Build and strengthen a theoretical understanding of the foundations of early childhood special education.
- Examine issues relevant to the early intervention, least restrictive environment, educational settings, language development, and special education law and policy.
- Develop and utilize appropriate assessments and teaching strategies for young children with disabilities.
- Collaborate with all stakeholders, including parents, community, family members and other institutions to support young children with disabilities.
- Conduct research to answer questions related to early childhood special education practices and successfully meet the needs of all learners.

### **Endorsement Requirements**

- Illinois license endorsed in early childhood education or LBS I (PK-21)
- Hold a professional educator license

### **Required Courses (30 hours)**

- SPED-6500 Family and Community Relationships in Early Childhood Special Education\*
- SPED-6510 Language Development in Early Childhood Special Education\*
- SPED-6520 Special Education Assessment for Early Childhood Educators\*
- SPED-6530 Special Education Methods for Early Childhood Educators\*
- SPED-6650 Characteristics of the Young Exceptional Learner
- ECE-6320 Child Development and Ethics in Early Childhood Education
- EDI-6010 Differentiation and Learning Theory
- RES-6600 Research in Education
- SPED-6540 Early Intervention Methods and Transitional Planning
- SPED-6892 Early Childhood Special Education Practicum

*\*These courses fulfill the Illinois state course requirements for an Early Childhood Special Education Approval.*

A master's capstone is required for all graduate program completers. This culminating event highlights the candidate's mastery of content throughout his or her studies. The capstone for the Master of Arts in Early Childhood Special Education is fulfilled by successful completion of SPED-6892 Early Childhood Special Education Practicum.

## **Master of Arts in Special Education, LBS1 (30 hours)**

The Master of Arts Degree in Special Education is designed for the licensed educator who desires to become an accomplished special education teacher as well as earn an LBS1 endorsement. This program is designed to provide teachers interested in special education with the knowledge and skills to work in a continuum of special education services (e.g., self-contained through inclusive). Graduates will be prepared to demonstrate competency and proficiency as a special education teacher regarding Individualized General Curriculum and Individualized Independence Curriculum (CEC, 2015). Emphasis on methods, assistive technology, and assessment for the following learners with disabilities' access needs includes: learning disabilities, social/emotional disabilities (internationally known as, and otherwise known as, emotional/behavioral disorders), intellectual disabilities (internationally known and formerly known as, mental retardation), physical disabilities, autism spectrum, multiple disabilities, other health impairment and traumatic brain injury. This program provides an LBS1 endorsement that matches the grade level on the student's existing Professional Educator's License (PEL).

This program will enable candidates to:

- Build and strengthen a theoretical understanding of the foundations of special education.
- Increase knowledge and skills in research-based assessment methods, curriculum, and instructional design and practice.
- Examine issues of inclusion and least restrictive environment, special education educational systems, and special education policy and law.
- Apply strategies and skills developed in coursework through practicum experiences.
- Conduct research to answer questions related to special education practices and successfully meeting the needs of all learners.

Program Requirements

- Two years of teaching acquired prior to completion of the graduate program
- Hold a valid initial or existing Professional Teaching License (PEL)
- Completion of 30 credit hours of coursework

**Areas of Study – 30 hours**

- SPED-6425 Psychology and Methods of Teaching the Exceptional Learner\*
- SPED-6350 Characteristics and Learning Needs of Students with Academic and Physical Challenges\*
- SPED-6355 Instructional Strategies for Students with Academic and Physical Challenges\*
- SPED-6360 Characteristics and Learning Needs of Students with Specific Learning Disabilities and Emotional Disabilities\*
- SPED-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities\*
- SPED-6370 Curriculum Based and Educational Measurements of Exceptional Learners\*
- EDT-6230 Assistive Technology Principles and Practices
- SPED-6890 Special Education Practicum 1: Content Area Learning and School Collaboration
- SPED-6895 Special Education Practicum 2: Content Area Learning and Community Collaboration
- RES-6600 Research in Education

\*The first six courses fulfill the state of Illinois course requirements for LBS1 Special Education endorsement.

**Endorsement Process**

Students must pass the Illinois Content Area Test for Special Education (Learning Behavior Specialist 1 Test 155). Students apply for endorsement through the Illinois State Board of Education (ISBE) via their Regional Office of Education. ISBE Form 73-52, official transcripts and any fees must be submitted to the state before the endorsement is given. This endorsement allows the endorsement holder to teach Special Education students within the age and grade limits of the new ISBE grade level regulations established in 2014. Students take and pass the LBS1 test prior to beginning Practicum 1. Note: successful completion of the M.A. in Special Education provides an LBS1 endorsement that matches the grade level on the student's existing Professional Educator's License (PEL).

## **Master of Arts in Sports Leadership (33 hours)**

The Master of Arts in Sports Leadership degree is a 33 credit program, with 15 credits of required courses and 18 credits of sports electives leadership specialization. The program's focus is on preparing graduates to assume leadership responsibilities in many key areas of the sports industry, including promotion and marketing, team resource assessment, organizational leadership and fiscal oversight.

The sports leadership program provides professional preparation for management and leadership positions with professional sports teams, intercollegiate and intramural athletics and recreation programs at secondary and post-secondary institutions, colleges and universities, and amateur athletic organizations. Professional preparation is also given for careers in private and public health and fitness clubs, corporate fitness and wellness programs, sports stadiums and arenas, and the sports marketing, management and communications firms that service the larger marketplace.

### **Program Requirements**

To earn the Master of Arts in Sports Leadership, students must complete 33 credit hours of coursework, which includes a master's capstone experience. The courses listed below can be taken in any sequence, except for the capstone experience, which is usually the last course in the program.

### **Required Courses (15 hours)**

SPML-6030 Sports Leadership and Ethics  
SPML-6090 Sports Administration  
SPML-6130 Social and Historical Foundations  
SPML-6140 Research in Sports Studies

### **Sports Leadership Specialization (18 hours)**

All courses are three credit hours each.  
SPML-6010/MBAS-6800 Essentials of Law  
SPML-6020/MBAS-6800 Economics of Sports  
SPML-6040/MBAS-6805 Sports Finance  
SPML-6050 Leading in Time of Change  
SPML-6060/MBAS-6815 Diversity in Sports  
SPML-6070 Sports Promotion

### **Capstone Experience**

SPML-6100 Master's Capstone Project

## **Master of Arts with Illinois Teacher Leader Endorsement (30 hours)**

Please note: if interested in the Ohio teacher leader program, please contact: [www.sailforeducation.org](http://www.sailforeducation.org) for further information. If interested in the Oregon teacher leader program, please contact: [www.cosa.k12.or.us](http://www.cosa.k12.or.us).

The Master of Arts in the Illinois Teacher Leader program at Concordia University Chicago is designed for those classroom teachers who are interested in increasing their job responsibilities and assuming leadership roles within their schools and districts. This degree is designed for active teachers who are not interested in becoming a principal. Rather, graduate candidates aim for leadership roles in a variety of capacities, such as department chairs, instructional coaches, curriculum coordinators, mentor teachers, community liaisons and other leadership positions.

To be eligible to receive the Master of Arts degree in teacher leadership, students must complete 30 credit hours of coursework as well as the capstone experience, all of which are detailed below.

### **Required Courses (30 hours)**

EDL-6120 Supervision and Improvement of Instruction\*  
EDL-6130 School Evaluation and Change Processes\*  
EDL-6140 Curriculum and Assessment: Framework for Student Learning\*  
EDL-6310 Schools, Families, and Community Partnerships\*  
EDL-6530 Instructional Coaching and Mentoring  
EDL-6715 Providing Instructional Support  
EDL 6725 Building Collaborative Relationships\*  
EDL-6775 Leading School-based Professional Learning Communities\*  
RES-6600 Research in Education  
EDL-6988 Teacher Leader Practicum\*

\*Courses needed for the Teacher Leader Licensure only

Prerequisites to Practicum:

The practicum may be taken when the student has completed a minimum of 24 credit hours in the Teacher Leader program. The practicum is the capstone experience for the program.

## **Master of Arts in Ohio Teacher Leadership (non-endorsement) (30 hours)**

This program is limited to Ohio educators enrolled through the Ohio SAIL partnership.

### **Required Courses (30 hours)**

EDL-6131 Ohio: School Evaluation and Change Process

EDL-6140 Curriculum and Assessment Framework

EDL-6241 Ohio: Instructional Leadership

EDL-6310 Schools, Family and Community Partnerships

EDL-6530 Instructional Coaching and Mentoring

EDL-6715 Providing Instructional Support

EDL-6775 Leading School-Based Professional Learning Communities

EDT-6010 Integrating Technology across the Curriculum

EDU-6500 Curriculum Construction

RES-6600 Educational Research



## **Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (30 hours)**

The Master of Arts in TESOL is designed for those who want to pursue a career teaching English to learners in domestic or international contexts. Different program options exist, which can include an 8- or 16-week international teaching practicum. A separate application process for the practicum is required.

Coursework and applied learning experiences provide the theoretical knowledge and practical skillset essential to teaching English to a wide variety of audiences. Graduates will be prepared to demonstrate competence and proficiency as ESL/EFL (English as a Second Language/English as a Foreign Language) teachers in any of the following settings: community organizations, college/university settings, intensive English programs, or private language companies or corporations.

TESOL is an important field in an ever-shrinking world. International schools are opening up worldwide and every year more Americans move abroad to teach or work in global settings as companies shift their headquarters transnationally. A degree and specialized training in TESOL offers myriad opportunities to work throughout the United States and the world.

This program will enable candidates to:

- Acquire a strong theoretical foundation of language acquisition for learners of an additional language,
- Apply their pedagogical knowledge to a variety of learning experiences during their program,
- Develop a range of practical skills for teaching English as an additional language to adult and child learners,
- Be viable candidates in a variety of ESOL teaching contexts around the world.

Upon completion of six courses in the M.A. in TESOL degree (denoted below), candidates are eligible for the graduate certificate in TESOL. The certificate and degree program in TESOL prepares candidates who have little or no previous English language teaching experience and is also suitable for candidates with some experience but little previous training. The TESOL certificate provides candidates with the knowledge and skills necessary to teach English as a second or foreign language. The overall program introduces candidates to essential subject knowledge and practical skills in the principles of effective language teaching, incorporates training opportunities to apply learning to direct teaching contexts, and facilitates viability and competency in a variety of ESOL teaching contexts around the world.

### **Capstone Experience**

As the final capstone experience for the master's program, candidates will be required to design and implement an action research project around the teaching and learning within their classrooms or schools. Students will master the content and skills required to complete this action research capstone in the last two courses in the program: ESL-6640 Teacher as Researcher and ESL-6556 Seminar in Reflective Practice.

### **Admission and Program Requirements**

- Application to and acceptance into the M.A. in TESOL Program
- Successful completion of 30 credit hours of course work
- Successful completion of the Master's Capstone Experience

**Required Courses (30 hours)**

*\*denotes a TESOL graduate certificate course*

\*TESL-6110 Introduction to Distance Education for TESOL

\*TESL-6200 Applied Philology and World Englishes

\*TESL-6210 Teaching ESL/EFL to Adult Learners

\*TESL-6220 TESOL Curriculum Planning and Methodology

\*TESL-6230 Second Language Acquisition

\*TESL-6240 Issues in Second Language Rhetoric and Composition

ESL-6610 Language and Linguistics

ESL-6350 Cross Cultural Studies for Teaching Culturally and Linguistically Diverse Students

ESL-6640 Teacher as Researcher

TESL-6980 TESOL Teaching Practicum

## **Master of Arts in Urban Schooling: Policy, Practice and Curriculum (30 hours)**

This program prepares you, the education professional, for work as a change agent in your classroom, school and broader educational arena. Developed for the engaged, passionate educator committed to a transformational vision of schooling, this degree equips you with the knowledge base, skill sets and critical perspectives needed for successful practice and advocacy in a variety of educational settings. In a political and policy climate that encourages and praises direct instruction methods, skills-based learning and accountability through testing, this program is situated within democratic theories of education and is designed to provide you with the tools to engage in meaningful, creative and productive conversations and practices regarding the short-term and long-term consequences of today's climate.

You will gain conceptual and practical tools for action through curriculum development, teacher inquiry and action-oriented course assignments, and will leave the program with a deeper understanding of how your work as a teacher is influenced by societal and structural forces, school and community contexts, your own experiences, and implicit beliefs systems. You will be exposed to paradigms and perspectives that have the potential to influence your practice in practical ways, and impact the ways in which you think about planning and engaging with students, other educators and communities. It is hoped that this knowledge will empower and inspire you to reimagine your practice and remake your school as a more just and humane place for students, families and educators.

Given current shifts in demography, "urban" no longer refers exclusively to major metropolitan centers, but is inclusive of communities on the social, geographical and educational margins. More specifically, communities and schools in suburban, exurban and rural settings that are under-resourced, under-served and struggling with issues of diversity that extend beyond race, class and language.

The coursework provides the grounding in philosophy, theoretical frameworks and historical background needed to understand educational policies and practices from the global context to the level of individual communities and classrooms. This program will prepare and position you to engage in further scholarly work or doctoral study.

### **Required Courses (30 hours)**

FPR-6000 Foundations of American Education  
FPR-6050 Critical Pedagogy and Educational Theory  
FPR-6060 Education in the Popular Imagination  
FPR-6550 Politics, Policy, and Reform  
EDU-6640 Teacher as Researcher  
FPR-6700 Reconceptualizing the Curriculum  
FPR-7500 Community Contexts of Schooling  
FPR-7705 Learning Inside and Outside the Classroom  
FPR-7720 Urban Education in a Global Community  
FPR-6900 Seminar in Critical Praxis (includes capstone experience)

### **Capstone Experience**

The capstone experience is fulfilled in FPR-6900 Seminar in Critical Praxis

## **Master of Arts in Teaching Degree Programs**

### **General Information**

The Master of Arts in Teaching degree program is an initial licensure program and is subject to the rules, regulations and laws of the state of Illinois. Concordia University Chicago offers approved MAT programs that lead to Illinois Professional Educator licensure and, as approved, programs can change to be in compliance with changing state rules and regulations.

### **Program Design**

All graduate students seeking Illinois Licensure in an approved MAT program pass through four transition points. Graduate students first meet the admission requirements of the University and enter the University as graduate students in Education Studies. Upon successful completion of the admission requirements for the College of Education, Students are admitted to the College of Education and may enter the MAT programs of the College. MAT students are teacher candidates when admitted to the College of Education, which houses the initial licensure programs of the University.

### **Transfer of Courses**

Students may not transfer education coursework into the MAT program from other institutions. All education coursework must be taken at Concordia University Chicago. Coursework to meet subject area endorsements may be transferred to Concordia University Chicago. Any transferred coursework must have a grade of C or above to be used toward a subject area endorsement. The coursework must also meet any distribution requirements set by the state for the subject area in which an endorsement is being sought. The University will audit transcripts for compliance regarding these endorsement requirements.

### **Monitoring Candidate Progress**

#### *Transition Points*

The state of Illinois, the State Board of Education, the State Educator Preparation and Licensing Board and accrediting agencies require that approved licensure programs and recognized institutions have a continuous assessment policy in force to evaluate candidates in teacher education programs. Concordia-Chicago has established four transition points to meet these mandates. See specific program for details.

### **Admission to the University**

Current standards, policies and procedures for admission to Concordia University Chicago must be met by all students intending to apply to the College of Education and enter the Master of Arts in Teaching Program. Students admitted to the University to enter an MAT licensure program begin in Education Studies until all admission requirements to enter the College of Education are satisfied. Upon Admission to the College of Education, the student will be admitted into the MAT program of their choice.

### **Licensure**

Concordia University Chicago maintains an office to support candidates for the Professional Educator License and related endorsements. Candidates for licensure are coached during the student teaching internship on the entitlement process. The University also provides employment services through the Career Services Office.

## Master of Arts in Teaching – Elementary Education (48 hours)

The Master of Arts in Teaching: Elementary Education is designed to deliver outstanding teacher preparation. Upon successful completion of degree requirements, candidates are eligible for a Professional Educator License (PEL) with an Elementary endorsement from the state of Illinois for Grades 1 through 6. Concordia-Chicago's program emphasizes the following:

- Development of core competencies in instructional planning, delivery and assessment
- Respect and support for diversity in educational settings
- How to ethically lead learning
- The role of standards within the profession
- The commitment to continuous improvement
- The importance of reflective practice
- Development of collaborative relationships to serve the learning of every student

### Admission and Program Requirements

- Application to and admission into the MAT Elementary program
- Complete 48 semester hours of coursework (including the Master's capstone experience)
- A grade of "C" or higher must be achieved in all courses
- Maintain a cumulative GPA of 3.0 on all coursework taken toward the Master of Arts in Teaching
- Must pass one of the following tests prior to being admitted to College of Education as Candidate in the MAT Elementary Program (Please contact Office of Field Experience College of Education for passing scores):
  1. The Illinois Test of Academic Proficiency
  2. An ACT with writing section
  3. SAT with writing section
- Pass the Content area licensure tests (Elementary) prior to Student Teaching.
- Complete and submit the edTPA portfolio for scoring and report the score to the Illinois State Board of Education during the Student Teaching semester. A passing score on the edTPA portfolio must be earned before PEL will be awarded. The Illinois State Board of Education determines the passing scores for edTPA.
- The Illinois State Board of Education has defined specific General Education requirements for all Elementary Educators. Candidates for the MAT Elementary program must submit transcripts that document that they have met these general education requirements prior to entering the program.

### General Education Requirements to begin MAT Elementary Program studies:

General Education Requirements – Applicant's transcript(s) must document that all coursework submitted to meet General Education requirements has a grade of C or higher:

#### Content Area 1 - Communication and Composition

1. Course in Advanced Composition
2. Course in Public Speaking/Speech Communication

#### Content Area 2 - Mathematics

1. Course in College Algebra or higher
2. Course in College Geometry or higher

#### Content Area 3 - Natural Sciences (one course must have a lab)

1. A course in Life Science
2. A course in Physical Science

**Content Area 4 - Humanities (9 credit hours made up from two areas)**

1. Fine or Performing arts
2. History, Philosophy, Literature
3. 1 course in American History (Required)

**Content Area 5 - Social and Behavioral Sciences (9 credit hours made up from two areas)**

1. Coursework from Psychology or sociology
2. Coursework from Political Science, Economics or Geography

Applicants must transfer in one course classified as a Non-Western course or area of study. Applicants must have transcribed coursework in an academic major/minor content area common to elementary education curriculum with grades of C or higher.

\*INTERNATIONAL STUDENTS: In addition to the base program curriculum listed below, international students attending face-to-face classes on the CUC campus are required to take the **EDU-6015: Seminar in Higher Education**, a 3-credit course.

**Transition Points in College of Education**

**Transition Point One: Application to the College of Education**

Candidates must be admitted to the College of Education as a prerequisite for Professional Program (methods) Courses in each Education program. Each candidate must submit an application and meet the additional requirements in order to be admitted.

The status of a candidate who has completed the application, but has not yet met all requirements will be "IN PROCESS." The candidate will receive an email from the College of Education stating that his/her application is "IN PROCESS." When all requirements are met, the candidate's status will be changed to "ADMITTED." Such candidate will receive a letter from the College of Education informing him/her of "ADMITTED" status.

Applications to the College of Education and all required documents will be accepted throughout the year and are due at the end of the term before the candidate enters Professional Program (methods) courses.

- Fall semester: Application is due on August 15
- Spring semester: Application is due the last day of the Fall semester.

**Requirements:**

- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Cumulative GPA of 3.0 or higher at Concordia-Chicago
- Required prerequisite courses completed with a grade of C or better
  - Elementary/Secondary before 2016: EDU-6045, EDU-6435
  - Elementary after 2016: EDUC-6150, EDUC-6250, EDUC-6350
  - Secondary after 2016: EDU-6045, EDU-6435
- Official Score Report to pass either Illinois Test of Academic Proficiency (TAP), ACT plus Writing, or SAT
- Printout of DegreeWorks
- Content area program plan (secondary majors only)
- Admission interview
- Qualifying examination
- Fingerprint criminal background check results

- 20 pre-professional hours on file in the Office of Field Experience
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself

### **Application for Placement in Student Teaching Internship**

Candidates must submit Applications for Placement in Student Teaching Internship by November 15 before the academic year in which they plan to student teach. Informational meetings about Placement for Student Teaching Internship will be led by the Office of Field Experience Coordinator and publicized in emails and on Facebook. The placement application is found in the Appendix of this handbook and will be distributed at the Placement meetings.

Occasionally, a public education candidate may be placed in a Lutheran or other private school. In such cases, an additional interview with the Coordinator of the Office of Field Experience must be completed by the candidate and a memo of understanding regarding the candidate's respect for and compliance with the school's values must be signed by the candidate.

### **Transition Point Two: Admission to the Student Teaching Internship**

Candidates must be admitted to the Student Teaching Internship in order to begin student teaching. Each candidate must submit an application (see Appendix) and meet the additional requirements in order to be admitted. Applications will be accepted throughout the year.

The status of a candidate who has completed the application to Student Teaching Internship, but has not yet met all requirements will be "IN PROCESS." The candidate will receive an email from the College of Education stating that his/her application is "IN PROCESS." When all requirements are met, the candidate's status will be changed to "ADMITTED." Such candidate will receive a letter from the College of Education informing him/her of "ADMITTED" status.

Applications to the Student Teaching Internship and all required documents will be accepted throughout the year and are due at the end of the term before the candidate enters Student Teaching internship courses.

- Fall semester: Application is due on August 15
- Spring semester: Application is due the last day of the Fall semester.

### **Requirements:**

- Admission to the College of Education
- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Cumulative GPA of 3.0 or higher at Concordia-Chicago
- Earn a grade of C or better in all coursework applied to Professional Program requirements
- Complete Professional Instructional (Methods) Course(s)
- 80 pre-professional hours on file (*110 hours must be completed and on file before the first day of Student Teaching Internship*)
- Proof of passing the Illinois TAP, ACT or SAT
- Proof of passed Illinois Content-Area Test
- Proof of completed First Aid/CPR Certification
- Hardcopy of current DegreeWorks
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself.

### **Transition Point Three: Completion of the Student Teaching Internship**

To successfully complete the Internship, the candidate must:

- Pass the EdTPA through Pearson;

- Pass the Tier 3 Assessment from the University Supervisor;
- Pass the Positive Impact Presentation;
- Pass the Dispositional Assessment of CUC Conceptual Framework from the University Supervisor;
- Complete the Tier 2 and Tier 3 Self Assessments;
- Complete the Self Dispositional Assessment of CUC Conceptual Framework and submit in Blackboard;
- Complete the ST 8 Form and submit electronically;
- Complete the “Weekly Activity Report” ST\_1 and submit to the Office of Field Experience in hard copy;
- Submit the edTPA Score Profile to Blackboard;
- Submit the personal email address at which the candidate may be contacted after program completion.

Details of all of these requirements are found in the Student Teaching Internship section of this handbook.

#### **Transition Point Four: Completion of Program**

To successfully complete the Education program and be eligible for the Professional Educator License in the state of Illinois and graduation from Concordia-Chicago, the candidate who has completed the internship must:

- Complete all program coursework with a grade of C or better.

When a candidate does not progress through the program at any transition point and/or is “IN PROCESS” for an extended length of time, such candidate will be referred to the respective Program Coordinator for an advising meeting. The Program Coordinator may advise the candidate to change his/her major program of study to one outside of the College of Education or to an Education major that does not provide educator licensure. Such candidate may also be referred to the Teacher Candidate Counseling and Review Board and may be subject to remediation up to and including dismissal.

#### **Prerequisites to Professional Courses (9 hours)**

- EDUC-6150 (3 hours) Foundations of Education
- EDUC-6250 (3 hours) Integrating and Assessing Learning in Diverse Classrooms
- EDUC-6350 (3 hours) Learning, Language Acquisition, and Cognition across Cultures (EDUC-6150 and EDUC-6250 must be completed or taken concurrently).

Education Studies students must be admitted to the College of Education to continue and enter the MAT program as Teacher Candidates before enrolling into the Professional courses. See “Transition Point One” above.

#### **Block 1 Professional Courses (9 hours)**

EDEL-6901 and 6902 must be taken concurrently in the same semester

- **EDEL-6901 (3 hours) Teaching English Language Arts: Content**  
The candidate will explore the conventions for language and literacy development (reading, writing, speaking, listening) in linguistically diverse classrooms—including English language learners and learners with special needs. An examination of various genres and characteristics in children’s literature that will meet the needs of all learners. 10 hours of field experience required. Prerequisite: Admitted to the College of Education.
- **EDEL-6902 (3 hours) Teaching English Language Arts: Methods and Assessment**  
The candidate will develop effective, creative and research-based strategies for language and literacy development (reading, writing, speaking, listening) in linguistically diverse classrooms,



including English language learners and learners with special needs. 10 hours of field experience required. Prerequisite: Admitted to the College of Education.

- **EDEL-6290 (3 hours) Characteristics and Instruction of Exceptional Learners**

The candidate will identify the characteristics of exceptional learners (physical, psychological, behavioral/social and academic) and needs, including those of the gifted and talented learner. 12 hours of field experience required. Prerequisite: Admitted to the College of Education.

### **Summer 1 Professional Courses (3 hours)**

- **EDEL-6922 (3 hours) Professionalism, Leadership, Communication, and Ethics for Pre-service Elementary Teachers**

The candidate will articulate and demonstrate the competencies, attitudes and behaviors for effective teaching and classroom management in linguistically and culturally diverse classrooms. No field experience required. Prerequisite: admitted to the College of Education.

### **Block 2 Professional Courses (9 hours)**

EDEL-6906 and 6907 must be taken concurrently in the same semester

- **EDEL-6906 (3 hours) Teaching Science: Content**

The candidate will acquire proficiency in elementary grades science content, standards and curriculum for diverse classrooms. 10 hours field experience required. Prerequisite: admitted to the College of Education.

- **EDEL-6907 (3 hours) Teaching Science: Methods and Assessment**

The candidate will develop effective and creative strategies to teach various sciences and skills related to scientific investigation and reasoning in diverse classrooms. 10 hours of field experience required.

- **EDEL-6910 (3 hours) Teaching Social Studies: Content, Methods and Assessment**

The candidate will acquire proficiency in elementary grades social science content (including Illinois history, geography, economics and civics), standards and curriculum for diverse classrooms. 10 hours of field experience required. Prerequisite: Admitted to the College of Education.

### **Block 3 Professional Courses (9 hours)**

EDEL-6914 and 6915 must be taken concurrently in the same semester

- **EDEL-6914 (3 hours) Understanding Mathematics: Geometry, Algebra and Statistics**

The candidate will acquire proficiency in elementary grades math content, standards and curriculum for diverse classrooms. 10 hours field experience required. Prerequisite: Admitted to the College of Education.

- **EDEL-6915 (3 hours) Teaching Mathematics: Methods and Assessment**

The candidate will develop effective and creative strategies to teach mathematical concepts, procedures and reasoning processes in diverse classrooms. 10 hours field experience required. Prerequisite: Admitted to the College of Education.

- **EDEL-6918 (3 hours) Teaching Physical Education and the Fine Arts: Content, Methods and Assessment**

The candidate will explore and develop effective and creative strategies to teach the skills that are pertinent to lifelong physical well-being and creative expressions in the classroom. 10 hours field experience required. Prerequisite: admitted to the College of Education.

### **Summer 2 Professional Courses (3 hours)**

- **EDUC-6920 (3 hours) Introduction to Research Methodology: Action Research**

The candidate will develop research and writing skills essential to Action Research, gain

proficiency in organizing thoughts and arguments in the context of Action Research, and demonstrate the integration of research and pedagogy within the education context.

### **Student Teaching Internship (6 hours)**

- **EDUC-6985 (0 hours) edTPA Seminar and Colloquium**

The student will explore edTPA portfolio related needs, issues, skills and areas of knowledge, specifically in preparation for submitting the assessment to Pearson. Prerequisite: Enrolled in the Student Teaching Internship

- **EDEL-6920 (6 hours) Elementary Grades Student Teaching Internship**

The Student Teaching Internship is in an elementary classroom every day during the 16-week semester under the guidance of a Cooperating Teacher. The Student Teacher will be supported and evaluated by a University Supervisor. Candidates must meet the requirements for Transition Point Two: Admission to the Student Teaching Internship Semester to begin the internship. Subsequently, candidates must meet the requirements for Transition Point Three: Completion of the Student Teaching Internship Semester. Attendance at scheduled edTPA seminars and Colloquium is required. The Student Teaching Internship Semester Handbook provides details and guidelines for meeting the criteria for successful completion of the Internship Semester and the process for obtaining the Illinois Professional Educator License.

The College of Education Student Manual provides details and guidelines for meeting the criteria for successful completion of the Internship Semester and the process for obtaining the Illinois Professional Educator License. Successful completion includes:

- Satisfactory completion of the Internship by meeting or exceeding all assessment benchmarks.
- Prepare and present documentation of positive impacts on student learning from your internship teaching (Positive Impact Presentation).
- Complete all state-required assessments at the time of the internship (Content Area Test).

## Master of Arts in Teaching – Secondary Education (39 hours)

The Master of Arts in Teaching: Secondary Education is designed to deliver outstanding teacher preparation. Upon successful completion of degree requirements, candidates are eligible for a Professional Educator License (PEL) with a Secondary Education Endorsement and a content area endorsement from the state of Illinois for Grades 9 through 12. Concordia-Chicago's program emphasizes the following:

- Development of core competencies in instructional planning, delivery and assessment
- Respect and support for diversity in educational settings
- How to ethically lead learning
- The role of standards within the profession
- The commitment to continuous improvement
- The importance of reflective practice
- Development of collaborative relationships to serve the learning of every student

Upon successful completion of degree requirements, candidates are eligible for a Professional Educator License with a subject endorsement area from the state of Illinois. See the list of approved subject area endorsements offered by Concordia University Chicago below.

### Admission and Program Requirements

- Application to and admission into the MAT Secondary program
- Complete 39 semester hours of coursework (including the master's capstone experience)
- A grade of "C" or higher must be achieved in all courses
- Maintain a cumulative GPA of 3.0 on all coursework taken toward the Master of Arts in Teaching
- Pass content-specific test prior to Student Teaching.
- Complete and submit the edTPA portfolio for scoring and report the score to the Illinois State Board of Education during the Student Teaching semester. A passing score on the edTPA portfolio must be earned before PEL will be awarded. The Illinois State Board of Education determines the passing scores for edTPA.
- Must pass one of the following tests prior to being admitted to College of Education as Candidate in the MAT Secondary Program (Please contact Office of Field Experience College of Education for passing scores).
  - The Illinois Test of Academic Proficiency
  - An ACT with writing section
  - SAT with writing section

The Illinois State Board of Education has issued guidelines that pertain to the transference of previous subject area coursework that may be applicable to the content endorsement. Transcripts will be evaluated to determine what credit hours may be awarded toward the content endorsement requirements (see Secondary Education Major Subject Content Endorsement Areas below for additional information).

**\*INTERNATIONAL STUDENTS:** In addition to the base program curriculum listed below, international students attending face-to-face classes on the CUC campus are required to take the EDU-6015: Seminar in Higher Education, a 3-credit course.

### **General Education Competencies for the MAT Secondary Program:**

- *Communications Skills*  
English Composition II or equivalent  
Fundamentals of Speech or equivalent
- *Mathematics*  
College Algebra or above
- *Natural Sciences (one lab science course required)*  
Biological Science  
Physical Science
- *Humanities\**  
At least two different areas
- *Social Sciences\**  
At least two different areas
- *\*One of the courses in these two areas must be classified as a Non-Western or Third-World course.*
- A course in **American History** or **American Government** is recommended.

### **Transition Points in College of Education**

#### **Transition Point One: Application to the College of Education**

Candidates must be admitted to the College of Education as a prerequisite for Professional Program (methods) Courses in each Education program. Each candidate must submit an application and meet the additional requirements in order to be admitted.

The status of a candidate who has completed the application, but has not yet met all requirements will be "IN PROCESS." The candidate will receive an email from the College of Education stating that his/her application is "IN PROCESS." When all requirements are met, the candidate's status will be changed to "ADMITTED." Such candidate will receive a letter from the College of Education informing him/her of "ADMITTED" status.

Applications to the College of Education and all required documents will be accepted throughout the year and are due at the end of the term before the candidate enters Professional Program (methods) courses.

- Fall semester: Application is due on August 15
- Spring semester: Application is due the last day of the Fall semester.

#### **Requirements:**

- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Cumulative GPA of 3.0 or higher at Concordia-Chicago
- Required prerequisite courses completed with a grade of C or better
  - Elementary/Secondary before 2016: EDU-6045, EDU-6435
  - Elementary after 2016: EDU-6150, EDUC-6250, EDUC-6350
  - Secondary after 2016: EDU-6045, EDU-6435
- Official Score Report to pass either Illinois Test of Academic Proficiency (TAP), ACT plus Writing, or SAT
- Print out of DegreeWorks
- Content Area Program Plan (Secondary Majors Only)
- Admission interview

- Qualifying examination
- Fingerprint criminal background check results
- 20 pre-professional hours on file in the Office of Field Experience
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself.

### **Application for Placement in Student Teaching Internship**

Candidates must submit Applications for Placement in Student Teaching Internship by November 15 before the academic year in which they plan to student teach. Informational meetings about Placement for Student Teaching Internship will be led by the Office of Field Experience Coordinator and publicized in emails and on Facebook. The placement application is found in the Appendix of this handbook and will be distributed at the Placement meetings.

Occasionally, a public education candidate may be placed in a Lutheran or other private school. In such cases, an additional interview with the Coordinator of the Office of Field Experience must be completed by the candidate and a memo of understanding regarding the candidate's respect for and compliance with the school's values must be signed by the candidate.

### **Transition Point Two: Admission to the Student Teaching Internship**

Candidates must be admitted to the Student Teaching Internship in order to begin student teaching. Each candidate must submit an application (see Appendix) and meet the additional requirements in order to be admitted. Applications will be accepted throughout the year.

The status of a candidate who has completed the application to Student Teaching Internship, but has not yet met all requirements will be "IN PROCESS." The candidate will receive an email from the College of Education stating that his/her application is "IN PROCESS." When all requirements are met, the candidate's status will be changed to "ADMITTED." Such candidate will receive a letter from the College of Education informing him/her of "ADMITTED" status.

Applications to the Student Teaching Internship and all required documents will be accepted throughout the year and are due at the end of the term before the candidate enters Student Teaching internship courses.

- Fall semester: Application is due on August 15
- Spring semester: Application is due the last day of the Fall semester.

Requirements:

- Admission to the College of Education
- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Cumulative GPA of 3.0 or higher at Concordia-Chicago
- Earn a grade of C or better in all coursework applied to Professional Program requirements
- Complete Professional Instructional (Methods) Course(s)
- 80 pre-professional hours on file (*100 hours must be completed and on file before the first day of Student Teaching Internship*)
- Proof of passing the Illinois TAP, ACT or SAT
- Proof of passed Illinois Content-Area Test
- Proof of completed First Aid/CPR Certification
- Hard copy of current DegreeWorks
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself.

### **Transition Point Three: Completion of the Student Teaching Internship**

To successfully complete the Internship, the candidate must:

- Pass the edTPA through Pearson;
- Pass the Tier 3 Assessment from the University Supervisor;
- Pass the Positive Impact Presentation;
- Pass the Dispositional Assessment of CUC Conceptual Framework from the University Supervisor;
- Complete the Tier 2 and Tier 3 Self Assessments;
- Complete the Self Dispositional Assessment of CUC Conceptual Framework and submit in Blackboard;
- Complete the ST 8 Form and submit electronically;
- Complete the “Weekly Activity Report” ST\_1 and submit to the Office of Field Experience in hard copy.
- Submit the edTPA Score Profile to Blackboard
- Submit the personal email address at which the candidate may be contacted after program completion.

Details of all of these requirements are found in the Student Teaching Internship section of this handbook.

### **Transition Point Four: Completion of Program**

To successfully complete the Education program and be eligible for the Professional Educator License in the state of Illinois and graduation from Concordia-Chicago, the candidate who has completed the internship must:

- Complete all program coursework with a grade of C or better.

When a candidate does not progress through the program at any transition point and/or is “IN PROCESS” for an extended length of time, such candidate will be referred to the respective Program Coordinator for an advising meeting. The Program Coordinator may advise the candidate to change his/her major program of study to one outside of the College of Education or to an Education major that does not provide educator licensure. Such candidate may also be referred to the Teacher Candidate Counseling and Review Board and may be subject to remediation up to and including dismissal.

#### *Prerequisites to Professional Courses (9 hours)*

- EDUC-6040 Classroom Teaching Skills
- EDUC-6045 Theories of Learning and Cognition
- EDUC-6435 Introduction to Education

Education Studies students must be admitted to the College of Education to continue and enter the MAT program as Teacher Candidates before enrolling into the Professional courses. See “Transition Point One” above.

#### *Professional Courses (15 hours)*

EDSC-6230 Literacy Instruction in the Content Areas

EDUC-6415 Responsibilities and Ethics for Pre-Service Teachers

EDUC-6425 Psychology and Methods for Teaching Exceptional Learners

EDUC-6445 Research for Pre-Service Teachers  
EDUC-6570 Teaching at the Secondary Level

*Professional Semester (9 hours)*

EDUC-6060 Classroom Management and Assessment  
EDU-6922 Student Teaching: Secondary Education  
EDUC-6985 edTPA Seminars and Colloquiums

*Capstone Experience*

Candidates must submit and pass the state required portfolio—edTPA—as the Master of Arts in Teaching degree capstone experience. 100 hours (embedded in coursework above) with the exception of about 20 hours to be completed independently.

The *College of Education Student Manual* provides details and guidelines for meeting the criteria for successful completion of the Internship Semester and the process for obtaining the Illinois Professional Educator License. Successful completion includes:

- Satisfactory completion of the Internship by meeting or exceeding all assessment benchmarks.
- Prepare and present documentation of positive impacts on student learning from your internship teaching (Positive Impact Presentation).
- Complete all state-required assessments at the time of the internship (Content Area Test).

**Subject Area Endorsements for Secondary Education**

English/Language Arts – This endorsement requires 24 semester hours/12 upper division semester hours at the undergraduate level and 1 graduate level coursework in English Language Arts studies. Candidates are required to pass State Test #111 English Language Arts.

Coursework

- ENG-6150 Literature and Related Media for Adolescents (3 hours)  
Course Description: General survey of adolescent literature and related media materials for grades six through 12 including criteria for evaluation and study of trends and issues.  
Course is offered every other year (odd years) Fall semester in the evening.
- ENG-6380 Literary Theory and Criticism (3 hours)  
Course Description: Various contemporary critical approaches to the study of literature and to research tools and methods used in literary studies.  
Course is offered every year Fall semester in the morning/afternoon.
- ENG-6520 Twentieth-Century American Fiction (3 hours)  
Course Description: Forms and themes in American fiction from World War I to the present. Writers include Fitzgerald, Hemingway, Faulkner, Morrison.  
Course is offered on a rotating schedule. Next class is Spring 2018.
- ENG-6540 Modern Drama (3 hours)  
Course Description: Development of Western modern drama. Dramatists include Ibsen, Chekov, Shaw, O'Neill, Pirandello, Williams and Beckett.  
Course is offered on a rotating schedule. Next class is Spring 2018.

Mathematics – This endorsement requires 24 semester hours/12 upper division or graduate-level coursework in Mathematics. Candidates are required to take 1 graduate level coursework in Mathematics and pass State Test #115 Mathematics. Concordia-Chicago offers both an endorsable major and minor in Mathematics.

#### Coursework

- MAT-6200 Topics in Statistics (3 hours)  
Course Description: Introduction to basic statistical concepts and applications in the classroom.  
Course is offered every semester.
- MAT-6220 Topics in the History of Mathematics (3 hours)  
Course Description: Major trends in mathematics from earliest times to the 17th century with a focus on the outstanding contributions and applications to the classroom.  
Course is offered every other year (even years) Spring semester.
- MAT-6230 Topics in Problem Solving with Number Theory (3 hours)  
Course Description: Problem solving techniques with applications to natural phenomena, games and puzzles. Use of principles of Number Theory to solve problems.  
Course is offered every other year (odd years) Spring semester.
- MAT-6370 Topics in College Geometry (3 hours)  
Course Description: An introduction to the Euclidean and non-Euclidean geometries and their axiomatizations with applications to the classroom.  
Course is offered every other year (even years) Fall semester.

Physical Education – This endorsement requires 24 semester hours/12 upper division or graduate level coursework in Physical Education. Candidates are also required to take 1 graduate level coursework in Physical Education and pass State Test #144 Physical Education. Concordia-Chicago also offers Special Certification in K-12 Physical Education—see Specialists K-12 Programs.

#### Coursework

- PES-6420 Physiology of Exercise (3 hours)  
Course Description: Scientific basis for the development of physical fitness and conditioning programs. Bioenergetics of human movement; physiological adaptations during and following exercise with emphasis on developing a comprehensive literature review.  
Prerequisite: PES-3400 or BIO/PES-2111 or equivalent with a grade of C or better.  
Course is offered every Fall semester.
- PES-6660 Curriculum Design (2 hours)  
Course Description: Theories and processes of curriculum development, implementation and assessment for the middle and secondary school setting with an emphasis on developing a comprehensive review of current physical education curriculums.  
Course is offered every Fall semester.
- PES-6410 Biomechanics (3 hours)  
Course Description: Function of the skeletal, articular and neuromuscular systems in producing efficient movement. Application of mechanical principles in performing sport skills, dance and adaptive activities with an emphasis on developing a comprehensive literature review.  
Prerequisite: PES-3400/BIO/PES-2111 or equivalent with a grade of C or better.  
Course is offered every Spring semester.
- PES-6431 Physical Growth and Motor Development (3 hours)



Course Description: Physical growth, motor skill acquisition and learning and motor performance primarily from infancy through adolescence with emphasis on developing a comprehensive literature review on the principles of motor development.

Course is offered every Spring semester.

- PES-6740 Measurement and Evaluation in Human Performance (3 hours)

Course Description: Theory, practice, and analysis of tests and evaluation procedures related to the study of human performance with emphasis on developing a comprehensive literature review.

Course is offered every Spring semester.

- PES-6210 Fitness Testing and Exercise Prescription (3 hours)

Course Description: Techniques for conducting fitness assessments and developing exercise prescriptions. Prepares the practitioner to develop personal fitness programs based on the results of fitness assessments and other relevant information and apply those techniques to clients during the course of the semester. Computer applications.

Prerequisite: PES-3400 Applied Anatomy and Physiology or equivalent.

Course is offered every Fall semester.

- PES-6123 Nutrition for Human Performance (3 hours)

Course Description: Presentation and application of appropriate foundational nutrition relative to exercise, the reduction of disease, body composition and weight control with emphasis on developing a comprehensive literature review. Prerequisites: PES-3400 Applied Anatomy and Physiology, PES-4101/BIO-4100 General Nutrition, or permission of instructor.

Course is offered every Spring semester.

- PES-6950 Independent Study (1-3 hours)

- PES-6970 Independent Research (3 hours)

Science – Biology Designation – This endorsement requires 32 semester hours in Science, 12 semester hours in Biology, and coursework in 2 other Science designations. Candidates are also expected to take 1 graduate-level Biology course and pass State Test #105 Science – Biology.

#### Coursework

- BIO-4901 Seminar in Biology (3 hours)

Course Description: Readings, discussion and oral and written presentations of current topics in selected areas of natural science. Prerequisite: Senior college standing and 16 hours of natural science.

Course is offered every Fall and Spring semester.

Science – Chemistry Designation – This endorsement requires 32 semester hours in Science, 12 semester hours in Chemistry, and coursework in 2 other Science designations. Candidates are also expected to take 1 graduate-level Chemistry course and pass State Test #106 Science – Chemistry.

#### Coursework

- CHE-4900 Seminar in Chemistry (3 hours)

Course Description: Readings, discussion and oral and written presentations of current topics in selected areas of natural science. Prerequisite: senior college standing and 16 hours of natural science.

Course is offered every Fall and Spring semester.

Social Science – History Designation – This endorsement requires 32 semester hours in Social Science, 12 semester hours in History, and coursework in 2 other Social Science designations. Candidates are also expected to take 1 graduate-level History course and pass State Test #114 Social Science – History.

#### Coursework

- EDU-6030 The Impact of ESEA on the Educational Landscape  
Course Description: Tracing the research streams of the Elementary and Secondary Education Act and its impact on American educational policy, this course examines the ideologies and people that influence curriculum development and instructional practices through a historic lens.

#### **Professional Instructional (Methods) Courses (6 hours)**

Choose one of the following per your chosen major:

- EDSC-6602 Teaching English: Middle/Secondary Schools  
This course develops the pre-service teacher's understanding of English and Language Arts content and the methodology necessary to teach middle and high school students. Field experience required. Admission to the College of Education.
- EDSC-6606 Teaching Mathematics: Middle/Secondary Schools  
This course develops the pre-service teacher's understanding of mathematics content and the methodology necessary to teach middle and high school students. Field experience required. Admission to College of Education.
- EDSC-6605 Content and Methods for Teaching Physical Education at the Middle and Secondary Levels  
This course examines learning theories, instructional and teaching strategies and assessment techniques for directing motor learning experiences. This course develops the pre-service teacher to teach middle and secondary school students in Physical Education. Field experience required. Admission to College of Education.
- EDSC-6619 Teaching Social Science: Middle and Secondary Level  
This course develops the pre-service teacher's understanding of social studies content and the methodology necessary to teach middle and high school students. Field experience required. Admission to College of Education.
- EDSC-6618 Teaching Science: Middle and Secondary Schools  
This course develops the pre-service teacher's understanding of science content and the methodology necessary to teach middle and high school students. Field experience required. Admission to the College of Education.
- Choose one graduate-level course in chosen major.

## **Master of Arts – Education Studies (30 hours)**

The College of Education offers a Masters of Arts in Education Studies degree as an alternative to the Professional Educator licensure programs. This degree does not lead to a Professional Educator License granted by the state of Illinois. This is a liberal arts degree in the discipline of education studies.

### **General Education Requirements:**

Student will choose to meet the Education program requirements for one of the following areas of education studies:

- Early Childhood Education
- Elementary Education
- Middle School Education
- Secondary Education

### **Major**

The Education Studies major is achieved by completing 30 credit hours of coursework in education.

### **Electives**

Students will choose additional elective coursework from any disciplinary content area to earn the graduation requirements.

## **Master of Business Administration Degree Program**

The College of Business offers an MBA designed and taught by business leaders and educators to prepare ethical leaders for the global marketplace. Our MBA students are empowered to create their own leadership story to lay a path for their future. Courses are taught by passionate and experienced professors who care about their students. Small classes allow for classroom relationship building with peers and faculty that help build a network that will last a lifetime. Students can finish their program with an MBA or choose to add a specialization. The degree track is flexible yet rigorous to accommodate students while preparing them for today's business world and that of tomorrow.

### **Our Mission**

The mission of the College of Business is to develop ethical leaders who think critically, communicate effectively and promote socially responsible business practice that is grounded in Christian faith, and is innovative and entrepreneurial in spirit. We strive to prepare students who positively impact the global society they serve through an academically rigorous and relevant business education.

### **Our Vision**

We seek to be a globally recognized Christian-based business college that creates authentic, innovative leaders who transform the lives and organizations they serve.

### **Our Values**

As part of a university that values Christian faith, the individual, excellence, integrity and service, the College of Business at Concordia University Chicago values our Lutheran heritage of teaching excellence, leading by serving, innovative and entrepreneurial thinking, ethical decision making, intellectual and individual diversity, and sustaining a dynamic curriculum based on the needs of our students, community and stakeholders.

### **Program Objectives**

Students will use the following four pillars to make excellent decisions in a global environment of complex problems and situations:

- **Ethics & Social Responsibility**
  - We go beyond offering one course in ethics. We integrate ethics and social responsibility throughout our coursework. This is a distinct advantage. Leaders must understand how the success of their organizations is inextricably linked with broader ethical and social issues, not only within their local community but also on a global scale. We prepare business students to serve and lead with integrity, demonstrating ethical and social responsibility to their community, organization, country and the planet.
- **Critical Thinking & Entrepreneurial Mindset**
  - The themes of critical thinking and entrepreneurial mindset are threads within the curriculum that will help you develop a career advantage. We believe it is vital that students possess the ability to develop an entrepreneurial mindset to solve business problems. We believe that with a solid foundation of critical and creative thinking skills, students can learn to think entrepreneurially whether they plan to start their own business, work within a family-owned business or climb the corporate ladder. The ability to think critically and creatively, in order to evaluate opportunity, manage risk and learn from outcomes, is integral to sustaining success.

- Communication & Human Relations
  - We believe that preparing for a career in business goes beyond learning functional business skills. We are committed to your journey as you prepare to be an ethical leader and learn how to communicate with those inside and outside your day-to-day business environment. We design our program into a cohort system so you can begin and end your program with the same group of people. This will help you form strong bonds with your fellow students as well as professors.
- Global Interconnectedness & Inclusiveness
  - We believe that embracing diversity and promoting inclusivity in all forms supports good organizational practice and decision-making. While global business is reflected in the curriculum, the diversity of our student body is a better representation of our understanding and commitment to global interconnectedness. With students from 14 different countries, the College is a global marketplace. Our partnerships with academic institutions and multinational corporations across the globe extend our reach well beyond the borders of Chicago, the Midwest and the United States.

Students will develop skills to allow them to effectively communicate in a variety of situations, including but not limited to:

- Group work and presentation format
- Written and technology-based forums

Students will develop management and leadership skills, including:

- Use social structure around them to identify opportunities to create value, mobilize resources and organize to deliver successful results.
- Manage and lead through high-performance teams, corporate culture, strategic change, informal organization and across business units.
- Assess influences of globalization and diversity.

### **Degree Requirements**

Completion of 36 hours of coursework including the Capstone Experience, with the exception of the Chief School Business Official Concentration (42-hour program) and the addition of Seminar in Higher Education (39-hour program).

Courses are three credit hours unless otherwise noted.

### **12 Core Courses (36 or 39 hours)**

- MBAC-6000 Managing and Leading Effective Organizations
- MBAC-6050 Ethics, Law, and Communication in Decision Making
- MBAC-6100 Global Marketing in the Digital Era
- MBAC-6150 Organizational Behavior
- MBAC-6200 Economics for Management
- MBAC-6250 Strategy for Innovation and Entrepreneurship
- MBAC-6300 Accounting for Decision Making
- MBAC-6350 Managing Human Capital
- MBAC-6400 Statistics Applied to Managerial Problems
- MBAC-6450 Financial Management
- MBAC-6500 Global Management
- MBAC-6990 Capstone Course
- EDU-6015 Seminar in Higher Education\*

- \*Only International Students are required to complete this course

### **MBA Specializations & Certificates**

Students can elect to complete one or more specializations to add to their MBA degree program. Students can also elect to finish their degree and return to add a certificate to their MBA. Certificates can be earned by students who did not attend the MBA program.

#### **How This Works:**

- Completing the 36 or 39 core MBA results in a MBA degree.
- Completing the 36 or 39 core MBA and 12 additional hours in a specialization (48 or 51 hours total) results in a MBA with a specialization you choose (you can do one or more).
- You cannot add more specializations after your degree has been conferred.
  - If you want another specialization after your degree has been conferred, it will be a certificate and not covered under financial aid.
- You can take your specialization courses while you are taking your core courses or you can complete them at the end of the core course curriculum.

*\*We recommend taking at least four core courses before beginning specialization course.*

#### **Accounting (24 hours) – Not a Stand-Alone Certificate Option**

- MBAA-6305 Business Communication and Organizational Behavior
- MBAA-6310 Intermediate Financial Accounting I
- MBAA-6315 Intermediate Financial Accounting II
- MBAA-6320 Financial Management of Not-For-Profit Organizations
- MBAA-6325 Audit Theory and Practice
- MBAA-6330 Advanced Accounting
- MBAA-6335 Federal Taxation
- MBAA-6340 Corporate Taxation

#### **Digital Marketing (12 hours) – Stand-Alone Certificate Option**

- MBAD-6105 Digital Strategy and Planning
- MBAD-6110 Digital Marketing Analytics
- MBAD-6115 Social Media Marketing Communications
- MBAD-6120 Mobile Marketing

#### **Entrepreneurship (12 hours) – Stand-Alone Certificate Option**

- MBAE-6255 New Venture Opportunity Scan
- MBAE-6260 Pivots on the Problem/Customer Opportunity
- MBAE-6265 Prototyping/Co-Designing Solutions
- MBAE-6270 Entrepreneurial Business Plan

#### **Finance (12 hours) – Stand-Alone Certificate Option**

- MBAF-6505 Fundamentals of Money & Banking
- MBAF-6510 Corporate Financial Analysis & Modeling
- MBAF-6515 Intermediate Corporate Finance
- MBAF-6520 International Finance

#### **Health Care (12 hours) – Stand-Alone Certificate Option**

- MBAH-6650 Health Care Systems I

- MBAH-6655 Health Care Systems II
- MBAH-6660 Health Care Finance and Economics
- MBAH-6665 Public Policy in Health Care

#### **Leadership & Change Management (12 hours) – Stand-Alone Certificate Option**

- MBAL-6005 The Leader as Trainer, Mentor & Coach
- MBAL-6010 Leader Development
- MBAL-6015 Leadership Communication & Decision Making
- MBAL-6020 Agents of Change

#### **Not-for-Profit Management (12 hours) – Stand-Alone Certificate Option**

- MBAN-6600 Introduction to Not-for-Profit Organizations
- MBAN-6605 Financial Management of NFP Organizations
- MBAN-6610 Topics in Board Governance and Management of Volunteers
- MBAN-6615 Fund Development and Management

#### **Sports Management (12 hours) – Stand-Alone Certificate Option**

- MBAS-6800 Economics of Sports
- MBAS-6805 Sport Finance
- MBAS-6810 The Essentials in Law of Sports
- MBAS-6815 Leveling the Playing Field: Diversity in Sports

#### **Internship**

- MBAI-6700 Internship in Business (1 credit hour)

### **School Business Manager & Chief School Business Official (CSBO) – MBA degree seeking**

#### **School Business Management (36 hours) – Not a Stand-Alone Certificate Option**

- MBAC-6000 Managing and Leading Effective Organizations
- MBAC-6050 Ethics, Law and Communication in Decision Making
- MBAC-6100 Global Marketing in the Digital Era
- MBAC-6150 Organizational Behavior
- MBAC-6200 Economics for Management
- MBAC-6250 Strategy for Innovation and Entrepreneurship
- EDL-6211 Principles of School Business Management
- MBAC-6350 Managing Human Capital
- EDL-6510 School Fund Accounting and Budgeting
- EDL-6520 School Financial Law
- EDL-6130 School Evaluation & Change Process
- MBAC-6990 Capstone Course

#### **Chief School Business Official (42 hours) – Not a Stand-Alone Certificate Option**

- MBAC-6000 Managing and Leading Effective Organizations
- MBAC-6050 Ethics, Law and Communication in Decision Making
- MBAC-6100 Global Marketing in the Digital Era
- MBAC-6150 Organizational Behavior

- MBAC-6200 Economics for Management
- MBAC-6250 Strategy for Innovation and Entrepreneurship
- EDL-6211 Principles of School Business Management
- MBAC-6350 Managing Human Capital
- EDL-6510 School Fund Accounting and Budgeting
- EDL-6520 School Financial Law
- EDL-6130 School Evaluation & Change Process
- MBAC-6990 Capstone Course
- EDL-6986 School Business Management Internship I
- EDL-6987 School Business Management Internship II

### **Chief School Business Official (CSBO) Endorsement only—non-degree (18 hours)**

Coursework in this program is aligned to national and state educational standards and performance indicators as set forth by the ELCC, ISLLC standards and by the Illinois State Board of Education. A master's degree is required to enter this program. Through this program of study, students will meet state coursework requirements for the Illinois CSBO endorsement. Students must pass the appropriate state content exam to receive endorsement.

#### **Required Coursework**

- EDL-6211 Principles of School Business Management
- EDL-6130 School Evaluation and Changes Processes
- EDL-6510 School Fund Accounting and Budgeting
- EDL-6520 School Finance Law
- \*EDL-6986 Internship I in School Business Management
- \*EDL-6987 Internship II in School Business Management

\*Required capstone experiences for endorsement on the Illinois Professional Educator License (PEL).



## **Master of Church Music Degree Program (33 hours)**

An integration of curricular studies and applied music in organ or voice oriented to the practical and professional requirements of the church musician. This program will provide opportunities for the student to:

- Broaden experience with and understanding of music in the church.
- Engage in scholarly research in the church's musical heritage.
- Adapt new forms of musical expression to the requirements of the parish.
- Extend one's capacities in musical creativity and performance.
- Enhance one's ability to enrich the worship life of the parish through music.

### **Entrance Requirements**

Students applying for the Master of Church Music degree will

- Hold an undergraduate degree in music or its equivalent, with studies in the field of specialty
- Show evidence of completing a senior recital or its equivalent
- Pass entrance exams in music theory, aural skills and music history
- Demonstrate performance ability by audition in organ or voice
- Demonstrate piano skills equivalent to the intermediate level
- Have experience in church music leadership or demonstrate potential

Students with undergraduate deficiencies may satisfy the entrance requirements by taking undergraduate-level work, any available review courses, or by self-study and examination. Deficiencies in music theory, music history or aural skills should be removed by re-examination before the close of the second term of graduate study. Courses taken to satisfy deficiencies may not be counted toward the graduate degree.

### **Program Requirements**

Successful completion of 33 semester hours of coursework including the Master's Capstone Experience. The Master of Church Music program may be completed in four consecutive terms (summer, fall, spring, summer) or five consecutive four-week summer terms. Students must plan to be in residence for at least two consecutive summers.

### **Areas of Study**

#### **Theory (3 hours)**

Choose one course:

- MUS-6133 Analysis and Compositional Techniques
- MUS-6143 Composing for the Liturgy
- MUS-6153 Music Theory: Analysis
- MUS-6163 Orchestration and Arranging
- MUS-6173 Music Theory: Counterpoint

#### **History (3 hours)**

Choose one course:

- MUS-6213 The Literature of the Organ
- MUS-6223 J.S. Bach and the Baroque

MUS-6253 Choral Literature  
MUS-6263 20th-Century Music Literature and Techniques  
MUS-6343 Music in the Age of Reformation  
MUS-6643 The Literature of the Piano

**Research (3 hours)**

MUS-6243 Music Research and Bibliography

**Church Music (13-14 hours)**

Required:

MUS-6323 Music for the Contemporary Church  
MUS-6333 Traditions of Christian Hymnody  
MUS-6353 Studies in Christian Worship: Theology and Music  
MUS-6362 Musical Heritage of the Church (2 hours)  
Students must take 2-3 hours in either conducting or service playing:  
MUS-6322 Service Playing and Liturgical Leadership (2 hours)  
MUS-6483 Graduate Choral Conducting

**Performance Studies (4-6 hours)**

**Major Instrument (4-6 hours)**

MUSA-6621 Applied Organ, or MUSA-6631 Applied Voice  
Other applied (0-2 hours)

**Theology Electives (0-3 hours)**

THY-6020 Psalms  
THY-6110 New Testament and Early Christian Worship  
THY-6313 Baptism and Eucharist

**Music Electives (0-4 hours)**

Choose from the remaining music courses listed above plus the following:

MUSA-6110 Applied Composition (1-2 hours)  
MUS-6313 Baptism and Eucharist  
MUS-6383 Current Issues in Church Music  
MUS-6412 Methodologies of Music Learning  
MUS-6452 The Children's Choir Techniques and Materials (2 hours)  
MUS-6543 Organ Design and Registration  
MUSA-6650 Organ Improvisation (1-2 hours)  
Other courses may be considered upon consent of the department chair.

**Ensemble** (one hour; one-half credit per semester or summer)

**Supervised Apprenticeship (1 hour)**

MUS-6391 Church Music Practicum  
Written comprehensive examination (0 hours) to be taken during the semester of, but prior to, the capstone project.

**Capstone Project (1 hour)**

MUS-6520 Graduate Recital  
The performance may consist of a recital (organ or voice), a lecture-recital, or planning and presenting a hymn festival.

## Master of Education in Teaching and Learning (30 hours)

### Program Objectives

The master of education in teaching and learning at Concordia University Chicago is designed for current educators who desire to deepen their understanding of curriculum, instruction and assessment theory through a practitioner's lens. This program provides innovative teaching strategies with respect to technology in the classroom, diverse student populations, disciplinary literacy, and an increasingly complex assessment environment that responsibly melds national standards and assessment.

### Candidates will:

- Integrate foundational theories with sophisticated lesson and curriculum design, exemplary instruction and responsible assessment.
- Develop an understanding of how to respond to the needs of all learners using differentiation, effective instruction and assessment.
- Apply an understanding of diversity in learning to classroom instructional practices.
- Recognize the critical role technology plays in teaching and learning.

### Admission and Program Requirements

- Admission acceptance into the Teaching & Learning Program
- Two years of lead teaching experience
- Completion of the Teaching & Learning coursework
- Completion of the Master's Capstone Experience

### Master of Education Teaching and Learning (30 Hours)

- EDU-6500 Curriculum Construction
- EDU-6565 Addressing Diverse Populations in the Classroom
- EDU-6525 Teacher as Practitioner
- EDU-6135 Fundamentals of Learning Theory
- EDU-6212 Studies in Literacy and Multiliteracies
- EDT-6010 Integrating Technology Across the Curriculum
- EDI-6035 Assessment of Student Learning
- EDL-6715 Providing Instructional Support
- EDU-6640 Teacher as Researcher
- EDU-6556 Seminar in Reflective Practice

### Master's Capstone Experience

The capstone experience for the master's degree in Teaching and Learning is embedded in the two final courses, Teacher as Researcher and Seminar in Reflective Practice. Candidates will be required to develop and implement a research project based on their interests related to teaching and learning.

## Master of Science Degree Programs

### Master of Science in Applied Exercise Science (30 hours)

The Master of Science in Applied Exercise Science program was designed in partnership with the National Academy of Sports Medicine (NASM) and the International Society of Sports Nutrition (ISSN). The five distinct concentrations prepare individuals for certification exams with NASM, ISSN and NSCA.

1. The **Fitness and Health Promotion** concentration was designed to meet the needs of individuals who are currently working in, or hoping to enter into a career in the health and fitness industry. This strand prepares individuals for the advanced certifications in personal training.
2. The **Human Movement Science** concentration is an advanced specialization that provides professionals with the knowledge and skills to assist clients with muscle imbalances, musculoskeletal impairments and post-rehabilitation concerns. This strand prepares individuals for the advanced certifications in human movement science.
3. The **Sports Performance and Training** concentration was designed for coaches, athletic trainers and other sports professionals who work with all levels of athletes from high school players up through Olympic competitors. This strand prepares individuals for advanced certifications in sports performance training.
4. The **Sports Nutrition** concentration was designed for individuals who aspire to provide sound nutrition information to athletes and physically active individuals. This strand prepares individuals for the **Certified Sports Nutritionist (CISSN)** exam.
5. The **Strength & Conditioning** concentration was designed for individuals who have an interest in the theory and practice of strength and conditioning. Students who pursue this program will be prepared to sit for the **National Strength & Conditioning Association's Certified Strength and Conditioning Specialist (CSCS)** exam or other advanced certification in strength and conditioning.

#### Required Core Courses for All Concentrations (18 hours)

AES-6020 Kinesiology I

AES-6030 Kinesiology II

AES-6050 Research Design and Methods in Exercise Science

AES-6200 Applied Exercise Physiology

AES-6300 Exercise and Sport Nutrition

AES-6990 Capstone

#### Choose One Area of Concentration:

##### Human Movement Science Concentration (12 hours)

AES-6500 Principles of Human Movement Science

AES-6520 Program Design in Corrective Exercise Training

AES-6540 Practicum: Human Movement Science

AES-6560 Special Topics Seminar in Human Movement Science

##### Fitness and Health Promotion Concentration (12 hours)

AES-6400 Principles of Fitness and Health Promotion

AES-6420 Program Design in Fitness and Health Promotion  
AES-6440 Practicum: Fitness and Health Promotion  
AES-6460 Business Development and Entrepreneurship in Fitness and Health

**Sports Performance Training Concentration (12 hours)**

AES-6600 Principles of Sports Performance Training  
AES-6620 Program Design in Strength and Conditioning  
AES-6640 Practicum: Strength and Conditioning  
AES-6660 Special Topics Seminar in Strength and Conditioning

**Sports Nutrition Concentration (12 hours)**

AES-6320 Vitamins & Minerals  
AES-6340 Nutrition & Exercise for Weight Management  
AES-6360 Practicum: Sports Nutrition  
AES-6380 Special Topics in Sports Nutrition

**Strength and Conditioning Concentration (12 hours)**

AES-6810 Essentials of Strength Training and Conditioning  
AES-6820 Advanced Strength and Conditioning Theory  
AES-6840 Practicum in Strength and Conditioning  
AES-6860 Seminar in Strength and Conditioning

**Sports Nutrition Certificate (15 hours)**

AES-6300 Exercise and Sport Nutrition  
AES-6320 Vitamins & Minerals  
AES-6340 Nutrition & Exercise for Weight Management  
AES-6360 Practicum: Sports Nutrition  
AES-6380 Special Topics in Sports Nutrition

**Human Movement Science Certificate (12 hours)**

AES-6500 Principles of Human Movement Science  
AES-6520 Program Design in Corrective Exercise Training  
AES-6540 Practicum: Human Movement Science  
AES-6560 Special Topics Seminar in Human Movement Science

**Fitness and Health Promotion Certificate (12 hours)**

AES-6400 Principles of Fitness and Health Promotion  
AES-6420 Program Design in Fitness and Health Promotion  
AES-6440 Practicum: Fitness and Health Promotion  
AES-6460 Business Development and Entrepreneurship in Fitness and Health

**Sports Performance Training Certificate (12 hours)**

AES-6600 Principles of Sports Performance Training  
AES-6620 Program Design in Strength and Conditioning  
AES-6640 Practicum: Strength and Conditioning  
AES-6660 Special Topics Seminar in Strength and Conditioning

**Strength and Conditioning Certificate (12 hours)**

AES-6810 Essentials of Strength Training and Conditioning

AES-6820 Advanced Strength and Conditioning Theory

AES-6840 Practicum in Strength and Conditioning

AES-6860 Seminar in Strength and Conditioning

## **Master of Science in Computer Science (30 hours)**

The Master of Science in Computer Science graduate program is designed to prepare students for immediate entry into the nation's professional workforce in computer science. The program will help provide advanced quality graduate studies, in the areas of critical importance and great demands (such as Software Engineering, Database, Website Development, Computer Networking, Cyber Security, Big Data, Cloud Computing and Mobile Application Development), to the citizens of the Illinois, the nation and the world.

The program will enable students to attain, by the time of graduation:

- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design, implementation and evaluation of software systems, processes, components or programs of varying complexity in a way that meets the desired needs and demonstrates comprehension of the tradeoffs involved in design choices.
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- An ability to function effectively on teams to accomplish a common goal.
- An understanding of professional, ethical, legal, security and social issues and responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the local and global impact of computing on individuals, organizations and society.
- Recognition of the need for and an ability to engage in continued professional development.
- An ability to use current techniques, skills and tools necessary for computing practice.

### **Core Requirements (9 Hours)**

CSC-6051 Operating System II (3 hours)

CSC-6021 Data Structures and Algorithms II (3 hours)

CSC-6022 Advanced Data Structures and Algorithms (3 hours)

### **Specialization Requirements**

#### **Software Engineering**

CSC-6160 Software Engineering I (3 hours)

CSC-6161 Software Engineering II (3 hours)

CSC-6162 Advanced Software Engineering (3 hours)

#### **Database Design and Development**

CSC-6220 Database Design and Development I (3 hours)

CSC-6221 Database Design and Development II (3 hours)

CSC-6222 Advanced Design and Development (Big Data) (3 hours)

#### **Website Design and Development**

CSC-6350 Website Design and Development I (3 hours)

CSC-6351 Website Design and Development II (3 hours)

CSC-6352 Advanced Web Design and Development (3 hours)

**Computer Networking and Cyber Security**

CSC-6440 Computer Networking and Cyber Security I (3 hours)

CSC-6441 Computer Networking and Cyber Security II (3 hours)

CSC-6442 Advanced Computer Networking and Cyber Security (3 hours)

**Mobile Application Design and Development**

CSC-6530 Mobile Application Design and Development I (3 hours)

CSC-6531 Mobile Application Design and Development II (3 hours)

CSC-6532 Advanced Mobile Application Design and Development (3 hours)



## **Master of Science in Instructional Design and Technology (30 hours)**

The Master of Science degree in Instructional Design and Technology is designed for individuals in higher education, the private sector, government and/or nonprofit organizations who are seeking to design instruction and create learning environments in real-world contexts. Through applied research, the IDT program contributes to the improvement of instructional methodologies and the design and implementation of learning innovations.

### **Required Courses (30 hours)**

IDT-6100 Foundations of Instructional Design and Technology

IDT-6300 Instructional Strategies for Learning Technologies

IDT-6200 Social Computing

IDT-6400 Needs Assessment and Task Analysis

IDT-6500 Project Management for Instructional Design

IDT-6600 Systemic and Technological Innovation

IDT-6700 Human-Computer Interaction and Multimedia Design

IDT-6800 Learning Analytics and Data-Driven Decision Making

IDT-6250 Evaluation Methodology Applications in Instructional Design and Technology

IDT-6990 Capstone in Instructional Design and Technology

## Post-Master's Endorsement Programs

### Professional Educator's License: School Service Personnel Endorsement PreK-12 (48 hours)

The purpose of the School Service Personnel Endorsement PreK-12 (formerly Type 73 Certification) is to enable students that have a prior master's degree in counseling or a related area to meet licensure/endorsement requirements for the Educator's License with a School Counseling Endorsement in the state of Illinois.

#### Admission Requirements

- A master's degree from a regionally accredited college or university of higher education in counseling or a related field.
- A transcript evaluation by Concordia University Chicago.
- Passing scores from the Test of Academic Proficiency (TAP), or in lieu of the TAP, obtaining proof of an ACT Plus Writing composite score of at least 22 (and a minimum score of 19 on the writing sub area) or an SAT (critical reading and mathematics) composite score of 1030 (and a minimum score of 450 on the writing sub area) is needed.
- Completion of 12 semester hours of psychology or sociology with a grade of "C" or better.

#### Endorsement Requirements

- A minimum of 24 semester hours of required coursework specifically selected to meet State Certification/Endorsement or program requirements must be completed at Concordia University Chicago.
- A transcript evaluation for the Certification/Endorsement.
- Pass the ISBE Examination for School Counseling and meet all requirements for certification.

#### Required Courses (36 hours):

CED-6000 Introduction to the Counseling Profession  
CED-6010 Counseling Theory and Practice  
CED-6015 Counseling Techniques and Interventions  
CED-6035 Counseling and Human Development  
CED-6045 Ethics, Law & Morality for Counselors  
CED-6055 Multicultural Counseling  
CED-6210 School Counseling Program Development and Organization  
CED-6220 Counseling and Consulting in Schools  
CED-6230 Evaluation and Research for Counselors  
CED-6240 Group Work in Schools  
CED-6250 Fundamentals of Assessment  
CED-6260 Career Counseling for School Counselors

#### Electives (3 hours)

Electives are available on a semester basis. Choose one 6000-level course from CED in consultation with your GPS Advisor to coordinate the elective registration.

Suggested Electives:

CED-6225 College Counseling: Preparation, Planning, & Admission  
CED-6420 Substance/Alcohol Abuse & Treatment  
CED-6550 Family Systems Theory & Therapy  
PSY-6040 Applied Psychopathology & Diagnosis

**Clinical Experience (9 hours)**

CED-6920 Practicum: School Counseling  
CED-6926/6927 Internship: School Counseling **or**  
CED-6928/6929 Internship: School Counseling

**Capstone Experience**

All students in Concordia-Chicago's school counseling program will complete a written portfolio. A portfolio is a collection of work that demonstrates growth toward, and understanding of, professional standards. During the practicum portion of the program, students will construct a comprehensive developmental program that could be implemented and will increase student's success in multiple domains. The portfolio developed should be something that students can use in their future career as a school counselor (embedded in the internship experience).

## Superintendent Endorsement (30 hours)

Concordia University Chicago was approved for the new Illinois Superintendent Endorsement Program on October 6, 2017. Described below are the courses required for the Illinois Superintendent Endorsement on the professional educator license (PEL). The 30 semester hours of credit (face to face) listed below must be beyond the master's degree level.

### Admission Requirements

- Have a regionally accredited master's degree.
- Have a General Administrative Certificate or Illinois Principal endorsement.
- Have a minimum graduate GPA of 3.5.
- Have a minimum of two years of supervisory or administrative experience in a school or district by the end of the program.
- Supply evidence of passing the Illinois Test of Basic Skills or equivalent.

### Required Courses: (21 hours)

EDL-7111 Strategies of Educational Leadership  
EDL-7260 School and District Improvement Using Data Analysis  
EDL-7210 Policy Analysis  
EDL-7245 Managing Illinois School District Finances  
EDL-7241 Supervisory Theory and Practice  
EDL-7255 Managing Legal and Human Resource Issues  
EDL-7301 Ethics for Educational Leaders

### Clinical Experience (9 hours) semester-long (16 weeks):

EDL-7894 Superintendent Internship I: The Superintendent as an Instructional Leader  
EDL-7895 Superintendent Internship II: The Superintendent as Change Agent  
EDL-7896 Superintendent Internship III: The Superintendent as HR and Resources Manager

***Note: Candidates seeking this endorsement will not be considered program completers until they have passed the mandated state superintendent test.***

## Doctoral Degree Programs: Ed.D. and Ph.D.

### Program Overview

Leadership is in demand in every type of organization and in every country throughout the world. Graduate degrees in leadership are adaptable to a variety of careers in for-profit, nonprofit, publically held and government organizations. These specialized degrees are designed for professionals who want to take on leadership roles in their profession, association or their own business. Leadership majors are at a unique advantage because the skills learned and mastered are universally appreciated and highly desired. Concordia University Chicago's graduate programs in leadership focus on knowledge and enlightened perspectives about innovative leadership practices. The overarching curriculum focuses on knowledge management, decision-making, conflict and change management, communication, and different and unique approaches to leadership.

Concordia-Chicago offers Ed.D./Ph.D. Degrees in Leadership with the following specializations:

- Community Colleges
- Early Childhood Education
- Educational Leadership
- Educational Technology
- Gerontology
- Health & Human Performance
- Higher Education
- Organizational Leadership
- Reading, Language and Literacy
- Special Education
- Sports Leadership
- Teacher Leadership
- Curriculum and Instruction

### Academic Information

#### Transfer of Credit

All graduate work beyond the master's degree satisfactorily completed at a Concordia University System institution may be transferred toward meeting the requirements of the doctoral program to the extent that they satisfy specific course and/or experience requirements or electives for specific doctoral specializations.

Post-master's work at another regionally accredited institution may be accepted toward doctoral degree programs upon approval of the student's advisor, program coordinator and dean of the college.

Graduate courses transferred must have a grade of B or better and must have been earned no more than 10 years prior to admission to the doctoral program.

#### Successfully Completed Credit Hours

Graduate courses with a passing grade (A, B, C, or P) are considered to be successfully completed. Courses with a grade of D, F, W, IA to IF, or U, are not considered to be successfully completed.

## **Residency**

There is no specific residency requirement for the doctoral program. Each student should consult with her/his faculty advisor to decide if a concentrated course of study would best meet the student's own academic and/or professional needs.

## **Time Limits**

Completion of the doctorate is expected within 10 years of the date of entrance into coursework. Extensions on this time limit may be requested by the student through the advisor and are subject to approval by the Dean of the College of Graduate and Innovative Programs.

Applicants for the doctoral program who desire more information regarding specific course requirements, comprehensive examinations, dissertation, etc., should consult the Doctoral Program Handbook.

## **Comprehensive Examination**

Students must have successfully completed all coursework with a CGPA of 3.0, submit the required Intent to Take Comprehensive Examination Form (no less than six weeks prior to the examination) and register for the examination. The comprehensive examination is a major step that leads to candidacy in the doctoral program.

Upon successful completion of the comprehensive examination the student may apply for doctoral candidacy by submitting the Application for Admission to Candidacy for final approval by the dean of the respective college. Doctoral candidacy must be achieved before the dissertation process begins.

## **Dissertation**

Students must complete original dissertation research as approved by the dissertation committee. According to the Higher Learning Commission approval, Ed.D. candidates may conduct research in their place of employment or at external sites; Ph.D. dissertation research samples and participants must go beyond a candidate's place of employment to include a wider scope of influence and investigation, grounded in a theoretical framework. Please consult the Collegial Cloud in Blackboard for specific procedures related to the dissertation.

## **Program Procedures for Doctoral Students**

### **1. Communication**

All email communication from doctoral students with Concordia University Chicago faculty, program advisors, department chairs, Division staff, dissertation committee members and other University business must be sent from the student's Concordia University Chicago email address.

### **2. Program Advisor**

Doctoral advising is comprehensive and engages students in thinking about and planning for all elements of the program. Each cohort program has its own program advisor. Students will work directly with the program advisor in consultation with the Division of Research and Doctoral Programs for all procedural issues related to the doctoral program. Specific issues related to academic program requirements, transfer credits, changes in your approved program plan must be directed to the appropriate Concordia University Chicago department chairperson.

### **3. Satisfactory Progress**

All students will be monitored for satisfactory academic progress at the following points: comprehensive examination, dissertation proposal defense and dissertation defense. Students are considered to be making satisfactory progress if the grade-point average is 3.0 or higher, all deficiencies have been removed and appropriate progress is being made toward meeting the standards. Students not making satisfactory progress will be placed on academic probation.

#### 4. Continuous Enrollment

Doctoral students must be registered at all times to maintain continuous enrollment in the Doctoral Program. Students who have completed all required coursework must be enrolled in DISS-8000 until program completion.

Any time a student needs to take a temporary hiatus from coursework of the dissertation, he or she must initiate a Stop Out request. Stop Out status indicates that no coursework is being taken. Doctoral Stop Out eligibility, guidelines, time limits and requirements are available from the student's program advisor. Stop Outs must be approved by the dean.

#### 5. Comprehensive Examination

Application for the exam occurs upon completion of coursework with a minimum GPA of 3.0. Please review the Collegial Cloud in Blackboard for specific procedures related to the comprehensive examination.

#### 6. Doctoral Candidacy

Doctoral candidacy occurs upon successful completion of the comprehensive examination.

#### 7. Dissertation

Students must complete original dissertation research as approved by the dissertation committee. Once dissertation work is begun, candidates must be continuously enrolled until program completion. After the completion of the required nine semester hours of DISS-7010, 7020 and 7030, candidates enroll in DISS-8000 to maintain continuous enrollment in the program. Please consult the Collegial Cloud in Blackboard for specific procedures related to the dissertation.

#### 8. Graduation

An "Intent to Graduate" form must be submitted to the Office of the Registrar at least one semester prior to the anticipated conferral of the degree.

## **Doctorate of Business Administration (60 hours)**

The Concordia University Chicago Doctorate in Business Administration (DBA) is designed to meet the demand for doctoral business education that is the next step in individual professional development. The program, one of the top DBA programs in Chicago, provides a further tier of leadership and management preparation beyond the master's level. The DBA creates an opportunity for students and faculty to further cultivate the global perspectives, knowledge and networks already established through the College's expanding global presence. The curriculum, residencies, specializations and the Mentor interface are innovative by design and delivery. A unique feature of Concordia-Chicago's DBA program is that the dissertation process begins immediately, with students choosing a preliminary topic at the beginning of their program of study.

The Concordia-Chicago Doctorate in Business Administration has been designed for professionals who seek professional enrichment and want to focus on real-life business challenges while developing application-oriented research. Seasoned business professionals know that they must blend research with their management practice. They must know how to assess current global trends in business, leadership and management that affect their organizations. The DBA program is committed to scholarly business research, and qualified candidates will have research interests that align with one of the two specializations offered. Those who earn a DBA degree will be prepared to advance in their profession and to use their research expertise to positively impact organizational goals.

Two DBA specializations are offered: Innovation in Health Care and Leadership and Innovation.

### **Required Courses Core:**

#### **17 semester hours**

DBA-7010 Foundations of the Doctoral Experience

DBA-7020 The Global Leader: Social Responsibility and Ethical Decision Making

DBA-7XXX Global Concepts in Strategic Marketing

DBA-7XXX Strategy Formulation, Deployment, and Innovation: A Global Perspective

DBA-7XXX Business Analytics and Financial Decision Making

DBA-7XXX Global Business Operations

### **DBA Mentor Courserooms: 15 semester hours**

The DBA Mentor Courserooms run concurrently with core, research and specialization courses. The Mentor Courseroom begins the student's introduction to the dissertation process starting in the second term of the student's program. Each Mentor Courseroom has a specific deliverable that coincides with one of the elements of the dissertation.

DBA-7404 Accompanying Mentor Courseroom 1

DBA-7405 Accompanying Mentor Courseroom 2

DBA-7406 Accompanying Mentor Courseroom 3

DBA-7XXX Accompanying Mentor Courseroom 4

DBA-7XXX Accompanying Mentor Courseroom 5

DBA-7XXX Accompanying Mentor Courseroom 6

DBA-7401 Mentor Courseroom 1

DBA-7402 Mentor Courseroom 2

DBA-7403 Mentor Courseroom 3



**Residencies: 3 semester hours**

DBA-7000 DBA Residency Experience 1

DBA-7XXX DBA Residency Experience 2

DBA-7XXX DBA Residency Experience 3

**Research Methods: 10 semester hours**

RES-7901 Research Design for Business Management

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

**Specializations: 9 semester hours****Strategic Leadership and Innovation**

DBAL-7701 Leadership: Strategy and Thought

DBA-7XXX Strategic Leadership Practice

DBA-7XXX Disruptive Innovation Execution

**Innovation in Health Care Management**

DBAH-7701 Innovative Best Practices in Health Care Management

DBA-7XXX Health Care Analytics and Financial Applications for Health Care Management

DBA-7XXX Governance of Health Care Systems

**Comprehensive Professional Portfolio: 0 semester hours**

To document and assess academic progress, students will prepare and present their Comprehensive Professional Portfolio (CPP) prior to defending their dissertation proposal in the final Mentor Courseroom. The CPP is a systematic reflection and documentation of the student's experience in the DBA program. Students complete a complex assignment within each Mentor Courseroom that provides a basis for evaluating the degree of mastery of all learning outcomes for that course. This experience provides students with the opportunity to demonstrate their command of the knowledge, skills and expertise necessary for conducting research within their area of focus. The student will present their CPP either virtually or in person to their dissertation committee prior to defending their dissertation proposal.

**Dissertation: 6 semester hours**

DBA-7XXX DBA Dissertation Intensive #1

DBA-7XXX DBA Dissertation Intensive #2

DBA Continuing Services

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Community Colleges**

Community colleges, like many other American institutions, are experiencing a leadership gap as many current leaders retire. Moreover, the leadership skills now required have widened because of greater student diversity, advances in technology, accountability demands and globalization.

This specialization in community college leadership is intended to prepare leaders for service in one of the 1,300+ institutions nationwide serving more than 13 million students (2012 Fact Sheet, AACC). It is designed for students who are serving in and preparing for emerging leadership roles within the community college setting. Coursework empowers candidates to advance community colleges toward continued community service and educational excellence. Offered as a specialization within the Ed.D. and Ph.D. programs in leadership, this specialization focuses on the administration/leadership of community and two-year/junior colleges, as well as other post-secondary institutions. It explores and examines the policies, procedures, practices and institutional issues, and the cultures and systems in which the leaders operate.

Across the curriculum, students will draw upon and build on knowledge and experiences related to their professional work. Additionally, students will be required to hone strong research skills and have a familiarity with evidence-based decision-making. Grounded in topics related to higher education and community college systems in the United States, this specialization provides opportunities to explore the impact of globalization and technology on the community college system, faculty, staff and students.

### **Program Requirements**

Doctoral candidates must complete 61 hours in Ed.D. or 67 hours in Ph.D. in subject areas covering:

- Community college leadership
- Research and statistics
- Foundations, philosophy and ethics

Candidates must also complete:

- Comprehensive exams
- Doctoral dissertation

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours) Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. only)

EDL-7211 Policy Analysis

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)

OLDR-6820 Leadership, Politics, Power & Applied Ethics

### **Research for the Ed.D. Practitioner Track (10 hours)**

RES-7605 Quantitative Analysis (3 hours)

RES-7700 Qualitative Research (3 hours)

RES-7900 Research Design (4 hours)

**Research for the Ph.D. Research Track (16 hours)**

RES-7605 Quantitative Analysis

RES 7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

**Comprehensive Exam and Dissertation (9 hours)**

COMP-7000: Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000: Dissertation Supervision (no credit)

**Community College Specialization (30 hours)**

EDL-7120 Research-Based Decision Making

LCC-7000 Community College Leadership and Governance

LCC-7010 Managing Financial and Physical Resources

LCC-7020 Creating a Culture of Student-Centeredness for Learning

LCC-7030 Critical Issues Facing Today's Community Colleges

LCC-7040 Trends and Issues of Workforce Education and Development

LDR-7000 Leadership Theories and Professional Practice

LDR-7010 Developing the Organization's Human Capital

LDR-7030 Promoting and Leading Change

LDR-7040 Creating and Leading a Learning Organization

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Early Childhood Education**

The Ph.D./Ed.D. program in Early Childhood Education is designed to provide candidates with a strong background in research, theory, issues, policies, advocacy and practical experiences in early childhood. Our graduates are prepared as faculty and leaders to design and implement early childhood educational programs in a variety of settings, including: public and private schools and universities, corporate child centers, and for- and nonprofit early childhood community-based centers. The program aligns to the National Association for the Education of Young Children (NAEYC) 2010 Advanced Standards. The program will enable candidates to:

- Understand and promote theoretical and evidence-based foundations of early childhood development and educational learning processes.
- Build and engage in early childhood practices that develop awareness, understanding, respect, and valuing of differences and relationships in families, communities and society.
- Use a variety of assessment tools and practices to plan, evaluate and communicate effective practices in early childhood curriculum and program evaluation.
- Use developmentally effective instructional approaches that are research-based and grounded in theoretical frameworks to support student learning and family connections.
- Use content knowledge that fosters an understanding of early childhood education through research and analysis skills that will further and support current knowledge across academic disciplines.
- Engage in and view professional learning and leadership in advocacy, administration and organization of early childhood programs as a career-long effort and responsibility.
- Participate in a variety of field experiences to further develop knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood education.

### **Admission to the Ed.D. or Ph.D. Early Childhood Education program**

- Two years of teaching, child care or related experience acquired prior to completion of the doctoral program. Employer documentation of this experience must be included on the application for Graduate Admission or within a letter of recommendation.
- Successful completion of the Comprehensive Examination.
- Successful completion and defense of the Dissertation process.
- International students complete a Seminar in Higher Education course during the first semester.\*

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours) Foundations/Philosophy/Ethics (12 hours)**

FPR-7011 Philosophical and Theoretical Foundations of Leadership (3) – Ed.D. Only

FPR-7300 Philosophy of Scientific Knowledge (3) – Ph.D. only

EDL-7140 Organizational Change (3)

EDL-7210 Policy Analysis (3)

EDL-7300 Ethics for Educational Leaders (3)

### **Research for the Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7900 Research Design (4)

**Research for the Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7800 Mixed Methods Research (3)

RES-7900 Research Design (4)

*Select one:*

RES-7620 Advanced Topics in Statistics (3)

RES-7710 Advanced Qualitative Research (3)

**Comprehensive Exam and Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee based)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8000 Dissertation Supervision (fee based)

**Early Childhood Specialization (30 hours)**

ECE-7010 Child Development and the Educational Process

ECE-7020 The Leadership/Supervision of Early Childhood Centers and Programs

ECE-7030 Trends, Issues and Research in Early Childhood Education

ECE-7040 Cultural and Socioeconomic Influences Affecting Diverse Learners

ECE-7050 Models of Assessment

ECE-7060 Curriculum Models in Early Childhood Education

ECE-7070 Language, Literacy and Reading Instruction in Early Childhood Education

ECE-7080 Legal Issues in Early Childhood Education

ECE-7090 Family and Community Relationships and Advocacy

ECE-7110 Early Childhood Education Internship

\*International students pursuing a doctoral degree at Concordia University Chicago are required to take the Seminar in Higher Education in addition to the courses required for their degree program. The Seminar is a 3-credit course taken during the student's first term of their semester as an enrolled student. This course will serve as an introduction to the U.S.-based higher education learning environment. Students will work to develop academic language, graduate-level study skills and gain essential support with cultural and institutional acclimatization.

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Curriculum and Instruction**

The target student population for this degree is candidates who desire to pursue a program as educators and scholars prepared for leadership roles in public or private schools. This program develops educational experts who can design, implement, evaluate, and manage curriculum and instruction programs in K-12 schools.

The goals of doctoral study in the Department of Teaching, Learning, and Diversity, College of Graduate Studies, are to:

- Promote fluency in research and critical thinking within the field of curriculum and instruction, emphasizing both theoretical and practical knowledge;
- Develop competency in curriculum evaluation, development and mapping;
- Improve understanding in the teaching and learning process;
- Build a strong professional background in areas related to curriculum and instruction; and
- Support and lead reform and change efforts related to teacher development in schools.

The coursework will assist in facilitating the exploration, discussion and understanding of challenges and possibilities of teacher education.

### **Curriculum and Instruction Specialization (30 hours)**

EDL-7260 School/District Improvement Data Analysis (3)  
EDU-7700 Research-Based Instructional Practices (3)  
EDU-7100 Curriculum Theory and Design (3)  
EDU-7500 Instructional Coaching (3)  
EDU-7030 The Impact of ESEA on the Educational Landscape (3)  
EDU-7800 Curriculum Leadership (3)  
EDL-7120 Research-Based Decision Making (3)  
EDU-7600 Global Perspectives on Curriculum and Instruction (3)  
EDT-7030 Design of Learning Environments (3)  
EDU-7420 Multicultural Education: Pedagogy in Practice (3)

### **Foundations/Philosophy/Ethics (12 hours)**

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only) (3)  
FPR-7010 Philosophical and Theoretical Foundations of Leadership (Ed.D. only) (3)  
EDL-7140 Organizational Change (3)  
EDL-7210 Policy Analysis (3)  
EDL-7300 Ethics for Educational Leaders (3)

### **Research and Statistics (Ed.D. Track) (10 hours)**

RES-7605 Quantitative Analysis (3)  
RES-7700 Qualitative Research (3)  
RES-7900 Research Design (4)

### **Research and Statistics (Ph.D. Track) (16 hours)**

RES-7605 Quantitative Analysis (3)  
RES-7700 Qualitative Research (3)  
RES-7800 Mixed Methods Research (3)

RES-7900 Research Design (4)

Select One:

RES-7620 Advanced Topics in Statistics (3)

RES-7710 Advanced Topics in Qualitative Analysis (3)

**Comprehensive Exam and Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8001 Dissertation Supervision (as needed, fee-based)

## **Doctor of Education (Ed.D. 61 hours) or Philosophy of Education (Ph.D. 67 hours): Educational Leadership (non-endorsement program)**

This doctoral program prepares candidates for public or non-public school or district-wide administrative responsibilities. The program is designed to help the doctoral candidate:

- Promote the success of all students through developing and implementing a shared vision of learning that supports the learning process.
- Develop advanced skills in management of the organization, operations and resources for a safe, efficient and effective learning environment in schools and the district.
- Collaborate with staff, boards of education, students, families and community members in response to diverse educational and community interests and needs as well as mobilize community resources.
- Demonstrate integrity, fairness and ethical behavior to support and advance the development of a moral educational community.
- Understand and respond to the larger political, social, economic, legal and cultural contexts.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

EDL-7210 Policy Analysis

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

RES-7620 Advanced Topics in Statistics

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee-based)



**Educational Leadership Specialization courses (30 hours)**

EDL-6715 Providing Instructional Support

EDL 6775 Leading School-Based Professional Learning Communities (PLCs)

EDL-7110 Strategies of Educational Leadership

EDL-7220 Human Resource Administration and Bargaining

EDL-7230 Educational Finance

EDL-7240 Supervisory Theory and Practice

EDL-7250 Legal Issues for School Districts

EDL-7260 School/District Improvement Using Data Analysis

EDL-7310 Organization and Community Partnerships

EDL-7120 Research-Based Decision Making

## **Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours): Educational Leadership (with Illinois superintendent endorsement)**

This doctoral program prepares candidates for public or non-public district-wide administrative responsibilities. The program is designed to help the doctoral candidate:

- Promote the success of all students through developing and implementing a shared vision of learning that supports the learning process.
- Develop advanced skills in management of the organization, operations and resources for a safe, efficient and effective learning environment in schools and the district.
- Collaborate with staff, boards of education, students, families and community members in response to diverse educational and community interests and needs as well as mobilize community resources.
- Demonstrate integrity, fairness and ethical behavior to support and advance the development of a moral educational community.
- Understand and respond to the larger political, social, economic, legal and cultural contexts.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

\*EDL-7210 Policy Analysis

\*EDL-7301 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

RES-7620 Advanced Topics in Statistics

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee-based)

#### **Educational Leadership Specialization (21 hours)**

EDL-7120 Research-Based Decision Making

EDL-7310 Organization and Community Partnerships

- \*EDL-7111 Strategies of Educational Leadership
- \*EDL-7245 Managing Illinois School District Finance
- \*EDL-7241 Supervisory Theory and Practice
- \*EDL-7255 Managing Legal and Human Resource Issues
- \*EDL-7260 School/District Improvement Using Data Analysis

**Capstone experience (9 hours)**

- \*EDL-7894 Superintendent Internship I: The Superintendent as an Instructional Leader
- \*EDL-7895 Superintendent Internship II: The Superintendent as Change Agent
- \*EDL-7896 Superintendent Internship III: The Superintendent as HR and Resources Manager

\*Courses needed for the Illinois superintendent endorsement only.

## **Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours): Educational Leadership (with Oregon ProAL Licensure)**

This program is limited to Oregon educators enrolled through the Oregon COSA partnership.

Program Completion Requirements:

- Application and admission to the CUC/COSA ProAL program
- 61 (Ed.D.) or 67 (Ph.D.) semester hours

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

EDL-7210 Policy Analysis

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

RES-7620 Advanced Topics in Statistics

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee-based)

#### **Educational Leadership Specialization (30 hours)**

EDL-7110 Strategies of Educational Leadership

EDL-7100 The Superintendency

EDL-7120 Research-Based Decision Making

EDL-7220 Human Resource Administration and Bargaining

EDL-7232 Oregon Educational Finance

EDL-7240 Supervisory Theory and Practice

EDL-7252 Oregon Legal Issues

EDL-7260 School/District Improvement Using Data Analysis

EDL-7310 Organizational and Community Partnerships  
EDL-7897 Oregon ProAL Internship

## **Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours): Educational Leadership (with Ohio Initial Leader Licensure)**

This program is limited to Ohio educators enrolled through the Ohio SAIL partnership.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL 7110 Strategies of Educational Leadership

EDL-7210 Policy Analysis

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

RES-7620 Advanced Topics in Statistics

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee-based)

#### **Educational Leadership Required Courses (30 hours)**

EDL-6121 Ohio: Supervision and Improvement of Instruction

EDL-6131 Ohio: School Evaluation and Change Process

EDL-6201 Ohio: School Finance and Business Management

EDL-6220 School Organization and Human Resources

EDL-6231 Ohio: School Law

EDL-6241 Ohio: Instructional Leadership

EDL-6300 Ethics of School Leadership

EDL-7310 Organization and Community Partnerships

EDL-6983 Ohio School Internship I

EDL-6984 Ohio School Internship II

## **Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours): Educational Leadership (with Ohio Experienced Leader Licensure)**

This program is limited to Ohio educators enrolled through the Ohio SAIL partnership.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL 7140 Organizational Change

EDL-7210 Policy Analysis

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

RES-7710 Advance Topics in Qualitative Analysis

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee-based)

#### **Educational Leadership Required Courses (30 hours)**

EDL-7100 The Superintendency

EDL-7891 Internship: Superintendent

EDL-7220 Human Resource Administration and Bargaining

EDL-7230 Educational Finance

EDL-7240 Supervisory Theory and Practice

EDL-7250 Legal Issues for School Districts

EDL-7260 School/District Improvement Through Data Analysis

EDL-7110 Strategies of Educational Leadership

EDL-7120 Research Based Decision Making

EDL-7310 Organization and Community Partnerships

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Educational Technology**

The doctorate in educational leadership with a specialization in educational technology develops technology experts responsible for the human resource development, professional development and/or continuing education of employees. Graduates will be able to design, implement, evaluate and manage educational technology programs for uses in a variety of fields, including K-12 education, higher education, corporate training and continuing education in professional settings.

The goals of doctoral study are to develop the abilities for research and critical thinking in the field of educational technology on both a theoretical and practical level; develop competency in technology development, implementation and evaluation; improve the connection between technology and the teaching and learning process; build a strong professional background in areas related to educational technology; and support and lead reform and change efforts related to technology practices and human resource management. The coursework will assist in facilitating the exploration, discussion and understanding of challenges and possibilities of educational technology in a variety of educational settings.

### **Educational Technology Specialization (30 hours)**

EDT-7010 Theories in Educational Technology for Teaching and Learning (3)

EDT-7030 Design of Learning Environments (3)

EDT-7080 Contemporary Issues in Technology and Instructional Design (3)

EDT-7070 Technology Leadership in Organizations (3)

EDT-7XXX Data Management (3)

EDT-7060 Strategic Planning and Evaluation of Technology Programs (3)

EDT-7XXX Technology Department Management (3)

### **Education Strand**

EDT-7XXX Technology Policy Analysis and Development (3)

EDT-7XXX Issues in Technology Design and Management (3)

*Choose one:*

EDL-7260 School/District Improvement Using Data Analysis (3)

EDU-7100 Curriculum Theory and Design (3)

**or**

### **Corporate Strand**

EDT-7040 Human-Computer Interactions for Learning Systems (3)

EDT-7020 Designing for Online Learning Systems (3)

EDT-7050 Project Management (3)

### **Doctoral Program Core**

#### **Foundations/Philosophy/Ethics (12 hours)**

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only) (3)

FPR-7010 Philosophical and Theoretical Foundations of Leadership (Ed.D. only) (3)

EDL-7140 Organizational Change (3)

EDL-7210 Policy Analysis (3)

EDL-7300 Ethics for Educational Leaders (3)



**Research and Statistics (for the Ed.D. Track) (10 hours)**

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7900 Research Design (4)

**Research and Statistics (for the Ph.D. Track) (16 hours)**

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7800 Mixed Methods Research (3)

RES-7900 Research Design (4)

Select one:

RES-7620 Advanced Topics in Statistics (3)

RES-7710 Advanced Topics in Qualitative Analysis (3)

**Comprehensive Exam and Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8000 Dissertation Supervision (as needed, fee-based)

## **Doctor of Education (Ed.D. 61 hours) and Doctor of Philosophy (Ph.D. 67 hours) in Leadership and Gerontology**

The Ph.D. and Ed.D. programs in Gerontology and Leadership provide a multidisciplinary framework from which to respond to existing age-related questions, and intensive, in-depth training for those who want unique preparation for leadership roles for addressing issues related to aging. The doctoral candidate's knowledge base of research methods and theoretical perspectives encompasses various social and basic science disciplines rather than relying on a single disciplinary approach to aging and leadership. The Ph.D. program in leadership and gerontology produces highly qualified and trained social scientists that have training in research methodology and its application in an aging society. The Ed.D. program in leadership and gerontology produces highly qualified and trained stewards of gerontological leadership trained in applied gerontology. Candidates of this degree may actively engage in research, teaching or service in academic or non-academic settings.

### **Ed.D. in Gerontology (61 hours)**

#### **Doctoral Specialization: Gerontology (30 hours)**

GERO-7000 Gerontological Theory (3)  
GERO-7560 Sociocultural Aspects of Aging (3)  
GERO-7820 Leadership, Applied Ethics, Aging, and Global Change (3)  
GERO-7505 The Psychological Aspects of Aging (3)  
GERO-7800 Demography and Epidemiology of Aging (3)  
GERO-7805 Issues in Aging Policy (3)  
GERO-7500 The Physiology of Aging (3)  
GERO-7900 Diversity in Aging Societies (3)  
GERO-7810 Foundations of Teaching and Learning in Gerontology (3)  
GERO-7905 Professional Seminar in Gerontology (3)

#### **Leadership Courses (12 hours)**

EDL-7120 Research-Based Decision Making (3)  
EDL-7140 Organizational Change (3)  
EDL-7211 Policy Analysis (non-K12) (3)  
FPR-7011 Philosophical and Theoretical Foundations of Leadership (3)

#### **Research Courses (10 hours)**

RES-7605 Quantitative Analysis (3)  
RES-7700 Qualitative Research (3)  
RES-7900 Research Design (4)

#### **Dissertation/Comprehensive Exam Credit (10 – minimum of 9 dissertation hours)**

COMP-7000 Comprehensive Examination  
DISS-7010 Dissertation (3)  
DISS-7020 Dissertation (3)  
DISS-7030 Dissertation (3)  
DISS-8000 Dissertation Supervision

Note: Candidates will complete a Comprehensive Exam and a Dissertation Defense.

## **Ph.D. in Gerontology (67 hours)**

### **Doctoral Specialization: Gerontology (30 hours)**

GERO-7000 Gerontological Theory (3)  
GERO-7560 Sociocultural Aspects of Aging (3)  
GERO-7820 Leadership, Applied Ethics, Aging and Global Change (3)  
GERO-7505 The Psychological Aspects of Aging (3)  
GERO-7800 Demography and Epidemiology of Aging (3)  
GERO-7805 Issues in Aging Policy (3)  
GERO-7500 The Physiology of Aging (3)  
GERO-7900 Diversity in Aging Societies (3)  
GERO-7810 Foundations of Teaching and Learning in Gerontology (3)  
GERO-7905 Professional Seminar in Gerontology (3)

### **Leadership Courses (12 hours)**

EDL-7120 Research-Based Decision Making (3)  
EDL-7140 Organizational Change (3)  
FPR-7011 Philosophical and Theoretical Foundations of Leadership (3)  
EDL-7211 Policy Analysis (non-K12) (3)

### **Research Courses (16 hours)**

RES-7900 Research Design (4)  
RES-7605 Quantitative Analysis (3)  
RES-7700 Qualitative Research (3)  
RES-7800 Mixed Methods Research (3)  
RES-7710 Advanced Topics in Qualitative Analysis (3) **OR** RES-7620 Advanced Topics in Statistics (3)

### **Dissertation/Comprehensive Exam Credit (10 – minimum of 9 dissertation hours)**

COMP-7000 Comprehensive Examination  
DISS-7010 Dissertation (3)  
DISS-7020 Dissertation (3)  
DISS-7030 Dissertation (3)  
DISS-8000 Dissertation Supervision

Note: Candidates will complete a Comprehensive Exam and a Dissertation Defense.

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Health and Human Performance**

The Ph.D. in Leadership – Health & Human Performance is an interdisciplinary degree program designed to prepare students to pursue academic, clinical, leadership and/or research roles in the fields of health promotion, exercise science, kinesiology, human performance and other related disciplines. The program has a strong research orientation and aims to develop outstanding scholars and researchers who create and disseminate new knowledge about issues arising out of the intersection of physical activity, health promotion and human performance. The 58 credit-hour program includes coursework in leadership, health, exercise science, research and statistics, and a 9 credit-hour dissertation requirement.

The Ed.D. in Leadership – Health & Human Performance is an interdisciplinary degree program designed to prepare students to pursue academic, clinical, leadership, and/or research roles in the fields of health promotion, exercise science, kinesiology, human performance and other related disciplines. The program emphasizes a rigorous application of evidence-based research, assessment and scholarship as the basis for identifying and addressing issues arising out of the intersection of physical activity, health promotion and human performance. The 52 credit-hour program includes coursework in leadership, health, exercise science, research and statistics, and a 9 credit-hour dissertation requirement.

### **Admission Requirements**

1. Master's degree in Health Science or Exercise Science or related field with a minimum of 3.0 GPA on a 4.0 scale.
2. Graduate Record Exam (GRE). There is no score minimum requirement; however, the GRE score is evaluated by program coordinator during the application process.
3. Submit two letters of recommendation from former/current professors or employers.
4. Letter of application, including state of career goals and research interests.
5. Writing sample.
6. Resume/Curriculum Vitae.
7. Transcripts from each institution attended.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

EDL-7211 Policy Analysis Non K-12

FPR-7011 Philosophical & Theoretical Foundations of Leadership (Ed.D. only)

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)

HHP-7090 Ethical Issues in Health and Human Performance

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

**Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam

DISS-7010 Dissertation

DISS 7020 Dissertation

DISS 7030 Dissertation

DISS-8000 Dissertation Supervision

Upon completion of the nine required hours of dissertation course work, candidates must maintain continuous enrollment with DISS-8000 until program completion.

**Health & Human Performance Specialization Core (18 Credit Hours)**

GME-6300 Introduction to Grants

HHP-7030 Advanced Exercise and Sports Nutrition

HHP-7000 Cardiovascular Responses to Exercise

HHP-7060 Health Promotion and Disease Prevention

HHP-7010 Neuromuscular Responses to Exercise

HHP-7050 Program Design in Physical Activity and Health

**Health & Human Performance Cognate (12 Credit Hours)**

**Health & Human Performance**

HHP-7020 Exercise for Disease Prevention and Management

HHP-7100 Seminar in Health & Human Performance

HHP-7040 Measurement and Evaluation in Health and Human Performance

HHP-7070 The Professoriate

**Applied Exercise Science**

AES-6200 Applied Exercise Physiology

AES-6300 Exercise and Sport Nutrition

AES-6400 Principles of Fitness and Health Promotion

AES-6500 Principles of Human Movement Science

AES-6600 Principles of Sports Performance Training

AES-6320 Vitamins and Minerals

AES-6420 Program Design in Fitness and Health Promotion

AES-6520 Program Design in Corrective Exercise Training

AES-6620 Program Design in Sports Performance Training

AES-6340 Nutrition and Exercise for Weight Management

AES-6380 Special Topics: Seminar in Sports Nutrition

AES-6460 Bus Dev and Entrepreneurship in Fitness and Health

AES-6560 Special Topics: Seminar in Human Movement Science

AES-6660 Special Topics: Sports Performance Training

**Gerontology**

GERO-7560 Socio-Cultural Aspects of Aging

GERO-7820 Leadership, Applied Ethics, Aging & Global Change

GERO-7505 The Psychological Aspects of Aging

GERO-7000 Gerontological Theory  
GERO-7805 Issues in Aging Policy  
GERO-7800 Demography and Epidemiology of Aging  
GERO-7500 The Physiology of Aging  
GERO-7900 Diversity in Aging Societies  
GERO-7810 Foundations of Teaching and Learning in Gerontology  
GERO-6000 Perspectives in Gerontology  
GERO-6160 Sociology of Aging  
GERO-6045 Aging, Values, Attitudes, & Ethics  
GERO-6050 Adult Development & Aging  
GERO-6500 Public Policies & Aging  
GERO-6510 Diversity in Aging

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Higher Education**

The specialization in Higher Education Leadership is designed for graduate students who would like to continue their careers as leaders, administrators and educators in higher education. Offered as a specialization within the doctoral program in Leadership, the higher education specialization focuses on the administration of colleges, universities and other post-secondary institutions, and the policies, practices and issues connected to these institutions, and the cultures and systems in which they operate.

This specialization program encourages students to draw upon and build on knowledge and experiences related to their professional work, while also requiring students to develop strong research skills and a familiarity with evidence-based decision-making. While grounded in topics related to higher education systems in the United States, this emphasis also provides opportunities to explore the internationalization and globalization of higher education.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

EDL-7211 Policy Analysis

OLDR-6820 Leadership, Politics, Power & Applied Ethics

FPR-7011 Philosophical & Theoretical Foundations of Leadership (Ed.D. only)

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (no credit)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

**Higher Education Specialization (30 hours)**

Required courses:

EDL-7120 Research-Based Decision Making

HLDR-6800 Law and Higher Education

HLDR-6810 Institutional Advancement

HLDR-6820 Historical and Society Issues in Higher Education

HLDR-6830 Governance and Leadership in Higher Education

HLDR-6840 Fiscal and Social Responsibility in Higher Education

LDR-7000 Leadership Theories and Professional Practice

LDR-7010 Developing Human Capital

LDR-7030 Promoting and Leading Change

LDR-7040 Leading a Learning Organization



## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Organizational Leadership**

The Organizational Leadership specialization curriculum is both strategically focused and innovative, aligning contemporary leadership theory with today's best leadership practices. The coursework offers students the opportunity to identify and achieve personal learning objectives and professional goals as well as the opportunity to make immediate and significant contributions to their organizations. Offered as a specialization within the doctoral program in leadership, the organizational leadership specialization will develop scholar practitioners who will grow their organizations by incorporating various methods of strategic planning and forecasting, innovative change initiatives, organizational diagnostic strategies, and purposeful reform interventions.

### **Core Courses (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. only)

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)

EDL-7210 Policy Analysis

OLDR-6820 Leadership, Politics, Power, & Applied Ethics

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Research

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (no credit)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

#### **Organizational Leadership Specialization (30 hours)**

Required courses:

EDL-7120 Research-Based Decision Making

OLDR-6800 The Leader as Trainer, Mentor and Coach

OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization  
OLDR-6830 Organizational Communication and Decision Making  
OLDR-6840 Leaders as Agents of Change  
LDR-7000 Leadership Theories and Professional Practice  
LDR-7010 Developing Human Capital  
LDR-7020 Leading the Knowledge Enterprise  
LDR-7030 Promoting and Leading Change  
LDR-7040 Leading a Learning Organization

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Reading, Language and Literacy**

Concordia University Chicago's doctoral program in reading education provides a theoretical and practical framework for literacy instruction and assessment within an emphasis on current research.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

EDL-7210 Policy Analysis

Select one:

EDL-7300 Ethics for Educational Leadership

FPR-7300 The Philosophy of Scientific Knowledge

#### **Research for the Ed.D. (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

#### **Research for the Ph.D. (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

#### **Comprehensive Exam and Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee based)

#### **Reading, Language, and Literacy Core (30 hours)**

RLL-7000 Trends and Issues in Literacy Research

RLL-7010 Instructional Approaches Related to Reading, Writing & Language

RLL-7020 Development and Evaluation of Literacy Programs

RLL-7030 Policy and Politics of Reading, Language and Literacy

RLL-7040 Cultural and Socioeconomic Perspectives of Literature and Literacy

RLL-7050 New Literacies and Multiliteracies in Education

RLL-7060/7061 Internship in Reading, Language and Literacy (32 weeks, 6 hours)

RLL-7200 Literacy Supervision, Leadership and Coaching

RLL-7310 Writing is Recorded Thinking: Research, Theory and Application

RLL-7200 Literacy Supervision, Leadership and Coaching

RLL-7310 Writing is Recorded Thinking: Research, Theory and Application

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Special Education**

### **Program Objectives**

The doctoral program in Special Education is designed for candidates who desire to continue their education as educators and scholars prepared for leadership roles in the area of special education in public or private institutions. This program develops special education experts who can design, implement, evaluate, manage and lead programs in a variety of public and private settings.

The goals of doctoral study in this program are to develop the abilities for research and critical thinking in the field of special education, with a theoretical and practical knowledge; to develop competency in special education leadership, curriculum access and program evaluation; to improve understanding of the needs of families as it relates to special services; to understand the role of advocacy in supporting key stakeholders; and to support and lead reform and change efforts related to teacher development in special education.

### **Admission and Program Requirements**

- Application to and admission into the Special Education doctoral program
- Master's degree in Special Education or a related field
- Successful completion of 61 credit hours (Ed.D.) or 67 credit hours (Ph.D.)
- Comprehensive Examination
- Dissertation

### **Required Courses**

#### **Special Education Specialization (30 hours)**

EDL-7120 Research Based Decision Making (3)  
SPED-7100 International Perspectives in Special Education (3)  
SPED-6375 Supervision of Programs for Children with Disabilities (3)  
SPED-6250/EDL 6250 Special Education Law and Policy (3)  
EDL-6310 Schools, Families, and Community Partnerships (3)  
SPED-7060 Current Issues and Trends in Special Education (3)  
SPED-7020 Principles of Applied Behavior Analysis (3)  
SPED-7010 Assistive Technology for Students with Disabilities (3)  
SPED-7030 Seminar in Low Incidence Disabilities (3)  
SPED-7040 Seminar in High Incidence Disabilities (3)

### **Doctoral Program Core**

#### **Foundations/Philosophy/Ethics (12 hours)**

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only) (3)  
FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. only) (3)  
EDL-7140 Organizational Change (3)  
FPR-7400/EDL 7210 Policy Analysis (3)  
EDL-7300 Ethics for Educational Leaders (3)

**Research and Statistics (Ed.D. track) (10 hours)**

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7900 Research Design (4)

**Research and Statistics (Ph.D. Track) (16 hours)**

RES-7900 Research Design (4)

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7800 Mixed Methods Research (3)

Select one:

RES-7620 Advanced Topics in Statistics (3)

RES-7710 Advanced Topics in Qualitative Analysis (3)

**Comprehensive Exam and Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8000 Dissertation Supervision (as needed, fee-based)

## **Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Sports Leadership**

The sports leadership specialization curriculum provides professional preparation for management and leadership positions with professional sports teams, intercollegiate and intramural athletics and recreation programs at secondary and post-secondary institutions, colleges and universities and amateur athletic organizations.

Offered as a specialization within the doctoral program in leadership, the sports leadership specialization provides professional preparation for careers in private and public health and fitness clubs, corporate fitness and wellness programs, sports stadiums and arenas, and the sports marketing, management and communications firms that service the larger marketplace.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D.)

EDL-7211 Policy Analysis

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. Only)

SPML-6030 Sports Leadership & Ethics

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (no credit)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

#### **Sports Leadership Specialization (30 hours)**

Required (6 hours):

EDL-7120 Research-Based Decision Making

SPML-6090 Sports Administration

Pick four courses (12 hours):

SPML 6000 Organization & Administration of Recreation & Leisure Programs

SPML-6010/MBAS-6810 Essentials of Law

SPML-6020/MBAS-6800 Economics of Sports

SPML-6040/MBAS-6805 Sports Finance

SPML-6050 Leading in a Time of Change

SPML-6060/MBAS-6815 Leveling the Playing Field

SPML-6070 Sports Promotion

SPML-6130 Social and Historical Foundations of Sports

Pick four courses (12 hours):

LDR-7000 Leadership Theories and Professional Practice

LDR-7010 Developing Organization's Human Capital

LDR-7020 Leading the Knowledge Enterprise

LDR-7030 Promoting and Leading Change

LDR-7040 Creating and Leading a Learning Organization

## **Doctor of Education (Ed.D. 61 hours) or Philosophy of Education (Ph.D. 67 hours) in Teacher Leadership with Illinois TL endorsement**

The doctoral program in Illinois Teacher Leadership is designed for graduate students who would like to continue their careers as facilitators, instructional coaches, curriculum specialists, coordinators of district initiatives, trainers, and building- and district-level teacher leaders in various educational settings. The teacher leadership doctoral program focuses on fostering instructional improvement for increased student achievement, promoting teacher and staff development and growth, organizational change and school cultures, and outreach to families and communities.

This doctoral program encourages students to draw upon and build on knowledge and experiences related to their professional work, while also requiring students to develop strong research skills and a familiarity with data, school and instructional improvement, adult growth and development, and evidence-based decision-making. While grounded in topics related to teacher leadership, this program also provides opportunities to explore teacher and instructional leadership in various education settings: preK-12 education, nonprofit organizations, corporations and agencies.

### **Doctoral Program Core (Ed.D. 31 hours/PhD 37 Ph.D. hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

EDL-7210 Policy Analysis

EDL-7300 Ethics for Educational Leadership

Choose One:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

RES-7620 Advanced Topics in Statistics

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee-based)

Upon completion of the nine required hours of DISS-7010, 7020 and 7030, candidates must maintain continuous enrollment with DISS-8000 until program completion.



**Teacher Leadership Specialization (30 hours)**

EDL-6715 Providing Instructional Support

\*EDL-6775 Leading School-Based Professional Learning Communities (PLC's)

\*EDL-7110 Strategies for Educational Leaders

\*EDL-7120 Research-Based Decision Making

\*EDL-7240 Supervisory Theory and Practice

\*EDL-7260 School/District Improvement Using Data Analysis

\*EDL-7310 Organization and Community Partnerships

EDU-7100 Curriculum Theory and Design

EDU-7500 Instructional Coaching for Effective Teaching

**Capstone Experience:**

\*EDL-6988 Teacher Leader Practicum

\*Courses needed for the Illinois TL endorsement only.

## **Doctor of Education (Ed.D. 61 hours) or Philosophy of Education (Ph.D. 67 hours) in Ohio Teacher Leadership**

This program is limited to Ohio educators enrolled through the Ohio SAIL partnership.

### **Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**

#### **Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

EDL-7210 Policy Analysis

EDL-7300 Ethics for Educational Leadership

Choose One:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

#### **Research for Ed.D. Track (10 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

#### **Research for Ph.D. Track (16 hours)**

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

RES-7620 Advanced Topics in Statistics

#### **Comprehensive Exam & Dissertation (9 hours)**

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee-based)

Upon completion of the nine required hours of DISS-7010, 7020 and 7030, candidates must maintain continuous enrollment with DISS-8000 until program completion.

#### **Teacher Leadership Specialization (30 hours)**

EDL-6715 Providing Instructional Support

EDL-6725 Building Collaborative Relationships

EDL-6775 Leading School-Based Professional Learning Communities

EDL-6988 Teacher Leader Practicum

EDL-7110 Strategies of Educational Leadership

EDL-7120 Research Based Decision Making

EDL-7260 School/District Improvement Through Data Analysis

EDU-6450 Adult Learning

EDU-7100 Curriculum Theory and Design

EDL-7500 Instructional Coaching for Effective Teaching

# Course Descriptions

## Applied Exercise Science Courses

### **AES-6020 Kinesiology I (3 hours)**

Students will explore upper extremity musculoskeletal anatomy with emphasis on systems that enable the human body to maintain proper stabilization and produce efficient movements. Students will develop human movement analysis techniques through assessment and evaluation of biomechanical movement patterns.

### **AES-6030 Kinesiology II (3 hours)**

Students will explore trunk and lower extremity musculoskeletal anatomy with emphasis on systems that enable the human body to maintain proper stabilization and produce efficient movements. Students will develop human movement analysis techniques through assessment and evaluation of biomechanical movement patterns.

### **AES-6050 Research Design and Methods in Exercise Science (3 hours)**

Selected research techniques and designs utilized in exercise science research with emphasis on general statistics, interpretation of data, research ethics, scientific writing and library use.

### **AES-6200 Applied Exercise Physiology (3 hours)**

Effects of exercise on the major systems of the human body, including cardiorespiratory, neuromuscular, glandular and digestive; with emphasis on optimizing human performance. Prerequisites: AES-6020, AES-6030 or permission of instructor.

### **AES-6300 Exercise and Sport Nutrition (3 hours)**

Explores the relationships between nutrition, energy metabolism, and exercise and sport performance, with an in-depth analysis of dietary and nutritional supplementation. Prerequisites: AES-6200

### **AES-6320 Vitamins and Minerals (3 hours)**

Examination of the role and function of vitamins and minerals from physiological and clinical perspectives.

### **AES-6340 Nutrition and Exercise for Weight Management (3 hours)**

Examines nutrition and exercise strategies for weight management with an emphasis on metabolic, physiological and psychological factors.

### **AES-6360 Practicum: Sports Nutrition (3 hours)**

This course examines the planning and implementation of a sports nutrition program. Students are required to complete a nutrition assessment and planning case study on a member of their community.

### **AES-6380 Special Topics Seminar in Sports Nutrition (3 hours)**

In-depth study of selected advanced topics in sports nutrition.

### **AES-6400 Principles of Fitness and Health Promotion (3 hours)**

Examines a systematic approach to personal training using the National Academy of Sports Medicine's Optimum Performance Training model. The course provides an overview of evidence-based principles of

fitness assessment, program design, balance, flexibility, strength, stabilization and power. Designed to prepare students interested in becoming a Certified Personal Trainer through the National Academy of Sports Medicine (NASM). Prerequisites: AES-6020, AES-6030 or permission of instructor.

**AES-6420 Program Design in Fitness and Health Promotion (3 hours)**

Explores program design principles for fitness and health promotion, with an emphasis on the National Academy of Sports Medicine's Optimum Performance Training model. Prerequisite: AES-6400 Principles of Fitness and Health Promotion or consent of instructor.

**AES-6440 Practicum: Fitness and Health Promotion (3 hours)**

Planning and implementation of a fitness or health promotion program through a case study with a member of their community. Prerequisite: AES-6420 Program Design in Fitness and Health Promotion or permission of instructor.

**AES-6460 Business Development and Entrepreneurship in Fitness and Health (3 hours)**

Interfaces between human resource management, operations, marketing and entrepreneurship within the context of entrepreneurial, for-profit and nonprofit fitness and health promotion ventures. Prerequisite: AES-6440 Practicum: Fitness and Health Promotion or consent of instructor.

**AES-6500 Principles of Human Movement Science (3 hours)**

Examines a systematic approach for identifying neuromusculoskeletal dysfunctions and the National Academy of Sports Medicine's Corrective Exercise Continuum. Designed to prepare students interested in becoming a Corrective Exercise Specialist through the National Academy of Sports Medicine (NASM). Prerequisites: AES-6020, AES-6030 or permission of instructor.

**AES-6520 Program Design in Corrective Exercise Training (3 hours)**

Explores program design principles for corrective exercise training, with an emphasis on the National Academy of Sports Medicine's Corrective Exercise Continuum. Prerequisite: AES-6500 Principles of Human Movement Science or permission of instructor.

**AES-6540 Practicum: Human Movement Science (3 hours)**

Provides practical experience in planning and implementing a corrective exercise program through a case study with a member of their community. Prerequisite: AES-6520 Program Design in Corrective Exercise Training or permission of instructor.

**AES-6560 Special Topics: Seminar in Movement Science (3 hours)**

In-depth study of selected advanced topics in human movement science. Prerequisite: AES-6540 Practicum: Human Movement Science or permission of instructor.

**AES-6600 Principles of Sports Performance Training (3 hours)**

Examines a systematic approach to integrated performance training using the National Academy of Sports Medicine's Optimum Performance Training model. Designed to prepare students interested in becoming a Performance Enhancement Specialist through the National Academy of Sports Medicine (NASM). Prerequisites: AES-6020, AES-6030 or permission of instructor.

**AES-6620 Program Design in Sports Performance Training (3 hours)**

Explores program design principles for integrated sports performance training, with an emphasis on the

National Academy of Sports Medicine's Optimum Performance Training model. Prerequisite: AES-6600 Principles of Sports Performance Training or permission of instructor.

**AES-6640 Practicum: Sports Performance Training (3 hours)**

Planning and implementation of an integrated sports performance training program through a case study with a member of their community. Prerequisite: AES-6620 Program Design in Sports Performance Training or permission of instructor.

**AES-6660 Special Topics: Seminar in Sports Performance Training (3 hours)**

In-depth study of selected advanced topics in sports performance training. Prerequisite: AES-6640 Practicum: Sports Performance Training or consent of instructor.

**AES-6810 Essentials of Strength Training and Conditioning (3 hours)**

Explore the foundations of strength and conditioning as established by the National Strength and Conditioning Association (NSCA). Design and critique strength and conditioning programs based on NSCA guidelines. Designed to prepare students interested in becoming Certified Strength and Conditioning Specialist (CSCS) through the NSCA. Prerequisites: AES-6020, AES-6030 or permission of instructor

**AES-6820 Advanced Strength and Conditioning Theory (3 hours)**

Explore the principles of resistance training and periodization. Develop periodized programs based on foundational and current literature. Critique and justify programming selections. Prerequisite: AES-6810 or permission of instructor.

**AES-6840 Practicum in Strength and Conditioning Theory (3 hours)**

Development and implementation of a strength and conditioning program through a case study with a member of the community. Justify your programming selection and assess program success.

**AES-6860 Seminar in Strength and Conditioning (3 hours)**

In-depth exploration and analysis of advanced topics in strength and conditioning. Evaluation of current industry trends and practices. Creation of personal strength and conditioning philosophy.

**AES-6990 Capstone Experience (3 hours)**

Culminating experience in the Master of Science in Applied Exercise Science degree. Experiences may include, but are not limited to, independent research that leads to an actual product such as a publishable journal article, professional field experience, conference presentation, advanced certifications, program or facility development, website, online course materials, curriculum development.

## **Art Courses**

**ART-6601 Teaching Art in Middle & Secondary Schools (3 hours)**

**ART-6950 Independent Study (1-6 hours)**

Laboratory fee is determined by type of study.

## **Biology Courses**

**BIO-6720 ACCA Seminar in Biology (3 hours)**

Biology courses on selected topics as offered by the Associated Colleges of the Chicago Area (ACCA). Consult the department chair for details on specific courses.

## **BIO-6950 Independent Study in Biology (1-6 hours)**

### **Chemistry Courses**

#### **CHE-6720 ACCA Seminar in Chemistry (3 hours)**

Chemistry courses on selected topics are offered by the Associated Colleges of the Chicago Area. Consult the Department of Natural Sciences and Geography for details on specific courses.

### **Counselor Education Courses**

#### **CED-6000 Introduction to the Counseling Profession (3 hours)**

Training, role and professional identity of counselors and other professions in the helping profession. Professional organizations, publications, certification and licensing. Roles and functions of counselors in various settings. Ethical and legal issues in counseling.

#### **CED-6010 Counseling Theory and Practice (3 hours)**

Individual, couple and systems theories of counseling/psychotherapy. Examination of the helping process, client and counselor characteristics that influence the process consistent with current professional research and practice in the field allowing the development of a personal model of counseling.

#### **CED-6015 Counseling Techniques and Interventions (3 hours)**

This course addresses the competencies, attitudes, and skills essential to developing the character and identity of a professional counselor. Foundational and advanced counseling skills and therapeutic interventions examined as they apply to the personal, social and academic realms. Counseling techniques from the major schools and orientations including crisis intervention, multicultural and ethical issues. This course will use role-playing and videotaping to fortify burgeoning skills and interventions.

#### **CED-6020 Career Counseling and Education (3 hours)**

Career counseling approaches through the lifespan. Developmentally appropriate career programming in educational and agency settings. Occupation information sources and self-awareness emphasized.

#### **CED-6035 Counseling and Human Development (3 hours)**

Students are provided with an understanding of the nature and needs of persons throughout the lifespan including developmental and multicultural domains. Counseling approaches and issues are discussed in relation to developmental stages. Resiliency factors and ethical issues are applied across the lifespan.

#### **CED-6045 Ethics, Law and Morality for Counselors (3 hours)**

Addresses the competencies, attitudes and skills essential to the developing the character and identity of a professional counselor. This course is designed to give the student an understanding of ethics and applicable laws in the profession of counseling as well as allowing them to examine their own moral values. Prerequisite: CED-6000 Introduction to the Counseling Profession.

#### **CED-6055 Multicultural Counseling (3 hours)**

Assessment and therapeutic treatment of diverse populations with special emphasis on understanding of the cultural context of relationships, issues and trends in a multicultural society. Emphasis on specific problems associated with age, race, disability, religious preferences, etc., and how these affect the counseling relationships.

**CED-6210 School Counseling Program Development & Organization (3 hours)**

Examination of the role and function of the school counselor in a comprehensive school counseling program. Emphasis on developmental counseling and the components of an effective developmental school counseling program. Discussion of school counseling, historical roots, present and future trends. Role of counseling in total education program.

**CED-6220 Counseling and Consulting in Schools (3 hours)**

Counseling and consulting strategies used by counselors in the school setting for academic, career and personal/social issues. Examination of specific problems of children and adolescents.

**CED-6225 College Counseling: Preparation, Planning, & Admission (3 hours)**

Addresses the college counseling role of the high school counselor. College admission counseling, ethical considerations, research on college choice, and operation and responsibilities within a high school college counseling office. Culturally responsive college counseling and special populations.

**CED-6230 Evaluation & Research for Counselors (3 hours)**

Introduces students to the importance of research methods and program evaluation in advancing the counseling profession. Identifying and reading research, critically evaluating results, analyzing and using data to enhance program quality.

**CED-6240 Group Work in Schools (3 hours)**

Will provide an understanding, both theoretical and experiential, of school counseling groups for grades K-12. The purpose, development, dynamics, theories, methods, skills, ethics and other group approaches in a multicultural society will be covered. Students will experience and participate as group members in small group activities. Prerequisite: CED-6010 Counseling Theory and Practice and CED-6015 Counseling Techniques and Interventions.

**CED-6250 Fundamentals of Assessment (3 hours)**

Historical, current and expected uses of testing and assessment procedures in educational settings. Statistical concepts, ethics and ethical factors in the appropriate use of various assessment techniques and tools with emphasis on benefits and limitations.

**CED-6260 Career Counseling for School Counselors (3 hours)**

This course addresses grades K-12 career counseling in the schools. Career education viewed through the world of work, career theories, related life processes and development of programs and interventions to promote the career development of all students. Prerequisite: Introduction to the Counseling Profession.

**CED-6310 Clinical Mental Health Counseling Profession (3 hours)**

This course provides a knowledge base for understanding the history and trends in clinical mental health counseling as well as the political systems and interventions for change. Students will obtain a perspective on clinical mental health counseling program development and delivery of services to diverse clientele.

**CED-6330 Transforming Crisis to Wellness (3 hours)**

An understanding of personal wellness and how it relates to one's daily encounters with different areas in life. This course is intended to explore the areas of optimal wellness and life events. An emphasis is placed on the role of the counselor in providing optimal health resolutions for clients in times of crisis. Prerequisite: Introduction to the Counseling Profession and Counseling Techniques and Interventions.

**CED-6340 Clinical Group Counseling (3 hours)**

Will provide an understanding, both theoretical and experiential, of group purpose, development, dynamics, theories, methods, skills, ethics and other group approaches in a multicultural society. Students will experience and participate as group members in small group activities. Prerequisite: CED- 6010 Counseling Theory and Practice and CED-6015 Counseling Techniques and Interventions.

**CED-6350 Brief Therapy (3 hours)**

Identification and application of brief therapy models to a variety of disorders with individuals, groups and families. Develop an understanding of techniques, assessment instruments and ethical issues. Issues and models of crisis intervention. Prerequisite: CED-6010 Counseling Theory and Practice.

**CED-6355 Cognitive Behavioral Theory & Therapy**

An examination of cognitive and cognitive-behavioral theories and their therapeutic application for clients with emotional and behavioral disorders. Assessment of pathology from a cognitive framework and implementation of appropriate cognitive and cognitive behavioral techniques and interventions in the clinical setting. Comparison of CBT to alternative approaches with a focus on empirical evidence supporting its effectiveness with particular diagnoses. Consideration of its use with special populations and exposure to Applied Behavioral Analysis. Prerequisite: CED-6000 Introduction to the Counseling Profession, CED-6010 Counseling Theory & Practice, and CED-6015 Counseling Interventions and Techniques.

**CED-6420 Substance/Alcohol Abuse & Treatment (3 hours)**

The addictive process and implications; societal attitudes, research and legislation; support systems and treatment strategies.

**CED-6430 Counseling Persons with Addictions (3 hours)**

Students will be introduced to the history of substance abuse and attempts at social control. Pharmacology, signs and symptoms, screening and assessment, treatment models, and the profession of substance abuse counseling and ethics will be introduced and processed. Students will be required to attend an out-of-class support meeting. Prerequisite: CED-6010 Counseling Theory and Practice.

**CED-6500 Counseling and Psychopharmacology**

The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other non-pharmacological modalities. Prerequisite: CED-6000 Introduction to Counseling Profession, CED-6420 Substance Abuse Counseling, and CED-6055 Multicultural Counseling.

**CED-6550 Family Systems Theory & Therapy (3 hours)**

Psychotherapy from a systems perspective focusing on the competencies, cognitions and skills to developing the orientation of a family systems counselor. Strategic and systems theories of family therapy are examined in light of multicultural and ethical issues. Family systems counseling techniques and interventions are described and demonstrated including crisis interventions, multicultural and multigenerational considerations related to the family life cycle. Prerequisite: CED-6010 Counseling Theory and Practice.

**CED-6920 Practicum: School Counseling (3 hours)**

On-site and campus-based experiences in school counseling designed to introduce the student to the various functions of school counseling. Students should consult the School Counseling Practicum and



Internship manual for additional information and requirements. Prerequisite: Completion of all core coursework.

**CED-6926/6927 Internship: School Counseling I & II (6 hours)**

This is a two-semester clinical school internship that meets the requirement for the Illinois State Board of Education (ISBE), School Counselor endorsement, and the CUC capstone requirement for classroom teachers with two years of teaching experience. Supervised individual and group work experiences in P- 12 and clinical settings appropriate to the program are required for 200 internship hours per semester (total 400 for the year). A classroom seminar component meeting is also required. Prerequisite: admission to this course is based on Division of Human Services approval of two-year teaching experience. In addition, it is required that all program coursework and successful completion of CED- 6920 Practicum be completed.

**NOTE:** The ISBE School Counseling Content Exam must be passed before the start of Internship II. *This internship is not intended for candidates seeking the Licensed Professional Counselor (LPC), which requires 600 internship hours.*

**CED-6928/6929 Internship: School Counseling I &II (6 hours)**

This is a two-semester clinical school internship that meets the requirement for the Illinois State Board of Education (ISBE), School Counselor endorsement, and the CUC capstone requirement for candidates without a standard teaching certificate in the state of Illinois and candidates with a standard teaching certificate in the state of Illinois seeking the additional LPC licensure. Supervised individual and group work experiences in P-12 and clinical settings appropriate to the program are required for **300** internship hours per semester (**total 600 for the year**). A classroom seminar component meeting is also required.

Prerequisite: completion of all program coursework and successful completion of Practicum (CED-6920).

**NOTE:** The ISBE School Counseling Content Exam must be passed before the start of Internship II.

Candidates without a standard teaching certificate in the state of Illinois are required to complete the following three courses prior to starting this Internship:

- EDU-4410 Psychology and Methods of Teaching the Exceptional Learner
- PSY-4430 Affective Education
- PSY-6505 Psychological Theories and Educational Processes

**CED-6930 Practicum: Clinical Mental Health Counseling (3 hours)**

On-site and campus-based experiences to introduce the student to various functions of clinical mental health counselors. Students will be applying prior classroom knowledge to working with clients under the supervision of a University or community supervisor. Supervision will be provided by video/audio taping of professional interventions with clients and live and/or group supervision. Prerequisite: CED- 6035, CED- 6045, CED-6055, CED-6080, CED-6300 and PSY-6040.

**CED-6935 Internship: Clinical Mental Health Counseling (6 hours)**

On-site and campus-based experiences to introduce the student to various functions of clinical mental health counselors. Students will be applying prior classroom knowledge to working with clients under the supervision of a University or community supervisor. Prerequisite: Completion of all required coursework.

**Communication Courses**

**COM-6100 Media and Cultural Studies (3 hours)**

An overview of critical media theory with focus on how media shape our cultural landscape.

**COM-6110 Advanced Speech Communication (3 hours)**

Public speaking as persuasion and dialogue. Application of communication theory to the public speaking situation. Prerequisite: a basic speech course.

**COM-6220 Interpersonal Communication (3 hours)**

Theoretical knowledge of interpersonal (family, business, intimate, friendship) relationships. Develop skills for listening, conversation and conflict management.

**COM-6230 Organizational & Team Communication (3 hours)**

Principles and techniques of communication as applied to interactions within work, volunteer, and informal organizations and teams.

**COM-6240 Public Relations (3 hours)**

Study and practice of public relations as a management function used to communicate with relevant internal and external public in order to fulfill organizational goals. Field trips.

**COM-6250 Intercultural Communication (3 hours)**

Principles and practices of communication as applied to interactions between people from different cultures. Field trips.

**COM-6331 International Film History (3 hours)**

History of international cinema from World War II to the present. Field trips.

**COM-6350 Administration and Management: Media Arts (3 hours)**

Examines and integrates issues and practices of media arts administration and management. Field trips. Fee required.

**COM-6910 Topics in Communication (3 hours)**

Selected current topics in communication as they relate to various settings. Topics vary each time the course is taught. Field trip.

**COM-6950 Independent Study (1-6 hours)****Community College Leadership Courses****LCC-7000 Community College Leadership and Governance (3 hours)**

The course is designed to explore and examine the roles of leaders and leadership within the contemporary community college setting. Focus will be on concepts and practices particular to leadership/administration, models for governance, and administrative structure and operations. This course provides the theoretical foundation to study issues relevant to community college leadership, the College Completion Agenda and institutional effectiveness.

**LCC-7010 Managing Financial and Physical Resources (3 hours)**

The course is designed to examine effective resource allocation including major capital acquisitions such as technology and facilities. The leader's responsibilities as they relate to financial concepts and processes are analyzed. Strategic forecasting and ethical decision making are emphasized.

**LCC-7020 Creating a Culture of Student-centeredness for Learning (3 hours)**

Students will examine current theory and advanced research on adult development and learning. Students

will explore the principles and best practices of creating a student-centered culture, of learning, assessment and accountability.

### **LCC-7030 Critical Issues Facing Today's Community College (3 hours)**

Students will examine critical issues and challenges confronting community colleges. Students will demonstrate an understanding of the complexities of current trends in economics, socio-political and culture factors that might influence and impact the community colleges. Issues of student diversity, adult learning, globalization, global societies and corporate partnerships will be explored.

### **LCC-7040 Trends and Issues of Workforce Education and Development (3 hours)**

This course provides an overview and introduction to effective workforce education and development in community colleges. Students explore and examine the current trends and issues as well as investigation of key areas of the profession of workforce development; community, business and economic development and partnerships, planning and continuous improvement and the institutional role of this department.

## **Computer Science Courses**

### **CSC-6051 Operating System II (3 hours)**

Advanced concepts of operating system design, including Cloud-based, Security, File Systems, Fault Tolerance, Reliable Data Delivery and Networked Applications. Also includes Linux Operating System concepts, management, maintenance and the required resources. Prerequisite: C or higher in CSC-4450 Operating Systems or consent of instructor.

### **CSC-6021 Data Structures and Algorithms II (3 hours)**

Development of methods for organizing and processing large data sets. Types of data structures analyzed include linear lists, stacks, queues, graphs and trees using the Java and Python programming language. Algorithm analysis methods are used throughout to analyze data structures and algorithm design alternatives. Prerequisite: C or higher in CSC-3420 Data Structures & Algorithms or consent of instructor.

### **CSC-6022 Advanced Data Structures and Algorithms (3 hours)**

Development of methods for organizing and processing large data sets. Data structures analyzed include Linear Lists, Graphs, Trees, Heaps, Dictionaries and Their Implementations, Balanced Search Trees, Graphs and Processing Data in External Storage using the C++, Java and Python programming languages. Algorithm analysis methods are used throughout to analyze data structures and algorithm design alternatives. Prerequisite: C or higher in CSC-6021 Data Structures and Algorithms II or consent of instructor.

### **CSC-6160 Software Engineering I (3 hours)**

Broad perspective on software development, including ethics, project management, software development lifecycle, problem specification and analysis, system design techniques, implementation and documentation. Prerequisite: C or higher in CSC-2410 Computer Science I or consent of instructor.

### **CSC-6161 Software Engineering II (3 hours)**

Detailed insight into system design techniques, testing, implementation, dependability and security, and software reuse, component-based, service-oriented, embedded and distributed software engineering. Prerequisite: C or higher in either CSC-3460 Software Engineering I or CSC-6160 Software Engineering I, and in either CSC-2620 Database Systems & Design or CSC-6220 Database Design and Development I, or consent of instructor.

**CSC-6162 Advanced Software Engineering (3 hours)**

Advanced topics in Software Engineering providing more in-depth coverage than the first two courses in the Software Engineering Major, including but not limited to the following topics: Design and Implementation, Software Testing, Software Evolution, Software Reuse, Component-based Software Engineering, Distributed Software Engineering, Service-oriented Software Engineering, Systems engineering, Systems of systems and Real-time software engineering. Prerequisite: C or higher in CSC- 6161 Software Engineering II or consent of instructor.

**CSC-6220 Database Design and Development I (3 hours)**

Introduction to database systems, including but not limited to the following topics: Types of database models, database management systems, SQL language, relational data model and relational database constraints, relational database design by ER and EER-to-relational mapping, introduction to SQL programming techniques, object and object-relational databases, and XML language. Prerequisite: C or higher in CSC-2410 Computer Science I or consent of instructor.

**CSC-6221 Database Design and Development II (3 hours)**

Second course in database systems providing more in-depth coverage, including but not limited to the following topics: SQL language with Complex Queries, Triggers, Views and Schema Modification; Database Programming Techniques; Data Modeling Using the Entity-Relationship (ER) and Enhanced Entity-Relationship (EER) Models; Object, Object-Relational and XML: Concepts, Models, Languages and Standards; and Database Design Theory and Normalization. Prerequisite: C or higher in either CSC-2620 Database Systems & Design or CSC-6220 Database Design and Development I or consent of instructor.

**CSC-6222 Advanced Design and Development (Big Data) (3 hours)**

Advanced course in database systems providing more in-depth coverage than the first two courses in the Database sequence, including but not limited to the following topics: Big Data, File Structures, Hashing, Indexing, and Physical Database Design; Query Processing and Optimization; Transaction Processing, Concurrency Control and Recovering; Distributed Databases, NOSQL Systems, Cloud Computing and Big Data; Advanced Database Models, Systems and Applications; and Database Security. Prerequisite: C or higher in CSC-6221 Database Systems and Design II or consent of instructor.

**CSC-6350 Website Design and Development I (3 hours)**

Comprehensive introduction to the tools and skills required for both client and server-side programming and development of platform-independent sites using the most current web development technology. Prerequisites: C or higher in either CSC-2620 Database Systems & Design or CSC-6220 Database Design and Development I or consent of instructor.

**CSC-6351 Website Design and Development II (3 hours)**

Second course in Website Design and Development with advanced treatment of the tools and skills required for both client- and server-side programming. Development of platform-independent sites using the most current Web development technology. Topics include PHP, JavaScript, Web Services in C# and Java, and HTML5 Web Sockets and Web Workers. Prerequisite: C or higher in CSC-6350 Website Design and Development I or consent of instructor.

**CSC-6352 Advanced Web Design and Development (3 hours)**

Third course in Website Design and Development, providing more advanced skills in website design and real-life experience in website development. As a major part of this course, students will work together as a team to build a complex website with advanced treatment of the tools and skills required for both client-

and server-side programming. Prerequisite: C or higher in CSC-6351 Website Design and Development II or consent of instructor.

**CSC-6440 Computer Networking and Cyber Security I (3 hours)**

Multiple computer networking concepts including the OSI reference model for networking protocols, cyber security, TCP/IP implementation, internetworking technologies such as frame relay, FDDI, X-25, ISDN services, the Internet and the World Wide Web. The use of internetworking software applications, routing/switching hardware and algorithms, security, intranets and intranet servers and browsers, networks and network servers, LANs/WANs. Also included are case studies of existing networks and network architectures. Prerequisite: C or higher in CSC-2410 Computer Science I or consent of instructor.

**CSC-6441 Computer Networking and Cyber Security II (3 hours)**

Multiple computer networking concepts including those of Wireless and Mobile Networks, Multimedia Networking, Security in Computer Networks and Network Management. Also included are case studies of existing networks and network architectures, and programming in the UNIX environment. Prerequisite: C or higher in CSC-6440 Computer Networking and Security I or consent of instructor.

**CSC-6442 Advanced Computer Networking and Cyber Security (3 hours)**

A broad introduction to host-based and Internet-based computer security. Topics covered include an introduction to cryptography, authentication protocols, access control, database security, intrusion detection, malicious software such as worms and virus propagation, and techniques to secure the Internet such as firewalls, intrusion detection systems and Web and IP security. Prerequisite: C or higher in CSC-6441 Computer Networking and Security II or consent of instructor.

**CSC-6530 Mobile Application Design and Development I (3 hours)**

Fundamental concepts of application development for Android smartphones and tablets using Java. Some game development and an introduction to the development of iOS mobile applications. Prerequisite: C or higher in CSC-3430 Advanced Object Oriented Programming or consent of instructor.

**CSC-6531 Mobile Application Design and Development II (3 hours)**

Fundamental concepts of application development for iOS app development with a broader and deeper treatment of Swift programming language. The development of games for iOS smartphones and tablets and some iOS mobile applications. Prerequisite: C or higher in CSC-6530 Mobile Application Design and Development I or consent of instructor.

**CSC-6532 Advanced Mobile Application Design and Development (3 hours)**

Third course in Mobile Application Design and Development Major providing more advanced skills in Mobile Application design and real-life experience in Mobile Application and Development. As a major part of this course, students will work together as a team to build a complex Mobile Application. Prerequisite: C or higher in CSC-6531 Mobile Application Design and Development II or consent of instructor.

**Computer Science Education Courses**

**CSE-6120 Technology, Society & Education (3 hours)**

Technology as a tool to support development of computer literacy and learning across the curriculum for all students. Selection, development, use and evaluation of technology in the classroom and laboratory.

## **Doctor of Business Administration Courses**

### **DBA-7000 The DBA Residency Experience I (1 hour)**

The residency occurs during the first term of a student's enrollment in the DBA program. It provides students the opportunity to meet professors and peers, as well as build a community that they can access throughout their program and beyond. Residencies provide a rich learning experience. Some of the competencies students will develop in Residency I include an introduction to the DBA research and dissertation process focusing on problem identification. Students will self-assess their leadership, time management and research skills. Students will establish a Comprehensive Professional Portfolio in which to record their significant achievements in the program.

### **DBA-7010 Foundations of the Doctoral Experience (2 hours)**

This course orients and provides students with the foundational tools they will need for success in writing course assignments, literature reviews and the dissertation. APA style, scholarly writing, academic integrity, library literacy skills and writing for an academic audience will be reviewed.

### **DBA-7020 The Global Leader: Social Responsibility and Ethical Decision Making (3 hours)**

A critical examination of the creative tension among the three principal components of organizational performance: leadership, social responsibility and ethical decision making. This course examines the leader as the principal driving force of global performance, the role of sustainable social responsibility in the global world and the intricacies of ethical decision making in diverse cultures.

## **Director of Christian Education Courses**

### **DCE-6320 Administration of Parish Education (3 hours)**

Basic principles of administration and supervision as they apply to the parish's education program. Practical implications for organization, operation and evaluation of Sunday school and midweek programs, youth and adult Bible classes, vacation Bible school, small group ministry, preschool and day care programs and the recruitment and training of lay teachers. Field work required.

### **DCE-6330 Youth Ministry Theory & Practice (3 hours)**

Philosophical and theological foundation underlying youth work in a Christian congregation; emphasis on a relational orientation. Specific skills for parish ministry with junior and senior high school youth. Peer caring, program development and administration, training of adult counselors, planning and leading youth events. Field work required.

### **DCE-6340 Church Leadership & Development (3 hours)**

Developing the servant leader role related to the vision, mission and goals of a local congregation's education and youth ministries.

### **DCE-6350 Parish Teaching I (3 hours)**

Principles, organization, materials and practices of teaching the Christian faith to early childhood students through junior high school youth; special attention to Sunday school and confirmation instruction and programs. Students will gain experience in actual teaching situations and in structuring lessons. Field work required. Prerequisite: DCE-2300 Parish Education Perspectives or consent of instructor.

### **DCE-6351 Parish Teaching II (3 hours)**

Principles, organization, materials and practices of teaching the Christian faith to senior high school youth and adults; special attention to Bible class and small group ministry. Students will gain experience in actual teaching situations and in structuring lessons. Field work required. Prerequisite: DCE-2300 Parish Education

Perspectives or consent of instructor.

**DCE-6630 Parish Education Leadership (3 hours)**

**DCE-6950 Independent Study (1-6 hours)**

**DCE-6985 Practicum in Christian Education (3 hours)**

**DCE-6990 Internship in Christian Education (6 hours)**

## **Dissertation Courses and the Comprehensive Exam**

**COMP-7000 Comprehensive Exam (0 hours)**

The comprehensive exam is a written exam in two parts that is administered in Blackboard. The purpose of the exam is to evaluate a) the content knowledge and students' ability to apply that knowledge to address a problem in the field, and b) students' ability to formulate a scholarly argument based on a literature review on a topic of students' choice. Successful completion of the comprehensive exam is a major step that leads to admission to doctoral candidacy in the Concordia University Chicago doctoral programs.

**DISS-7010 Dissertation (3 hours)**

Scholarly work on a dissertation as approved by the dissertation committee. Taken on a pass/fail basis.

**DISS-7020 Dissertation (3 hours)**

Scholarly work on a dissertation as approved by the dissertation committee. Taken on a pass/fail basis.

**DISS-7030 Dissertation (3 hours)**

Scholarly work on a dissertation as approved by the dissertation committee. Taken on a pass/fail basis.

**DISS-8000 Dissertation Supervision (0 hours)**

This course will be taken by doctoral candidates who have completed the required semester hours of Dissertation. Doctoral candidates must use this course to maintain continuous enrollment while working on their dissertation. Taken on a pass/fail basis.

## **Early Childhood Education Courses**

**ECE-6100 Early Childhood Curriculum and Content, Ages 3-5 (3 hours)**

Programs, standards, materials, resources for early childhood curriculum. Understanding of issues, trends, and current practices related to foundations of developmentally appropriate practices in various models and programs. Experiences in curriculum design, development, implementation, adult-child relationships, evaluation and field experiences are included.

**ECE-6105 Observation and Assessment (3 hours)**

Methods of observation, documentation and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. Current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

**ECE-6110 School Age Curriculum, Ages 6-8 (3 hours)**

This course develops the candidate's ability to design, implement and evaluate experiences for the school age child. Focus on essential concepts, inquiry tools, content areas, and overall academic discipline including

working with differentiated learners. Field experiences with school age children are included.

**ECE-6115 Infant and Toddler Curriculum (3 hours)**

Programs for infants and toddlers in centers, homes and agencies. Issues related to program provision for all children in a pluralistic society. An overview of early intervention services and issues. Field experiences included.

**ECE-6120 Developmentally Effective Instruction for Diverse Learners (3 hours)**

This course uses a wide variety of developmentally appropriate approaches, instructional strategies, and tools that connect children of diverse backgrounds and experiences to learning. Field experiences involving observations and interactions with diverse learners will be included.

**ECE-6160 Child, Family and Multicultural Community (3 hours)**

Processes, research, skills and in-depth knowledge about families and multicultural communities needed to develop reciprocal relationships with families in centers, home child care, schools, districts and communities. Demonstration of cultural competence in multicultural settings and effective communication and collaboration involving families and communities in children's development and learning are included.

**ECE-6170 Professional Leadership and Advocacy in Early Childhood Education (3 hours)** Candidates will demonstrate leadership skills in alignment with NAEYC Code of Ethical Conduct and other professional guidelines relevant to their collaborative professional role. Candidates will be engaged in advocacy for children and the profession. Oral, written and technological articulation will be demonstrated throughout the course.

**ECE-6180 Trends and Issues in Early Childhood Education (3 hours)**

Trends, problems, challenges and issues confronting the early childhood professional will be studied and presented in class. Presentation of a challenge or issue with proposed courses of action will be given to a center or school staff. Prerequisites: 24 hours of graduate work in early childhood education or permission of instructor.

**ECE-6190 Practicum and Research in Early Childhood Education (3 hours)**

Exposure to the total range of services for young children and their families including administration and supervision of programs. Research and implications for instruction will be studied. Supervised field experience. Prerequisite: 24 hours of graduate work in early childhood education.

**ECE-6320 Child Development and Ethics in Early Childhood Education (3 hours)**

This course examines child development and ethics of current theory and practice in early childhood education. Critical examination of a variety of current models is included. Issues of mainstreaming, inclusion, and cultural pluralism as they relate to the education of children from birth through grade three are also incorporated.

**ECE-7010 Child Development and the Educational Process (3 hours)**

Candidates will examine current research in child development and its relationship to early childhood educational process and practice. The course explores the impact of growth and behavior in the areas of intellectual, social, physical, emotional, creative and spiritual development of young children as well as the latest in brain research as it relates to cognitive development and well-being of children from culturally, linguistically and economically diverse backgrounds.



**ECE-7020 The Leadership/Supervision of Early Childhood Centers and Programs (3 hours)**

This course is an in-depth exploration of the issues and concerns of the leadership and supervision in diverse early childhood settings. Candidates will gain experiences in models and theories of administration and supervisions, public relations, advocacy and marketing, management styles and skills, team building, best practices of organization operations and management, as well as standards and compliance.

**ECE-7030 Trends, Issues, & Research in Early Childhood Education (3 hours)**

Examination of current research, trends and issues in the early education of children with emphasis on interpreting and applying research data to principles and practices of early childhood education locally, nationally and internationally. Candidates will explore social, political and legal issues that influence the education of young children and best practices appropriate for all learners.

**ECE-7040 Cultural and Socioeconomic Influences Affecting Diverse Learners (3 hours)**

Examination of the relationship between theory, research and practice of characteristics and potential factors impacting child care and education of young children. Candidates will examine current research on culturally, economically, socially, gender and linguistically diverse learners. Investigation of a wide range of materials, instructional approaches to early childhood, assessments and technology-based practices evaluated through the aforementioned lenses.

**ECE-7050 Models of Assessment (3 hours)**

A study of a variety of types of assessments used for program evaluation, curriculum design and young children's learning and development is the focus of this course. Selection, administration, analysis and interpretation of formal and informal individual, program and personnel assessments currently available to early childhood professionals will be an integral part of the course.

**ECE-7060 Curriculum Models in Early Childhood Education (3 hours)**

This course explores research and practices of a variety of curriculum models. Current trends toward data-driven instruction and evidence-based curriculum development will be examined. Focus on effective and appropriate curriculum planning and instructional practices across all content areas will be explored.

**ECE-7070 Language, Literacy, & Reading Instruction in Early Childhood Education (3 hours)**

This course examines the research, theory and best practices related to cognition, language and literacy in early education. Candidates will explore the importance of early experiences in reading and writing as well as the quality of instruction and adult-child interactions as a means to create successful learners.

**ECE-7080 Legal Issues in Early Childhood Education (3 hours)**

A study of the historical and current legal trends and issues involving legislation and policy in early childhood education will be the focus of this course. Candidates will explore roles of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education. The course addresses the understanding and responsibilities of early childhood professionals on record keeping, identification and mandated reporting, safety practices, and communication of legal issues.

**ECE-7090 Family and Community Relationships & Advocacy (3 hours)**

This course explores the research and practices surrounding the relationships between families, communities, early childhood professionals and policy makers in providing appropriate early child care, education and funding. In-depth study, analysis and discussion of strategies for developing culturally appropriate family-professional partnerships will be explored. Students will address the advocacy needs,

opportunities and practices necessary to build dialogue with all early childhood stakeholders as a spokesperson for young children.

### **ECE-7110 Early Childhood Education Internship (3 hours)**

Candidates will participate in a structured internship in the field of early childhood education. Supervised field experiences and opportunities to acquire and apply knowledge about early childhood education and related employment opportunities will be designed to link University coursework to real world situations.

## **Differentiated Instruction Courses**

### **EDI-6010 Differentiation and Learning Theory (3 hours)**

Introduction to the philosophy, learning theory and theoretical perspective of differentiation. Examination of ways that classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs and levels of all students.

### **EDI-6020 Curriculum and Instructional Development for the Differentiated Classroom (3 hours)**

Candidates will develop knowledge and skills in planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

### **EDI-6030 Instructional Methods for the Differentiated Classroom (3 hours)**

Candidates will develop the knowledge and skills of how to build a democratic learning community inclusive of a broad set of effective teaching strategies. Through this process the candidates will learn to shape and maintain learning conditions that facilitate effective differentiated instruction, including effective classroom management as an ongoing, maintenance-oriented process that involves motivating students to learn, providing appropriate instruction and feedback, and managing student work.

### **EDI-6035 Assessment of Student Learning (3 hours)**

This course enables teachers to develop an understanding of how to create, implement and evaluate classroom assessments effectively and efficiently. A variety of assessment tools and types will be explored. Understanding the alignment of assessment to curriculum and teaching practices will be a focus.

### **EDI-6040 Seminar in Differentiated Instruction (3 hours)**

Seminar in Differentiated Instruction will serve as the capstone course. Candidates will design and implement a leadership project. The project will allow candidates to demonstrate their proficiency, knowledge and skill in designing and evaluating an initiative that promotes effective differentiated instruction practices in a school setting.

## **Educational Leadership Courses**

### **EDL-6120 Supervision and Improvement of Instruction (3 hours)**

A study of the theory and research of educational supervision and leadership with practical application of the Danielson Framework for Teaching in the clinical setting. Focus is on the interrelatedness of the role of the school leader as it relates to supervision and evaluation that results in the improvement of teaching and learning.

### **EDL-6121 Ohio: Supervision and Improvement of Instruction (3 hours)**

A study of the theory and research of educational supervision and leadership with practical application of the Danielson Framework for Teaching in the clinical setting. Focus is on the interrelatedness of the role of the school leader as it relates to supervision and evaluation that results in the improvement of teaching and learning. This course also integrates Ohio-specific tools, practices and policies for evaluation.

**EDL-6122 Oregon Supervision and Evaluation to Improve Teaching and Learning (3 hours)**

This course examines and provides application of various supervisory theories and practices with emphasis on improvement of instructional pedagogy and the development of professional growth plans to improve teacher performance.

**EDL-6130 School Evaluation and Change Process (3 hours)**

This course involves the examination and evaluation of data in relation to school improvement and student learning, analysis of current practices, identification of change processes and intervention, application of strategies and tools to process school change, and the development of a collaborative culture. This class is highly interactive requiring thoughtful and engaging dialogue and the ability to reflect on the impact of change within educational settings.

**EDL-6131 Ohio: School Evaluation and Change Process (3 hours)**

This course involves the examination and evaluation of data in relation to Ohio school improvement and student learning, analysis of current practices, identification of change processes and intervention, application of strategies and tools to process school change, and the development of a collaborative culture. This class is highly interactive requiring thoughtful and engaging dialogue and the ability to reflect on the impact of change within educational settings.

**EDL-6140 Curriculum and Assessment Frameworks (3 hours)**

This course is designed to prepare the instructional leader to develop the knowledge and skills related to curriculum and assessment at the building level. Analysis of curriculum frameworks aligned to state and national standards, self-evaluation and reflection on one's assessment literacy and how it applies to one's placement, and assessment processes leading to school improvement will be examined.

**EDL-6150 School Evaluation and Change Process (3 hours)**

Explores the role of the chief school business official in overseeing and allocating financial, human resource and other resources to promote student performance.

**EDL-6201 Ohio School Finance and Business Management (3 hours)**

Explores and examines district-wide resource allocation and management as it impacts school and district programs through the planning, implementation and evaluation of a school district budget, human resources, facilities, transportation, communication and technology.

**EDL-6210 School Finance and Business Management (3 hours)**

Financing of public and nonpublic schools and its relationship to government and other sponsoring agencies. Introduction of methods used in business and financial management of schools.

**EDL-6211 Principles of School Business Management (3 hours)**

Introduces students to the role of school business management including key concepts, skills and aptitudes. Provides a basis from which students can connect and apply key school business management concepts to their graduate business education in the MBA and CSBO programs.

**EDL-6215 Budgeting, Grant Writing and Third Source Funding (3 hours)**

Principles of budgeting as it relates to program and educational needs. Writing grants and identifying and securing additional program funding from government and third-party sources.

**EDL-6220 School Organization and Human Resources (3 hours)**

Leadership theory and its impact on educational organization, culture, leadership skills and processes.

**EDL-6225 Special Education Finance (3 hours)**

Students will explore issues related to funding programs for students with special needs. Further discussion focuses on policies, practices and issues related to special education finance at the local, state and federal levels, including sources, legal mandates and budgeting.

**EDL-6230 School Law and Policies (3 hours)**

Analysis of legal issues as they affect teachers, students, programs and tort liability.

**EDL-6231 Ohio School Law and Policies (3 hours)**

Investigates Ohio state and federal laws, regulations, case law, and constitutional provisions affecting students and the school community. Students analyze current legal issues and the importance of policies and procedures.

**EDL-6235 Principal as Resource Manager (3 hours)**

The management and allocation of financial, human and capital resources in support of school and district operations.

**EDL-6240 Instructional Leadership (3 hours)**

Elements of instructional leadership are examined, emphasizing parent, staff and community collaborations including advanced curriculum and instruction.

**EDL-6241 Ohio: Instructional Leadership (3 hours)**

Elements of instructional leadership are examined, emphasizing parent, staff and community collaborations including advanced curriculum and instruction and incorporating the key aspects of the Ohio Improvement Process.

**EDL-6242 (Oregon) Instructional Leadership Online (3 hours)**

Elements of Instructional Leadership are examined emphasizing parent, staff and community collaborations including curriculum and instruction.

**EDL-6250 Special Education Law & Policy (3 hours)**

Impact of special education policies and implementation as related to public and nonpublic schools. Analysis of legal guidelines, litigation, individualized education programs, inclusion and characteristics of exceptional learners.

**EDL-6300 Ethical Leadership: Models and Practices (3 hours)**

Examination of current and anticipated ethical issues and dilemmas facing education in light of recent knowledge, research and societal demographics related to school leadership.

**EDL-6310 Schools, Parents and Community Partnerships (3 hours)**

Processes and skills needed to develop effective communication programs linking schools, parents and community.

**EDL-6500 Administration of Early Childhood Programs (3 hours)**

Analysis of professional standards in the field and implications for program practice. Provision for children

with special needs.

**EDL-6510 School Fund Accounting and Budgeting (3 hours)**

Analysis of school funding and accounting required for the CSBO endorsement.

**EDL-6520 School Finance Law (3 hours)**

Analysis of laws governing school finance and accounting procedures as they affect schools and districts.

**EDL-6530 Instructional Coaching and Mentoring (3 hours)**

In this course students will investigate coaching models and principles of teacher mentorship. This course will examine the critical role the teacher leader has in improvement of instruction and in the professional development of faculty.

**EDL-6710 Using Data to Inform Practice (3 hours)**

Analyzing data to inform professional practice and lead school improvement efforts.

**EDL-6715 Providing Instructional Support (3 hours)**

This course aims to instruct teacher leaders about the distributed nature of professional development; provide a theoretical understanding about concepts of induction, retention and resilience; help manage the anxiety common to new teachers; and develop and apply a teacher support plan based on a case study of their choosing among several case studies provided in the course. These theories and strategies will be practically implemented through the development of an individual action plan that focuses on providing instructional support for teachers.

**EDL-6720 Influencing the School Culture (3 hours)**

Developing and sustaining a school culture that supports student achievement.

**EDL-6725 Building Collaborative Relationships (3 hours)**

Developing and sustaining collaborative relationships for effective school reform.

**EDL-6755 Utilizing Data for School Success (3 hours)**

The administrator's role and responsibility in analyzing data to inform professional practice and lead school reform efforts.

**EDL-6760 Leadership Strategies that Enhance Teaching & Learning (3 hours)**

Theories, research and best practices that support effective instructional practices.

**EDL-6765 Creating the Culture to Lead Effective School Reform Efforts (3 hours)**

Factors that impact a school culture and the effect of human behavior on organizations.

**EDL-6775 Leading School Based Professional Learning Communities (PLC's) (3 hours)**

This course focuses on designing and leading professional learning systems and processes within various educational settings. Research and theory on professional development and learning of educators is explored in relation to three models of professional learning: standardized, site-based and individual.

**EDL-6815 Exploring Leadership Strategies that Promote Collaborative Relationships with School Administrators (3 hours)**

Developing effective collaborative relationships between teacher leaders and school administrators.

**EDL-6825 Building Collaborative Relationships with Peers, Colleagues, and External Stakeholders (3 hours)**  
Collaboration as a means of engaging all stakeholders in continuous improvement.

**EDL-6983/6993 School Leadership Internship I (3 hours)**

An academic, 16-week Principal Preparation clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities.

**EDL-6984/6994 School Leadership Internship II (3 hours)**

An academic, 16-week Principal Preparation clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities. This requires the successful completion on EDL-6994.

**EDL-6986 Internship in School Business Management I (3 hours)**

An academic, 16-week long clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities in finance.

**EDL-6987 Internship in School Business Management II (3 hours)**

An academic, 16-week long clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities in finance.

**EDL-6988 Teacher Leader Practicum (3 hours)**

The practicum provides the opportunity to apply the national and Illinois teacher leader standards addressed in the coursework to an authentic school setting. The candidate will develop, implement and evaluate a school-based action plan that is conceptualized and developed throughout the entire Teacher Leader Program. This plan will focus on improvement of classroom instruction and increased student performance.

**EDL-7100 The Superintendency (3 hours)**

Administrative techniques and interrelationships of the district administrator with other administrators, school staff, school boards and various governmental agencies.

**EDL-7110 Strategies of Educational Leadership (3 hours)**

Analysis of management and supervisory skills and behavior that lead to the improvement of instruction in public and private schools.

**EDL-7111 Strategies of Educational Leadership for the Illinois Superintendent Endorsement (3 hours)**

This course explores the theories, practices and standards of educational leadership with practical applications to the Superintendent Endorsement. The field of educational leadership is continuously being redefined in response to changing school contexts, policies and cultural realities. Focus is on the analysis of instructional leadership skills and behavior that lead to the improvement of instruction in public and private schools. Reading, scholarly writing, class discussions, project-based real life assignments and personal reflection about emerging issues in education are strongly emphasized.

**EDL-7120 Research-Based Decision Making (3 hours)**

The analysis of the methodological and statistical components of existing research data to enhance and facilitate the educational decision-making process is the topic of this course. Particular attention is given to application of research to issues of educational policy and reform.

**EDL-7140 Organizational Change K12 (3 hours)**

This course is designed to address the importance of organizational changes at it relates to school Administration. The need for change, planning for change, implementing change, and evaluating change will be discussed from a variety of theoretical and practical perspectives.

**EDL-7140 Organizational Change Non K12 (3 hours)**

This course is designed to address the importance of organizational change. The need for change, planning for change, implementing change and evaluating change will be addressed from a variety of theoretical and practical perspectives.

**EDL-7210 Policy Analysis (3 hours)**

Educational policy-making at the macro (national, regional and state) and micro (local and institutional) levels. Selected educational policies.

**EDL-7211 Policy Analysis (non-K12) (3 hours)**

This course is designed for doctoral students seeking a degree program specializing in higher education leadership, organizational leadership, sports management leadership, health and human performance, and gerontology. Students examine the policy process of analysis, formation and implementation, and the ways in which politics shape these processes.

**EDL-7220 Human Resource Administration and Bargaining (3 hours)**

Functions of human resource planning, recruitment, selection, placement, development and related legal issues, and human relations.

**EDL-7230 Educational Finance (3 hours)**

Public values, policy issues, specialized terminology and practical problems associated with the generation, distribution and internal allocation and control of education revenues and expenditures.

**EDL-7235 Educational Finance (3 hours)**

This course examines all aspects of fiscal management in a school district including finance, human resources and auxiliary services. Students will identify effective strategies to provide district resources to promote student performance.

**EDL-7240 Supervisory Theory and Practice (3 hours)**

Examination of the theory and implementation of best practices related to the development of a positive organizational culture. Particular emphasis is given to supervision, evaluation and professional learning skills and behaviors of school district leaders in diverse school communities.

**EDL-7241: Supervisory Theory and Practice Syllabus for the Illinois Superintendent Endorsement (3 hours)**

EDL-7241 examines the theory and implementation of best practices related to the supervision and professional development of leaders at the school and district levels. Particular emphasis is given to the role of the superintendent in the supervision, evaluation and professional learning platform of all school leaders in diverse school communities. Teacher performance data and district improvement efforts are linked and a review of the district's professional learning plan is addressed.

**EDL-7250 Legal Issues for School Districts (3 hours)**

This course examines legal issues affecting school districts in Illinois. Federal and state case law will be reviewed and applied to legal problems that confront school administrators. Prerequisite: EDL-6230.

**EDL-7255 Managing Legal and Human Resource Issues (3 hours)**

This course examines all aspects of managing legal and human resource issues in Illinois public school districts including the recruitment, selection, evaluation and supervision of high-quality staff. Students will demonstrate understanding of state and federal laws, regulations, and case law affecting Illinois public schools.

**EDL-7260 School/District Improvement Data Analysis (3 hours)**

This course examines all aspects of curriculum instruction and assessment by utilizing existing school district data and reviewing the district's curricular, instructional and assessment programs. Students will understand and evaluate the current assessment plan and make recommendations for improvement that lead to comprehensive, rigorous and coherent curricular and instructional programs. Analysis of the district's curriculum map, instructional processes and formats, and the district's assessment plan will be conducted as it contributes to supporting high-quality instruction and improved student learning.

**EDL-7300 Ethics for Educational Leaders (3 hours)**

Ethical and philosophical analysis of administrative roles and responsibilities in light of moral dilemmas that prevail in schools and districts. Attention to diversity and the impact that leadership has on the educational environment is explored.

**EDL-7301 Face-to-Face Ethics in School Leadership Superintendent Endorsement Program (3 hours)**

The course centers on a variety of moral dilemmas that prevail in societies and organizations. Candidates will gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of laws, regulations and professional ethics to ethical decision-making. Integrity is fostered through the ethical and philosophical analysis of experiences in educational leadership. Attention is paid to the issue of building district culture and ethical environments that promote equitable learning outcomes for all students. Attention is focused on the engagement and collaboration between schools, families and the community in the provision of culturally responsible teaching and learning. The impact that leadership has on the educational environment is explored. Experience in district leadership is gained through the analysis of and the creation of policy and codes of conduct that support the success of all students. The primary aim of this course, then, will be to work through general ethical problems and practice that promote the principles of democracy, equity and respect for all classes of people.

**EDL-7310 Organization and Community Partnerships (3 hours)**

An examination of the nature of organizational development in order to build effective community outreach and partnerships. Topics explored include organizational and community culture, climate, political structures, community groups and other influencing factors, which impact organizational decision-making.

**EDL-7891 Internship: Superintendent Track (3 hours)**

Students complete an internship to fulfill a requirement for the superintendent endorsement.

**EDL-7894 Superintendent Internship I: The Superintendent as an Instructional Leader (3 hours)**

This is the first in a three-internship course sequence required for superintendent candidates under the new requirement of ISBE 23 Illinois Administrative Code 33. The curricular focus is the superintendent as



instructional leader. Candidates are required to complete field-based clinical experiences that prepare them to lead the curricular, instructional and assessment programs in a school district. Prerequisite: Attendance at the Internship Orientation Session during which all requirements are explained.

**EDL-7895 Superintendent Internship II: The Superintendent as Change Agent (3 hours)**

This is the second in a three-internship course sequence required for superintendent candidates under the new requirement of ISBE 23 Illinois Administrative Code 33. The curricular focus is the superintendent as change agent. Candidates are required to complete field-based clinical experiences that prepare them to lead the curricular, instructional and assessment programs in a school district. Prerequisite: Successful completion of EDL-7894 Superintendent Internship I.

**EDL-7896 Superintendent Internship III: The Superintendent as HR and Resources Manager (3 hours)**

This is the third in a three-internship course sequence required for superintendent candidates under the new requirement of ISBE 23 Illinois Administrative Code 33. The curricular focus is the superintendent as human and district resources manager. Candidates are required to complete field-based clinical experiences that prepare them to lead the curricular, instructional and assessment programs in a school district. Prerequisite: Successful completion of EDL-7895 Superintendent Internship II.

## **Educational Technology Courses**

**EDT-6010 Integrating Technology Across the Curriculum (3 hours)**

This course is an introduction to the disciplined practice of integrating technology into teaching and learning. It provides an overview of current instructional technologies and theory-based design strategies for effectively using these technologies.

**EDT-6030 Using Technology to Build Learning Communities (3 hours)**

Examination and evaluation of the use of technologies in the design and building of learning communities and development of community-based outreach and engagement.

**EDT-6040 Visual Literacy in the Classroom (3 hours)**

Pedagogical concepts and design strategies underlying the use of an image-rich curriculum to enhance instruction. Examination and evaluation of the use of visual technology tools and techniques to build visual literacy and meet learning objectives.

**EDT-6050 Technology for Effective Decision Making in Teaching and Learning (3 hours)**

Examination of the decision-making process and the role of technology in supporting data-driven decision-making to enhance teaching and learning.

**EDT-6060 Trends and Future of Technology in Education (3 hours)**

An overview of current and emerging innovative technologies in teaching and learning. An examination of the historical and evaluative framework for assessing the effectiveness of technology interventions and future educational technology developments and applications.

**EDT-6065 Emerging Technology Trends, Professional Learning and Evaluation (3 hours)**

An overview of current and emerging innovative technologies in teaching and learning. Theories and skills necessary to design and implement professional learning opportunities in light of current and emerging teaching/learning/technology needs. An examination of an evaluative framework for assessing the effectiveness of technology interventions and programs.

**EDT-6070 Educational Technology Leadership (3 hours)**

Leadership theories and practices to improve professional practice and exhibit leadership in the community by promoting the use of digital resources to improve student learning.

**EDT-6080 Applied Project in Educational Technology (3 hours)**

Capstone course in the Educational Technology Program. Prerequisite: 3.00 cumulative grade-point average and must pass all other coursework in the M.A. Educational Technology programs with a grade of C or better prior to taking EDT-6080.

**EDT-6100 Introduction to Educational Technology (3 hours)**

Introduction to and examination of the field of educational technology, laying a foundation for digital literacy within a school setting, theory, and practice of instructional design for technology integration.

**EDT-6205 Educational Technology Hardware and Software (3 hours)**

Planning, configuring and maintaining computer/technology systems, including basic networks, for school laboratories, classroom clusters and other appropriate instructional arrangements. Primary focus is on K-12 schools.

**EDT-6210 Theoretical, Ethical and Practical Foundations of Educational Technology (3 hours)**

Study of the theoretical, historical, contemporary and ethical foundations of educational technology. Debates social and ethical issues surrounding integrated technologies as they are designed and implemented for an academic environment. Examines how technology is embedded within policies and practices in curriculum and instruction.

**EDT-6230 Assistive Technology: Principles and Practice (3 hours)**

This course will address the use of assistive technology within a teaching and learning environment. It will present research and trending developments on how specific technologies address the academic and access needs of individuals with cultural/linguistic, sensory, social, emotional, cognitive and physical disabilities. Topics include defining and differentiating assistive and educational technologies; identifying the legislative policies connected with such technologies; exploring ethical and legal ramifications of assistive technology usage; and collaboration and implementation of assistive technology-enhanced materials and teaching/learning opportunities for all learners.

**EDT-6950 Independent Study in Educational Technology (1-6 hours)****EDT-7010 Theories in Educational Technology for Teaching and Learning**

This course analyzes core theoretical perspectives in educational design and technology. This includes a historical review of the field, and an examination of the impact of seminal theories of teaching and learning from education, cognitive science, instructional design and the learning sciences.

**EDT-7020 Designing for Online Learning Systems (3 hours)**

This course will investigate the role of online learning in education, training and development. The course will specifically investigate educational psychology and instructional design concepts and their role in designing effective online learning systems. Students will also understand methods of assessment and evaluation models of online learning systems.

**EDT-7030 Design of Learning Environments (3 hours)**

This course addresses the design of technology-enhanced learning environments. The application of various designs and their guiding principles will be examined and critiqued. Examples include online, blended,

flipped, one-to-one, informal, collaborative and non-traditional learning settings.

#### **EDT-7040 Human-Computer Interaction for Learning Systems**

This course investigates the interaction between the technology and the individual for learning. In this course, students will be asked to construct and evaluate learning technologies with principles from the fields of human-computer interaction (HCI), educational psychology, instructional design and cognitive science to achieve instructional and assessment goals.

#### **EDT-7050 Project Management**

This course explores the principles of project management for systems design in greater depth. Specifically, students will investigate best practices and issues for effectively implementing existing project management models given the needs of an organization and its stakeholders.

#### **EDT-7060 Strategic Planning and Evaluation of Technology Programs**

This course addresses strategic planning and evaluation of technology programs in organizational settings. Several planning and evaluation models will be analyzed and compared for their utility in learning contexts.

#### **EDT-7070 Technology Leadership in Organizations**

This course addresses issues that technology leaders face when collaborating with other administrative departments. Practical and theoretical strategies will be analyzed and compared to enable students to become more effective technology leaders in organizations. Issues addressed include strengthening communication, establishing stakeholder roles, promoting connections with teaching and learning, and supporting professional development.

#### **EDT-7080 Contemporary Issues in Technology and Instructional Design (3 hours)**

This course addresses issues related to the alignment of technology initiatives with teaching and learning in the current educational environment. Examples of topics include social computing, technology to improve productivity, technology to support professional development, collaboration tools, and governmental initiatives in curriculum and instructional design.

### **Education Courses**

#### **EDU-6000 Classroom Discipline (3 hours)**

Theological basis, legal ramifications and practical applications of classroom disciplinary techniques. Prominent current approaches will be examined in light of research. Application to the participants' classrooms through problem-solving techniques.

#### **EDU-6015 Seminar in Higher Education**

This course will serve as an introduction to the U.S.-based higher education learning environment. Students will work to develop English grammar, reading, writing, speaking and listening skills.

#### **EDU-6060 Classroom Management and Assessment (3 hours)**

A methods course that focuses on appropriate classroom management strategies and provides an introduction to classroom assessment and evaluation. Full-day course experience required with on-site field experience. Enrollment limited to graduate students working toward initial teacher certification.

#### **EDU-6110 Foundations of Curriculum & Instruction (3 hours)**

This course examines the philosophical, historical, social and psychological foundations in education and their impact on teacher practice in curriculum, instruction and assessment.

**EDU-6135 Fundamentals of Learning Theory (3 hours)**

Learning facilitators will develop an understanding of cognitive development in K-12 children and adult learners. This course will focus on cognitive functioning, brain research and critical thinking as they relate to research-based best practices for teaching and learning.

**EDU-6200 Beginning Reading Instruction (3 hours)**

This course examines the factors involved in the beginning literacy processes. The focus is on current theory and research relating to issues in literacy in grades K-3. Candidates will administer and interpret appropriate assessments and plan effective intervention lesson(s) for students who struggle in reading. Field Experience Hours: 7 hours. Field Setting: Public educational setting for classroom observation and work with K-1 student required.

**EDU-6205 Foundations of Language and Reading Theory (3 hours)**

This course will deepen understanding of reading research and language acquisition factors that influence the reading and writing processes. Candidates will also explore historical influences on literacy research and practice, examining literature in sociolinguistics, psycholinguistics, educational learning theory and literacy research. Field experience hours: None. Field Setting: None.

**EDU-6210 Studies in Literacy (3 hours)**

The theories and research informing best practices in elementary and secondary school literacy programs will be explored. Emphasis will be placed on the application of current strategies and approaches to teaching the domains of literacy. There will be special attention given to meeting the needs of linguistically and culturally diverse learners. Field Experience Hours: 7 hours. Field Setting: School observation required.

**EDU-6212 Studies in Literacy and Multiliteracies (3 hours)**

Examination of the correlates of effective literacy instruction. Emphasis on application of current theory and research in literacy and multiliteracies as it applies to P-12 classrooms. Not open to candidates in the M.A. Reading program.

**EDU-6230 Content Reading: Middle and Secondary Schools (3 hours)**

This graduate reading course emphasizes the development of competence as a literacy coach/leader in a middle or secondary setting. Integrity is fostered through attention to the diversity of learners in their various educational settings. Leadership and collaborative relationships are fostered through various experiences with middle and secondary content-area teachers, cohort peers, and literacy professionals. Candidates are expected to participate in field experiences outside of course online or class hours, which include conducting interviews with teachers, teaching a lesson and conferencing with teachers. Field Experience Hours: 5 hours. Field Setting: Candidate arranged work with middle/secondary teacher required.

**EDU-6234 Assessment of Reading with Remedial Materials and Resources (6 hours)**

This is a graduate-level course series that explores the causes and types of reading difficulties, procedures for assessing the struggling reader, and experiences in administering and interpreting standardized and informal tests. The course also attends to current research relating to common reading problems and their correction. Field Experience Hours: 15 hours. Field Setting: Public educational setting and work with primary and intermediate/upper students required.

**EDU-6285 Seminar in Emergent Reading & Writing (3 hours)**

Exploration of reading and writing development theories. Development and implementation of ethnographic and/or action research with emergent readers and writers. Program development for children

and classrooms.

**EDU-6291 Roles, Relationships, and Ethics of the Reading Professional (3 hours)**

In this course, the role of the reading professional in program development, implementation, supervision and assessment is explored from an ethical perspective. Adult learning theory, professional development and program evaluation are also investigated. Field Experience Hours: 10 hours. Field Setting: Candidates arrange to work with teacher and need access to school data and resources.

**EDU-6298 Reading Practicum Using Developmental Instruction and Support (6 hours)**

This course emphasizes the application of assessment and remedial techniques in a supervised, clinical situation for K-12 levels. It is the culminating experience for implementing data-driven instruction and the reporting of student progress. The M.A. Reading Program Capstone is embedded in this course. Prerequisites as outlined by program template or permission granted by department chair. Field Experience Hours: 20. Field Setting: Candidate-arranged or course-embedded work with elementary and intermediate/secondary students is required.

**EDU-6300 Research in Children's Literature (3 hours)**

This course critically examines issues and trends in children's literature, including using it as a basis for the promotion of cultural and linguistic diversity. Candidates learn action research principles and apply them in conducting an in-depth study of research highlighting implications for instruction. Field Experience: None. Field Setting: None.

**EDU-6310 Thematic Approaches to Children's Literature (3 hours)**

Contemporary children's literature explored through study of specific themes such as family crisis, death, minorities and changing roles.

**EDU-6380 Assessment, Evaluation and Data-Driven Decision Making (3 hours)**

This course enables learning facilitators and educational leaders to develop an understanding of school-wide and classroom-based assessment and evaluation by analyzing the types and purposes of assessment, and the use of assessment as a tool for school and student improvement. This course focuses on evaluating an assessment system, critiquing classroom-based assessment practices, and data gathering and analysis in order to create systems and methods that best use assessment and data for increased student achievement and broader school improvement.

**EDU-6400 Literature-Children/Adolescent (3 hours)**

General survey of literature for children birth through adolescence; criteria for evaluation; trends and issues.

**EDU-6450 Adult Learning (3 hours)**

Addresses the adult learner's development, learning styles, conditions of learning and life circumstances. Also examines the adult educator's role, methodology, learning theory and evaluation techniques.

**EDU-6500 Curriculum Construction (3 hours)**

This course focuses on educational objectives and the selection and organization of learning experiences. Contemporary types of curriculum organization, factors affecting curriculum and pertinent research will be explored.

**EDU-6515 Contemporary Issues in Curriculum and Practice (3 hours) (also FPR-6400)**

This course engages contemporary educational issues in the United States, such as obstacles and challenges faced by educators. Educators will inspect basic assumptions and social forces that influence current educational policy making and reform.

**EDU-6520 Research Based Instructional Strategies (3 hours)**

Reviews of research that support effective instructional strategies.

**EDU-6525 Teacher as Practitioner (3 hours)**

This course addresses the knowledge and skills connected with effective teaching and instruction through the analysis of current and emerging research in pedagogy.

**EDU-6526 Socially, Culturally and Linguistically Diverse Students: Perspectives for Practitioners (3 hours)**

This course seeks to prepare teachers for teaching culturally and linguistically diverse students and to explore issues of language and culture involved in teaching diverse and/or marginalized students in American schools.

**EDU-6530 Curriculum Change & Development (3 hours)**

**EDU-6535 Teacher as Leader (3 hours)**

This course promotes effective teacher leadership in classrooms, schools and other social institutions. Course content examines comparative educational systems, organizational theory, and school change and reform processes.

**EDU-6540 Special Education Curriculum and Pedagogy (3 hours)**

Information and skills necessary to develop and organize curriculum to facilitate acquisition, maintenance and generalization of skills for students with special needs. Instructional planning and design based on knowledge of the disability, pedagogy and curriculum goals.

**EDU-6545 Action Research (3 hours)**

Understanding of action research in educational settings. Focus on development of basic action research skills for improved teacher practice. Skills for interpreting published research also are emphasized.

**EDU-6550 Brain Research and Classroom Learning (3 hours)**

**EDU-6556 Seminar in Reflective Practice (3 hours)**

Students are presented action research theory to conduct an action research inquiry of their own design that fosters reflection and growth in their own practice. The action research paper at the end of the course serves as the capstone experience for the Master's Degree in Curriculum and Instruction.

**EDU-6560 Technology and Effective Classroom (3 hours)**

Application and use of educational technology to enrich and enhance instructional experiences for both the teacher and the learner.

**EDU-6640 Teacher as Researcher (3 hours)**

Principles of teacher research. Focus on development of basic research skills to carry out Action Research, Self-Study or other practitioner research projects with the goal of improved teacher practice. Skills for interpreting published research are also emphasized.

**EDU-6700 Assessment Theory & Practice (3 hours)**

Introduction to psychometrics including reliability and validity theory and evaluation. Development, implementation and scoring of effective measurement instruments including authentic assessments and tests across the disciplines. Interpretation of results and instructional planning.

**EDU-6750 Issues and Trends in Curriculum & Instruction (3 hours)**

This graduate course explores in-depth/emerging topics and issues in curriculum and instruction. It maintains a consistent disciplinary framework while the content changes each term.

**EDU-6921 Student Teaching: Elementary/Middle School Education (6 hours)**

Supervised experience in a K-9 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required. Open only to students admitted to the MAT Elementary Education program who have been approved for student teaching. Fee Required: \$330.

**EDU-6922 Student Teaching: Secondary Education (6 hours)**

Supervised experience in a grade 6-12 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required. Open only to students admitted to the MAT Secondary Education program who have been approved for student teaching. Fee Required: \$330.

**EDU-6950 Independent Study in Education (1-3 hours)****EDU-6970 Independent Research (3 hours)****EDU-6982 Practicum in Staff Development (3 hours)**

A capstone fieldwork experience in staff development allowing prospective specialists to put into practice what has been learned throughout the course of study. The practicum may extend for more than one semester. Prerequisite: Completion of coursework in the program.

**EDU-6990 Thesis (3-6 hours)****EDU-7030 The Impact of ESEA on the Educational Landscape**

Tracing the research streams of the Elementary and Secondary Education Act and its impact on American educational policy, this course examines the ideologies and people that influence curriculum development and instructional practices through a historic lens.

**EDU-7100 Curriculum Theory & Design (3 hours)**

This course moves from theoretical perspectives in curriculum to the design process with a focus on the relationship between theory and practice.

**EDU-7180 Field Work in Early Childhood Education (3 hours)**

Supervised field experience. Structured experiences in the role of the early childhood professional in classroom settings. Varied individualized experiences based on the personal needs and interests of the doctoral student. Prerequisites: Admission to the doctoral program and 30 semester hours of graduate work in the program.

**EDU-7185 Field Work in Early Childhood Leadership (3 hours)**

Supervised field experience. Structured experiences in the role of the early childhood professional in leadership settings. Varied individualized experiences based on the personal needs and interests of the doctoral student. Prerequisites: Admission to the doctoral program and 30 semester hours of graduate work in the program.

**EDU-7420 Multicultural Education: Pedagogy in Practice (3 hours)**

This course will examine the historical and political impact of multicultural education in our schools. A study of the trends in multicultural education that have guided instructional and assessment practices will be a critical component. Developing and evaluating curriculum and instructional strategies appropriate in multicultural education will also be a focus.

**EDU-7030 The Impact of ESEA on the Educational Landscape**

Tracing the research streams of the Elementary and Secondary Education Act and its impact on American educational policy, this course examines the ideologies and people that influence curriculum development and instructional practices through a historic lens.

**EDU-7600 Global Perspectives in Curriculum & Instruction (3 hours)**

This course examines through a global lens a number of contemporary policy issues and practices that impact the way we enact curriculum development, instruction and assessment.

**EDU-7700 Research-Based Instructional Practices (3 hours)**

This course will critically examine research-based instructional strategies. Understanding how to determine the effectiveness of instructional strategies based on a variety of factors such as student population and needs, available resources, and goals of the academic institution will be a focus. Understanding how instruction connects to assessment and curriculum will also be explored.

**EDU-7800 Curriculum Leadership (3 hours)**

This course will examine the role of the curriculum leader as a change agent in developing curriculum processes and planning that engage the educational community. Implementation strategies related to building an effective instructional program will be examined. Current trends and issues in curriculum, instruction and assessment based on research-based practices will provide a focus for the leader to improve teaching and learning.

**EDU-7890 Comprehensive Seminar (3 hours)**

Students demonstrate understanding of key concepts taught in the courses they have completed in their doctoral program. Candidates will lead seminars that review basic core content and emphasize practical applications. At the completion of the course, candidates will present a professional portfolio. Prerequisite: Completion of all but three or fewer courses in the doctoral program.

**English Courses****ENG-6150 Literature and Related Media for Adolescents (3 hours)**

General survey of adolescent literature and related media materials for grades six through 12 including criteria for evaluation and study of trends and issues.

**ENG-6380 Literary Theory & Criticism (3 hours)**

Various contemporary critical approaches to the study of literature and to research tools and methods used in literary studies.



**ENG-6520 20th-Century American Fiction (3 hours)**

Forms and themes in American fiction from World War I to the present. Writers include Fitzgerald, Hemingway, Faulkner and Morrison.

**ENG-6540 Modern Drama (3 hours)**

Development of Western modern drama. Dramatists include Ibsen, Chekov, Shaw, O'Neill, Pirandello, Williams and Beckett.

**English as a Second Language Courses****ESL-6027 Assessment of Language Minority Students (3 hours)**

Comprehensive overview of current developments in the assessment of English language learners in the context of school learning and academic achievement. How to structure assessment procedures to reflect current research understandings, best classroom practices and state and federal mandates are emphasized. Analysis of purposes and forms of assessment, barriers to fair assessment of ELLs, and designing and adapting authentic assessment tools for formal and informal methods of assessing English proficiency and academic development in English at varying levels. Includes 20 hours of fieldwork.

**ESL-6300 Foundations of Bilingual/Bicultural Education (3 hours)**

Examination of the historical, philosophical, legal, and ethical foundations of teaching English language learners. Emphasis given to the development of current educational policies and effective instructional practices of educating all language minority students. Includes 5 hours of fieldwork.

**ESL-6350 Cross-Cultural Studies: Teaching Culturally and Linguistically Diverse Students (3 hours)**

Examination of diverse cultures and how they differ and are the same, focusing on historical and contemporary social and cultural issues affecting culturally and linguistically diverse students. Emphasis on the impact of the cultural, social, psychological, structural and sociopolitical processes affecting the learning, participation and identity construction of language minority students and the need for appropriate teaching and learning strategies for today's diverse student population. Also addressed is the role of ethics in instruction for CLD students and moral education to promote the development of independent, reflective moral agents that enable individuals to make informed decisions and justify principles that guide decision-making processes. Includes 10 hours of fieldwork.

**ESL-6556: Seminar in Reflective Practice**

Implementation of an action research, self-study or other practitioner research project. Data collection and analysis to inform researcher's perspective as it relates to pertinent educational issues. As a result, the research will be presented in a final formal format to serve as the project capstone.

**ESL-6610 Language and Linguistics (3 hours)**

Analysis of the symbolic systems and the cultural bases of English in relationship to other languages through exploration of structure and history, language development and variation and communicative competence in the context of language use. Examination of L1 and L2 literacy development. Includes 5 hours of fieldwork.

**ESL-6620 Teaching English as a Second Language (3 hours)**

Application of major theories and research to help ELLs develop language and literacy in the content areas. Development and implementation of standards-based instructional strategies and assessment procedures adapted to ELLs at varying levels of language and literacy development in the content areas. Includes 30

hours of fieldwork.

**ESL-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students (3 hours)**

Exploration and analysis of relevant K-12 pedagogical approaches, methods and strategies needed to convey to a diverse population state and professional standards-based curricula. Development, adaptation and evaluation of materials for implementation in lesson planning and assessment for teaching English to speakers of other languages to particular groups of different ages, ability levels and cultural backgrounds. Inclusion of strategies that foster both language acquisition and academic achievement in speaking, reading, writing and listening. Includes 30 hours of fieldwork.

**ESL-6635 Methods & Materials for Teaching Bilingual Students (3 hours)**

Exploration of principles and methodology for planning, selecting, implementing and evaluating materials used for instructing LEP students in a bilingual classroom. Issues of first and second language development, effective primary language teaching, strategies and acculturation matters. **Prerequisite:** Students seeking successful completion of this course must be bilingual/proficient in a language other than English. Bilingual proficiency is defined as being able to demonstrate adequate speaking, reading, writing and grammar skills (in real-world situations in a spontaneous and non-rehearsed context) in a non-English language in which transitional bilingual education is offered in Illinois.

**ESL-6640 Teacher as Researcher (3 hours)**

Principles of teacher research. Focus on development of basic research skills to carry out Action Research, Self-Study or other practitioner research projects with the goal of improved teacher practice. Skills for interpreting published research are also emphasized.

**Foreign Language Courses**

**FOL-6110 Methods/Materials for Teaching Limited English-Proficient Students/Bilingual Programs (3 hours)**

Principles and methodology for planning, selecting, implementing and evaluating materials used for instructing LEP students. First and second language development and acculturation. Philosophy considering the learner, the general purpose of the instructional program, the content or subject matter, and the learning process.

**FOL-6120 Theoretical Foundations for Teaching Bilingual Students (3 hours)**

Exploration of the theoretical aspects of teaching English to non-English-speaking students through bilingual approaches. Historical background and current status of bilingual programs.

**Foundations and Policy Courses**

**FPR-6000 Foundations of American Education (3 hours)**

Development of richer and more systematic interpretations of the historical, cultural and social foundations of American education and schooling.

**FPR-6050 Critical Pedagogy and Educational Theory (3 hours)**

Exploration of critical strands in educational theory and practice. Convergences and divergences among theoretical perspectives. Development of critical consciousness and an individually defined, socially engaged pedagogy.

**FPR-6060 Education in the Popular Imagination**

Examination and critique of representations of teaching and schooling in the media and popular culture.

Impact of media/pop culture representations of teachers, students and schools on the public debate over education. Uses of media studies/popular culture in pK-12 classrooms.

**FPR-6400 Contemporary Issues in Curriculum & Practice (3 hours) (also EDU-6515)**

Contemporary educational issues in the United States. Obstacles and challenges faced by educators. Basic assumptions and social forces that influence current educational policy making and reform.

**FPR-6550 Politics, Policy and Reform (3 hours)**

School and system policies and practices within historical, political and contemporary contexts. Theoretical and practical aspects of policy development, adoption and implementation. Power structures and relationships. School change and reform initiatives. Impact of politics and policy-making on teaching and learning in classrooms.

**FPR-6700 Reconceptualizing the Curriculum**

Philosophical bases of curriculum approaches. Historical and current trends in curriculum theory. Curriculum practice, past and present. Vision and action toward participatory, democratic curriculum making in classrooms, schools and society.

**FPR-6900 Seminar in Critical Praxis**

Program culminating course. Critical reflection on one's own beliefs and assumptions as they relate to teaching and learning. Practical application and advocacy.

**FPR-7000 Historical and Cultural Contexts of Education (3 hours)**

A seminar that examines historical and current issues of democracy, meritocracy and diversity in education. Influences of historical decisions about education on modern education. Normative, technical and political issues involved in reform of public education.

**FPR-7010 Philosophical and Theoretical Foundations of Education (3 hours)**

Study of the philosophical and theoretical foundations of education, including analysis of the aims and goals of education, processes of attainment, content and curriculum, and the socialization function of education and schooling. Develop an understanding of the intersections between theory/philosophy, ethical perspectives and the development of policy, practice and institutions.

**FPR-7011 Philosophical and Theoretical Foundations of Leadership (3 hours)**

Study of the philosophical and theoretical foundations of education and leadership, including analysis of the aims and goals of education, processes of attainment, content and curriculum, and the socialization function of education, schooling and complex organizations. Develop an understanding of the intersections between theory/philosophy, ethical perspectives, and the development of policy, practice and institutions.

**FPR-7100 Political and Social Contexts of Education (3 hours)**

Study of selected political and social theories of education. Examine the complex relationships that have and will continue to manifest between schools and society such as power structures, stakeholder groups and competing interests in educational practice and policy making at multiple levels. Study of how such theories and perspectives affect school and system organization and control. Consider ethical perspectives.

**FPR-7210 Social Justice in Educational Contexts (3 hours)**

Study theories of social justice and practical implications for teachers, administrators and other educational professionals. Introduction to dynamics of oppression, privilege and social power, culturally relevant and

critical pedagogies and social identity.

#### **FPR-7300 Philosophy of Scientific Knowledge (3 hours)**

This course provides an orientation to the nature, uses and limitations of science with the aim of achieving and understanding of the variety of approaches to research design and developing conceptual frameworks. With regard to the metatheory of knowledge, particular attention will be paid to the following topics: the relationship between theory and observations, the role of the researcher's values in knowledge generation, how the research conceptualizes the relationship between researcher and subjects, the standards that are used to appraise theories, the theory of reality (ontology) and of how to know that reality (epistemology) that underlies critical theories, and how different methods of data gathering and data analysis influence the generation of scientific knowledge.

#### **FPR-7450 Assessment in Educational Settings (3 hours)**

Assessment theory and practice in micro and macro school contexts. Introduction to psychometrics, including reliability and validity. Data analysis and data-based decision-making. Creating, application and/or critique of international, national, state, district, school and classroom assessments to improve student achievement, evaluate programs and inform policymaking.

#### **FPR-7500 Community Contexts of Schooling**

Schools and their local contexts. Micropolitics of schools. Conceptions of parent engagement and school/family/community partnerships. School-community organizing.

#### **FPR-7705 Learning Inside and Outside the Classroom**

Socio-cultural, cognitive and behavioral theories of learning. Relationship between the individual and multiple contexts in which the learning takes place. Current pedagogical practices and trends from these perspectives. Learning environments and instructional strategies based on these perspectives.

#### **FPR-7720 Urban Education in a Global Community**

Examination of the commonalities and differences in schooling in major urban centers around the world. Diverse theoretical perspectives applied to educational systems in global contexts.

### **Gerontology Courses**

#### **GERO-6000 Perspectives in Gerontology**

Introductory course for the Master of Arts in gerontology program that provides students with a comprehensive overview of the multi-disciplinary field of gerontology. Involves several academic disciplines or professional specializations in an approach to gerontology. Substantive, conceptual and methodological issues central to the study of aging and the life course are explored.

#### **GERO-6045 Aging, Values, Attitudes, and Ethics**

Provides an overview of ethics as they relate to aging and older adults. This course examines a variety of ethical and moral issues at the clinical, social, cultural, policy and individual levels. Students explore key value issues that shape societal and individual perceptions about ethics and aging. This course considers the ethical implications of ageism.

#### **GERO-6050 Adult Development and Aging**

This course promotes integrity as students acquire attitudes and skills that promote the understanding of adult development with special attention paid to the aging process. It further promotes integrity as students learn to suspend judgment and draw various fields together in order to understand and provide

quality care services to the aging population with sensitivity to cultural differences. Students obtain the knowledge of techniques and research while attaining competency in the timely use of various person-centered interventions. As knowledge and competency develop, a sense of confidence and leadership is cultivated.

**GERO-6160 Sociology of Aging**

This course examines the impacts of aging on individuals and societies, including social, cultural and individual reactions to aging in the society and the diversity of reactions to aging. Theoretical frameworks for aging and involvement will be presented, examined and integrated. Field trips may be required.

**GERO-6495 Program Management in Aging**

Designed to expand students' knowledge of and skills in effective program management of aging services and organizations serving older adults. Students review the aging network while considering the unique needs of older adults. This course also examines approaches for managing service programs effectively. Implications for program evaluation are considered.

**GERO-6500 Public Policies and Aging**

The course provides an overview and analysis of the policymaking process and policy initiatives as these affect older adults in society.

**GERO-6510 Diversity in Aging**

This course focuses on the differences and diversity of the aging population from a national perspective. Topics include race, ethnicity, gender, social class, spiritual and economic issues.

**GERO-6750 Advanced Topics in Gerontology**

Covers a variety of special topics in gerontology. This course is developed and offered based on interest from students and instructors. The topics broaden and complement the gerontological content offered in the required courses taken in the M.A. in gerontology program. Examples of topics include: Families in Later Life; Death and Dying; Aging and Health; Resilience over the Life Course; Global Aging; Gender and Aging; Aging in Literature and Film; Sexuality and Aging; and Grant Writing.

**GERO-6900 Seminar in Gerontology (includes capstone experience)**

Focuses on current issues and problems in gerontology utilizing literature reviews, research and primary data collection. Students complete a thesis, applied or analytical project and are expected to define, complete and defend their project and complete their capstones during this 16-week course. This course includes the capstone experience.

**GERO-6980 Practicum in Gerontology (240 hours in field)**

The practicum experience encompasses a supervised practice in a community agency that serves older adults and their families. In addition to the coursework, students are required to complete 240 hours of service during this 16-week course.

**GERO-7000 Gerontological Theory**

Reviews major types of gerontological theory within the context of theoretical paradigms. This course explores the differences and commonalities within the various theoretical strands of knowledge construction within gerontology.

**GERO-7120 Practical Applications of Gerontological Leadership**

Focuses on applying research, knowledge and skills to exhibit gerontological leadership and deliver gerontological programming. Examines techniques for delivery and management of gerontological programs and evaluating effectiveness of programs/intervention.

**GERO-7150 Financial and Legal Issues in Gerontological Leadership**

Focuses on leadership skills related to the management of the financial and legal issues in gerontological organizations/institutions. Specific attention will be given to the overlap between the fields of business, law and aging, while examining issues related to financial and legal planning for the individuals and the larger implications this planning has for society.

**GERO-7500 The Physiology of Aging**

Presents an in-depth analysis of the biology of aging, building up from changes occurring at the molecular and cellular level and analyzing the consequences at the organism level. Examines the influence of these age-related changes in what are commonly considered a disease of aging.

**GERO-7505 The Psychological Aspects of Aging**

Examines psychological development and change across the adult lifespan. Using frameworks of developmental psychology, this course reviews and explores adult development in the broad domains of cognition, personality and socio-emotional functioning. Issues related to normative and optimal adult development and aging are considered.

**GERO-7560 Sociocultural Aspects of Aging**

Presents a socio-cultural perspective on the aging process. This course examines social and cultural factors that influence aging and the nature of the integration of older adults into society, as well as the way in which population aging affects the larger society.

**GERO-7800 Demography and Epidemiology of Aging**

Explores fertility, mortality and global aging; distribution of health and illness within a population; age-based migration and its impact on locations of origin and destination; variations in health and mortality by gender, race, ethnicity and social class; impact of health and mortality patterns for individuals, society and public policy.

**GERO-7805 Issues in Aging Policy**

Explores the development, implementation and analysis of social policy in the United States on major issues affecting older people. Considers the determinants of aging policy. The policymaking process and development of legislation are analyzed as factors related to the making of policy for older adults.

**GERO-7810 Foundations of Teaching and Learning in Gerontology**

Exploration and application of teaching and learning strategies for communicating gerontological knowledge. This course addresses teaching gerontology in classroom settings as well as in public settings to a variety of audiences in applied and policy settings.

**GERO-7820 Leadership, Applied Ethics, Aging & Global Change**

Examines the ethical dilemmas of leadership, the foundations and context of moral choice, and the moral implications of decision-making as they relate to gerontological leadership. Considers the ethical challenges and decision criteria facing leaders, the role of politics and power in organizations and the leader's ability to promote and infuse organizational ethics and integrity in an aging and globalized world.

**GERO-7900 Diversity in Aging Societies**

Explores how ethnicity, race and gender structure the lives of individuals throughout the life course and how other factors such as age, cohort and class intersect with these realities. This course considers how the lives of people differ across diverse strata and how social policies shape individuals' lives.

**GERO-7905 Professional Seminar in Gerontology**

Applies and integrates knowledge gained in earlier courses and strengthens skills necessary to claim identity as a gerontologist. Through applications in gerontology-related areas such as advocacy, professionalism, and/or family and workplace issues, candidates will hone skills needed in the profession (i.e., CV/Resume development, job acquisition tools, communication skills, etc.).

**Grant Writing, Management, and Evaluation Courses****GME-6215 Budgeting, Grant Writing and Third Source Funding**

Principles of budgeting as it relates to program and educational needs. Writing grants and identifying and securing additional program funding from government and third-party sources.

**GME-6300 Introduction to Grants (3 hours)**

Provides an overview of key components of the grant process. Identifying priorities, utilizing grant databases and distinguishing various giving sources such as foundations, corporations, government agencies and individuals. Strategies for proposal development, researching, identifying and cultivating partnerships.

**GME-6310/MGT-6530 Introduction to Not-for-Profit Organizations (3 hours)**

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit's organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization's purpose into action. A service learning project will incorporate theories into real-world applications.

**GME-6330 Grant Management (3 hours)**

Provides an overview of the basics of grants management and procedures required for proposal processing within organizations. Addresses programmatic and financial aspects from project development, proposal development, partnership/relationship building, implementation, audits and monitoring, through closeout procedures.

**GME-6340 Theories and Models of Evaluation for Grants (3 hours)**

Focuses on the ability to identify conceptual similarities and differences between contemporary models of evaluation practice. Reviews historical perspectives and evolution of evaluation. Introduction to theories, models, standards and procedures common to program evaluation. Methods to determine appropriate selection of a program evaluation strategy for grants.

**GME-6350 Principles and Methods of Evaluation for Grants (3 hours)**

This course will prepare candidates with knowledge of national program evaluation standards, an understanding of major principles and methods for designing program evaluation activities, developing and implementing useful and valid evaluation design procedures, and reporting program evaluation results for grants.

**GME-6990 Capstone Project for Grant Writing, Management, and Evaluation (3 hours)**

Candidates will be required to synthesize knowledge gained in the M.A. in Grant Writing, Management, and Evaluation program by providing written evidence of an internal or external program evaluation and/or

submission of a grant proposal. Candidates will be required to demonstrate their ability to plan and think strategically, to present ideas concisely and persuasively to an agency or organization in their field through the application of course content and evaluation theory.

## **Greek Courses**

### **GRE-6950 Independent Study in Greek (1-3 hours)**

## **Health Care Administration and Leadership Courses**

### **HAL-6100 Health Care Systems I (3 hours)**

An overview of health care systems focusing on the role of values, assessment of health status and analysis of need, access and use of services, supply, demand, and distribution of health resources, analysis of health care costs and expenditures.

### **HAL-6150 Health Care Systems II (3 hours)**

Examination of the private and public financing of health service, quality of care assessment, control of quality and costs of care, professional self-regulation and compliance, leadership and administration approaches, and government regulations and system reform. Prerequisite: HAL-6100 Health Care Systems I.

### **HAL 6300: Legal and Ethical Considerations in Health Care**

This course is an examination of the major legal issues encountered in the health care industry. Among the topics to be included are institutions as corporations; principles of liability; contract negotiation; legal aspects of medical ethics and access to health care; and legislative and regulatory factors in health care.

### **HAL-6400 Health Care Finance and Economics (3 hours)**

Issues in health finance, particularly as these impact health care administration, health policy, policy formation and population health. Microeconomic and macroeconomic considerations. Prerequisites: HAL-6100 Health Care Systems I and HAL-6150 Health Care Systems II.

### **HAL-6500 Public Policy in Health Care (3 hours)**

Issues related to U.S. Public Health and allocation of resources. Local, state, regional and national public health funding and policy. Examination of health policy on health education and promotion, medical service and practice. Prerequisite: HAL-6100 Health Care Systems I and HAL-6150 Health Care Systems II.

### **HAL-6630 Research in Health Care Leadership**

### **HAL-6800/MBAH-6665 Health Information Management**

## **Health and Human Performance Courses**

### **HHP-7000 Cardiovascular Responses to Exercise (3 hours)**

This course examines cardiovascular adaptations to acute and chronic exercise. The course will provide an in-depth analysis of metabolic, systemic and hormonal responses to the stress of exercise and the adaptive changes that occur with training, as well as the underlying mechanisms.

### **HHP-7010 Neuromuscular Responses to Exercise (3 hours)**

This course examines neuromuscular adaptations to acute and chronic exercise. Students will engage in an in-depth analysis of neuromuscular structure and function, motor unit recruitment during different types of movement, and muscle adaptations to resistance and endurance training.



**HHP-7020 Exercise for Disease Prevention and Management (3 hours)**

The purpose of this course is to provide the student with a framework for evaluating current information on exercise recommendations for special populations. Students will engage in an in-depth analysis of the implications for exercise in preventing and managing obesity, coronary heart disease, diabetes, cancer, asthma, neurological conditions and musculoskeletal conditions.

**HHP-7030 Advanced Exercise and Sports Nutrition (3 hours)**

This course examines the latest evidence-based principles and recommendations on meal, energy and nutrient timing for optimal fueling and performance. Topics include principles of nutrient timing, regulation of metabolism by micronutrients and macronutrients and their role in weight control in athletes, safety and validity of supplements and ergogenic aids, and nutritional aspects of optimal performance.

**HHP-7040 Measurement and Evaluation in Health and Human Performance (3 hours)**

This course develops skills for the selection, development and implementation of various types of instruments and techniques for measuring and evaluating health and human performance interventions. Evaluation of these interventions includes general health behaviors, health-related fitness, nutritional and dietary intake, body composition, and other areas related to an individual's quality of life. Students will learn methods for developing/choosing psychometric and biometric tools, choosing appropriate evaluation designs, procedures for data collection, and describing evaluation results.

**HHP-7050 Program Design in Physical Activity and Health (3 hours)**

This course examines planning and organization of health programs. Students will investigate, contrast, develop and evaluate a variety of intervention activities. Theories regarding techniques to enhance behavior change and instructional design strategies to meet the health needs of a diverse population will be explored.

**HHP-7060 Health Promotion and Disease Prevention (3 hours)**

The course examines the process of disease prevention and control through the education and advocacy of health promotion. Students will examine the physiological and medical factors associated with common diseases/conditions including asthma, obesity, diabetes, hypertension, heart disease and other metabolic disease states. Students examine various topics while utilizing methods of health communication for prevention/control of chronic diseases.

**HHP-7070 The Professoriate (3 hours)**

This course examines the latest evidence-based principles and experiential recommendations on the professoriate in higher education. Topics include principles and strategies of teaching and learning; professional relationships; philosophy of education; issues of race and gender, promotion and tenure, and the scholarship of teaching, research and service.

**HHP-7090 Ethical Issues in HHP (3 hours)**

This course examines the ethical conflicts and challenges around autonomy, liberty, individual rights, and the common good in regard to healthful living and quality of life. Human rights, civil rights, influence of race, social class, and gender/sex will be examined in the context of health issues, such as social determinants of illness, health promotion and behavior modification, social justice, and research equity. Ethical considerations will center on the program design, evaluation and research aspects related to Health and Human Performance with special attention to inclusion.

### **HHP-7100 Seminar in Health & Human Performance (3 hours)**

This course is designed to provide an opportunity for the students to study a specific topic/area of interest within the field and develop an academically sound project with the aid of an advisor. Topics/area of interest will be approved by the Program Director. Independent study should be related to specific program design of Health & Human Performance interventions, grant proposals for agency submission, or academic manuscript preparation for professional presentation and/or publication. This course will culminate in an independent study that will directly demonstrate program competencies.

## **Higher Education Courses**

### **HLDR-6800 Law and Higher Education**

This course addresses the legal environment of postsecondary institutions and specific issues that affect higher education. In addition to faculty and administrative structuring, curriculum development and institutional financing, a university's policy is affected by legal concerns, including constitutional privileges, ethics and regulations that may be relevant in regard to state and local municipalities. Students enrolled in this course will participate in research and weekly discussions evaluating the significance and importance of the limitations and allowances of government-defined operating and monetary restrictions on academic institutions.

### **HLDR-6810 Institutional Advancement and Development in Higher Education**

This course examines the role of Institutional Advancement in supporting the mission and vision of the higher education institution through the development of external funds, relationships with alumni and other external constituencies, and communications support and public visibility.

### **HLDR-6820 Historical and Societal Issues in Higher Education**

This course addresses the major social issues affected by higher education, specific issues and trends, dominant themes of historical and institutional impact. Students enrolled in this course will acquire an improved understanding of previous events of the significance of higher education, including how it has developed and increased in importance to society.

### **HLDR-6830 Governance and Leadership in Higher Education**

This course includes the theoretical perspectives on higher education organizations, the organizational structure, management and leadership of colleges and universities, and governance systems. Learners enrolled in this course will become familiar with the purpose of institutional governance, its various functions, administrative models and the factors utilized to define its strategies.

### **HLDR-6840 Fiscal and Social Responsibility in Higher Education**

This course addresses the major financial and economic issues experienced within higher education including fiscal awareness, social responsibility and stewardship. Learners will be able to understand the primary concerns involved with budgeting, ethics and management within the higher education landscape, applying theories and principles to maintaining a functioning and sustainable institution. Learners will be exposed to the economic, political and organizational cultural factors that affect the allocation of monetary resources within the higher education organization.

## **Human Service Courses**

### **HMS-6000 Introduction to the Human Service Profession (3 hours)**

Students are provided an understanding of the nature of the profession of human services from the origins of the field to present challenges and approaches. Students develop an identity with the profession through membership in a human service organization and are exposed to the many parts of the multidisciplinary

field of Human Services.

**HMS-6010 Human Service Systems (3 hours)**

The curriculum in this course covers knowledge and theory of the interaction of human systems including the following: individual, interpersonal, group, family, organizational, community and societal.

**HMS-6015 Intervention and Direct Services (3 hours)**

Knowledge and skill development in aspects of direct service delivery, self-awareness, professional identity and appropriate interventions to working with clients involved in various human service programs.

Prerequisite: HMS-6000 Introduction to the Human Service Profession.

**HMS-6030 Information, Planning and Evaluation in Human Services (3 hours)**

Students are introduced to the philosophical and theoretical approaches to information management, information literacy and research in the field of human services. Students will use knowledge, theory and skills in systemic analysis of service needs, strategies, services, interventions and evaluation of service outcomes. Prerequisite: HMS-6000 Introduction to the Human Service Profession

**HMS-6045 Values, Attitudes & Ethics (3 hours)**

Examination of personally held values, attitudes and ethics and the various ways they can impact work with others to promote understanding of human service ethics and their application to practice for a variety of human service fields and activities. Prerequisite: HMS-6000 Introduction to the Human Service Profession.

**HMS-6495 Administration of Human Services (3 hours)**

Focus on structure of programs, financial and legal concerns, agency management, and evaluation of services of planning. Prerequisite: HMS-6000 Introduction to the Human Service Profession.

**HMS-6925 Internship: Human Service (3 hours)**

Supervised experience (300 clock hours) in a human service agency or organization. Site to be approved by Concordia-Chicago prior to semester. On-campus classroom component required.

**HMS-6995 Internship: Human Services Administration (3 hours)**

Supervised experience (300 clock hours) in a human service agency or organization. Site to be approved by Concordia-Chicago prior to semester. On-campus classroom component required.

**Instructional Design and Technology Courses**

**IDT-6100 Foundations of Instructional Design and Technology**

An overview of the field of Instructional Design and Technology emphasizing the guiding principles and ethical foundations of the field.

**IDT-6200 Social Computing**

Students will learn the design and development principles of social computing, emphasizing the critical review of how the social and cognitive aspects of learning can be effectively facilitated through computer-supported cooperative work and computer-supported collaborative learning.

**IDT-6250 Evaluation Methodology Applications in Instructional Design and Technology**

This course provides an overview of evaluation methodologies and examines implementation models. It will provide an opportunity for students to apply the evaluation methodology in instructional design activities specifically in developing and implementing valid instructional design evaluation procedures and reporting

evaluation results.

#### **IDT-6300 Instructional Strategies for Learning Technologies**

Students will be provided an overview of learning theories and instructional strategies used in the field of instructional design and technology.

#### **IDT-6400 Needs Assessment and Task Analysis**

Students will learn how to assess the learner's context, instructional needs and applications of learning as they relate to instructional strategies, scope, goals and sequencing instructional design decisions.

#### **IDT-6500 Project Management for Instructional Design**

Students will explore project management as a framework for the instructional design development process, focusing on needs assessments, selection of a specific design model, implementation steps and evaluation methods.

#### **IDT-6600 Systemic and Technological Innovation**

Students will learn the theoretical frameworks related to organizational change processes and the analytical tools needed to analyze, manage, and lead change and support innovation within the field of instructional design and technology.

#### **IDT-6700 Human-Computer Interaction and Multimedia Design**

Students will learn the design and development principles of digital applications to increase learning, productivity and support performance. The students will also explore multimedia learning theory as a framework for instructional design to facilitate the human-computer interaction.

#### **IDT-6800 Learning Analytics and Data-Driven Decision Making**

Students will be provided an overview of learning analytics and their role in supporting data-driven decision-making to enhance learning outcomes.

#### **IDT-6990 Capstone in Instructional Design and Technology**

Plan, develop, implement and evaluate an instructional design for the purpose of enhancing learning. To be taken as the last course (capstone) in the master's in Instructional Design degree program.

### **Knowledge Information Management Courses**

#### **KMIL-6000 Knowledge Audits, Measurements, and Analysis (3 hours)**

This course incorporates an overview of the various methods and techniques for evaluating an organization's utilization of possessed knowledge; benchmarking and measurement practices that assist a company's assessment of knowledge management efficiency, functionality and potential. Auditing processes, the importance of developing and altering current efforts, with the allowance for contingency concerns.

#### **KMIL-6010 Information Knowledge Technology and Applications (3 hours)**

Software and techniques designed to acquire information pertinent to the organization and generate reports and suggestions for future objectives. Selecting or designing systems that are functional and accommodate an organization's operational, customer and internal requirements and compliance factors.

#### **KMIL-6020 Knowledge Management for Higher Education Leadership (3 hours)**

Application of knowledge management principles to a university environment, including how to apply

information regarding learners, faculty, staff, state and national legislature, and competing institutions to improve the academic quality and educational conditions of the organization. The process of acquiring knowledge from a learning institution and developing a system to assist with future strategies that correspond with the current requirements, industry preferences and objectives of an institution.

**KMIL-6030 Knowledge System Strategy and Development (3 hours)**

Strategic development of applications and information retrieval methods and analysis, including implementation, testing and contingency planning. Techniques and principles necessary for leading a project development scenario and varying methods utilized by the knowledge management industry for creating an information system approach that accommodates an organization's requirements and compliance concerns.

**KMIL-6040 Legal & Ethical Considerations in Knowledge Management (3 hours)**

An evaluation of government policy, previous and current litigation involving information storage, and ethical concerns regarding the dissemination of personal information through information systems and the internet. Ethical consideration involving knowledge management to current utilization of collaborative software, customer retention methods, promotions, inter-business applications and information retrieval efforts.

**KMIL-6050 Organizing Knowledge for Collaboration and Competition (3 hours)**

Use of information mining techniques to improve the interaction and knowledge among and within organizations to improve industry advantages and potential profitability of companies. To recognize the importance of continually monitoring industry drivers and consumer preferences to assure competitiveness and currency with product and service offerings.

**KMIL-6060 Personalization and Customization (3 hours)**

Various methods of tailoring content for specific purposes that corresponds with recognized and isolated derived business knowledge of customers, employees' preferences and departmental functions of a company. Functionality of various knowledge mining applications and how they derive specific information about end-users and business partners to provide unique and pertinent assumptions.

**KMIL-6070 Public/Private Education (K-12) Knowledge Management (3 hours)**

The utilization of primary schooling data and how knowledge management techniques are applicable for benefiting program generation, faculty interaction with learners and parents and administrative functions. Recognize the attributes necessary for establishing initiatives, planning efficiencies and the development of pertinent policies or approaches through the use of stored knowledge. Available applications that allow for information to be collaborated, acquired analyses and utilized for future strategic purposes involving institutional objectives and K-12 administrative concerns.

**KMIL-6080 Knowledge Administration (3 hours)**

The various administrative responsibilities of knowledge workers and how the efficiency of information query and decision systems could be improved to allow for a larger amount of potential, ergonomics and end-user satisfaction; leadership techniques associated with administration and the varying approaches for structuring a Knowledge Management Department, including information acquisition, customer representatives, data storage, system design and the presentation of reports.

**KMIL-6090 Knowledge Management Information Leadership (3 hours)**

This course provides an understanding of current knowledge management theories and techniques including strategy, development, measurement and analysis of business information. In addition, learners

will become familiar with the process of knowledge acquisition, application functionality forecasting, and innovative change initiatives associated with end-user objectives.

## **Leadership Courses**

### **LDR-6010 The Pursuit of Leadership Excellence**

In this course, concepts, skills and strategies for the enhancement of personal and professional leadership are examined. One's fundamental leadership beliefs and assumptions are explored along with organizational performance and achievement.

### **LDR-6020 Critical Issues in Leadership**

This course is designed to provide students with an overview of the critical issues faced by leaders in every organization in the 21st century. Current, relevant and timely resources are explored to provide students with opportunities to analyze both organizations and their leadership.

### **LDR-7000 Leadership Theories and Professional Practice**

Contemporary and classical leadership theories and their application to a variety of professional settings; examine and assess organization's leadership platform and practices.

### **LDR-7010 Developing the Organization's Human Capital**

In this course, students examine and explore human resources policies and practices; administrative supervision strategies and effective communication techniques; job performance, employee development and deployment, diverse work force, employment law, training and development, harassment and health issues, and disabilities and discrimination.

### **LDR-7020 Leading the Knowledge Enterprise**

Leading the Knowledge Enterprise is a course that introduces students to the exciting and sometimes hard-to-define field of knowledge management. The role of the leader is emphasized, especially as it relates to identifying and leveraging the intellectual capital of an organization; promoting and facilitating knowledge sharing and innovation; intellectual assets, knowledge management strategy, knowledge management cycle and knowledge taxonomies.

### **LDR-7030 Promoting and Leading Change**

Effective change leadership requires an understanding of the basic principles and practices underlying innovation, change processes and sustainability in organizations. The focus of LDR-7030 is initiating, implementing and ensuring continuation of change as a key leadership challenge. Various change theories and principles are examined with an emphasis on the leader's role in capacity building, creativity, organizational strengths and style. Participants are encouraged to develop a more situated and experienced informed approach to change in the organizational front lines.

### **LDR-7040 Creating & Leading a Learning Organization**

In this course, students explore and examine the five disciplines of learning organizations; characteristics of learning organizations, growth cycles, building capacity and sustainability.

### **LDR-7050 Strategic Forecasting and Planning**

This course examines strategic planning models, forecasting methods, trend analysis, futuring, problem-based learning, return on investment, organizational health and effectiveness, cost/benefit analysis, and research and planning.

## **Mathematics Education Courses**

### **MAE-6230 Seminar in Elementary School Mathematics (3 hours)**

Recognition and solutions of children's difficulties in elementary school mathematics, the content of the new programs and the methods for reaching them. Prerequisite: One year of teaching experience.

### **MAE-6606 Teaching Math in Middle and Secondary Schools (3 hours)**

Curriculum, methods and materials in mathematics at the secondary and middle school levels. Philosophy, structure and operation of comprehensive American secondary and middle schools. Prerequisite: Admission in the College of Education and at least 9 hours of undergraduate mathematics passed with a "C" or better.

### **MAE-6950 Independent Study in Math Education (1-3 hours)**

### **MAE-6970 Independent Research in Math Education (3 hours)**

## **Mathematics Courses**

### **MAT-6200 Topics in Statistics (3 hours)**

Introduction to basic statistical concepts including frequency distributions, central tendency, variations, normal curve, correlations and regression with applications to statistical inference and use in decision-making in education. Prerequisite: College Algebra.

### **MAT-6220 Topics in the History of Mathematics (3 hours)**

Major trends in mathematics from earliest times to the 17th century, with a focus on the outstanding contributions and applications to the classroom. Prerequisite: College Algebra.

### **MAT-6230 Topics in Problem Solving with Number Theory (3 hours)**

Problem-solving techniques with applications to natural phenomena, games and puzzles. Use of principles of Number Theory to solve problems. Includes applications to the classroom. Prerequisite: College Algebra.

### **MAT-6370 Topics in College Geometry (3 hours)**

An introduction to the development of Euclidean and non-Euclidean geometries and their axiomatizations with applications to the classroom. Prerequisite: Pre-Calculus

### **MAT-6500 Topics in Math for Teachers (1 hour)**

### **MAT-6950 Independent Study: Math (1-3 hours)**

## **MBA Courses**

### **MBA Accounting Courses**

### **MBAA-6305 Business Communications & Organizational Behavior (3 hours)**

Examination of theories relating to organizational performance such as interpersonal behavior, organizational culture, team dynamics, power, leadership and conflict. Stresses fundamental communication principles and techniques for effective writing and speaking in diverse business situations. Prerequisite: MBAC-6300 Accounting for Decision Making.

### **MBAA-6310 & MBAA-6315 Intermediate Financial Accounting I & II (3 hours)**

Analyze how accounting meets information needs of various users by developing and communicating information useful for external decision making. Builds on basic accounting by taking a more in-depth look

at the theory and practice of accounting. Prerequisite: MBAC-6300 Accounting for Decision Making.

**MBAA-6320/MBAN-6605 Financial Management of Not-for-Profit Organizations (3 hours)**

Financial accountability and internal controls. Accounting for basic transactions and events and generation of financial statements. Analysis of financial statements to understand the financial health of an organization. Financial management tools for decision making such as operational forecasts, budgets and incremental analysis. Prerequisite: MBAC-6300 Accounting for Decision Making.

**MBAA-6325 Auditing Theory and Practice (3 hours)**

Examines the auditing environment, with emphasis placed on developing skills for performing financial audits. These skills include planning the audit, testing internal controls, substantive and analytical testing, audit sampling and drawing conclusions from results. Topics include planning for materiality and audit risk; evaluating effectiveness of internal controls; reporting weaknesses to management, ethics and AICPA Code of Professional Conduct, and audit opinions. Prerequisite: MBAC-6300 Accounting for Decision Making.

**MBAA-6330 Advanced Accounting (3 hours)**

Covers accounting for partnerships and business combinations. In-depth analysis of consolidated financial statements, foreign currency translations and government entities. Some coverage of nonprofit accounting. Prerequisite: MBAC-6300 Accounting for Decision Making.

**MBAA-6335 Federal Taxation (3 hours)**

Current laws relating to income realization and recognition, exclusions from income, business and personal deductions, credits from tax, business and personal gains and losses, depreciation, accounting periods and methods, and alternative minimum tax. Basics of tax research, understanding how to analyze difficult tax questions and interpret tax law changes and professional and ethical standards of the preparer. Prerequisite: MBAC-6300 Accounting for Decision Making.

**MBAA-6340 Corporate Taxation (3 hours)**

Applies many of the basic principles learned in Federal Taxation to the dealings of corporate taxpayers and their shareholders. Overview of corporate tax, ethical stewardship, transactions in the life of a "C" corporation, Subchapter S and other forms of business organizations. Basics of the taxation of corporate mergers and acquisitions. Prerequisite: MBAC-6300 Accounting for Decision Making.

**MBA Core Courses**

**MBAC-6000 Leading & Managing Effective Organizations (3 hours)**

Designed to provide students with the skills and knowledge to facilitate innovative leadership and management within different types of organizations. Focuses on the impact of leadership and management on organizational effectiveness. Students will hone their critical thinking and problem-solving skills, learn attributes of successful leaders and managers, the challenges they face in a global society, and how they build relationships and impact culture for organizational sustainability and innovations.

**MBAC-6050 Ethics, Law & Communication in Decision Making (3 hours)**

Introduces the legal and ethical obligations in business. Knowledge of law and ethics must be included into managerial decisions. Students will learn to apply and communicate ethical frameworks to business decisions, with a lens on social responsibility. Evidence that proactive and effective communication can provide a competitive edge to organizations, reducing risk and liability.



**MBAC-6100 Global Marketing in a Digital Era (3 hours)**

Provides students with the knowledge and understanding of the global marketing environment through key marketing concepts, digital marketing tools and global marketing strategy. Challenges students to think critically about the global marketplace. Students will hone their approach to global marketing decisions, policies and strategies and learn to formulate and evaluate a global marketing plan through the use of digital marketing tools and techniques.

**MBAC-6150 Organizational Behavior (3 hours)**

Focuses on cutting-edge thinking about the topics that are germane to organizational behavior. Material about the people within an organization who create, innovate and are responsible for keeping a competitive advantage. Knowledge on how to motivate and mobilize an organization's human capital. Assists students in developing a systematic understanding of why people behave the way they do and understand how to translate that knowledge into organizational applications.

**MBAC-6200 Economics for Managers (3 hours)**

Examines key economic concepts critical to managerial decision-making within today's business environment with an emphasis on national and global real-world applications. Incorporates both microeconomic and macroeconomic principles. Prerequisite: All MBA students who do not pass the Common Professional Component (CPC) based comprehensive exam in the Economics section will be required to take an academic leveling course (ALC) or a 3-credit undergraduate course in economics as a prerequisite.

**MBAC-6250 Strategy for Entrepreneurship & Innovation (3 hours)**

Challenges students to think about how to create, build or change an organization through sound leadership and management theories, personal relationships, creative and critical thinking, as well as how design thinking and innovation principles can be used to create value.

**MBAC-6300 Accounting for Decision Making (3 hours)**

Provides students with an understanding of accounting information critical in planning, control and decision-making to achieve stated goals within an organization. Incorporates the use of cases that focus on accounting data in directing the decisions and strategy of businesses. Identifies skills to analyze financial information through the use of appropriate accounting software in order to make sound managerial decisions. Prerequisite: All MBA students who do not pass the Common Professional Component (CPC) based comprehensive exam in the Accounting section will be required to take an academic leveling course (ALC) or a 3-credit undergraduate course in accounting as a prerequisite.

**MBAC-6350 Managing Human Capital (3 hours)**

Information on how organizational managers and leaders must understand how changing technologies, demographics, mergers and acquisitions, and globalization influence the potential of human capital to create and maintain strategic competitive advantage. Focus on how expanding the leadership and talent pool by having a sound diversity strategy can create competitive advantage. Addresses issues such as immigration, diversity laws, work-life balance, equal opportunity, ageism and the multigenerational workforce.

**MBAC-6400 Statistics Applied to Managerial Problems (3 hours)**

Provides students with an understanding of statistical data for the primary purpose of managerial problem solving and decision making. Topics include probability distributions, estimation and hypothesis testing, quality control and regression analysis. Applications of statistical techniques to issues in marketing, investment analysis and manufacturing. Prerequisite: All MBA students who do not pass the Common

Professional Component (CPC) based comprehensive exam in the Finance section will be required to take an academic leveling course (ALC) or a 3-credit undergraduate course in finance as a prerequisite.

**MBAC-6450 Financial Management (3 hours)**

Develops the financial skills and critical thinking necessary to understand and discuss financial policy decisions in a global economy. Topics covered include: financial statement analysis for decision making; developing an understanding of the time value of money; the cost of capital, valuation of stocks and bonds, management of short-term assets, short-term and long-term financing, capital markets, and multinational financial management. Also addresses the impact of legal, social, technological and ethical considerations on efficient economic outcomes. Prerequisite: All MBA students who do not pass the Common Professional Component (CPC) based comprehensive exam in the Finance section will be required to take an academic leveling course (ALC) or a 3-credit undergraduate course in finance as a prerequisite.

**MBAC-6500 Global Management (3 hours)**

Focuses on how globalization has opened the world to organizations and provides students the skills and knowledge to perform effectively as a leader within a company with global presence. Topics cover the broader themes about globalization and its implications, as well as multinational business strategies, from exporting to foreign direct investment, as well as economic, political and cultural influences on the international marketplace.

**MBAC-6900 Capstone (3 hours)**

The capstone course is a culmination of your MBA coursework and is taken in the final term of your program. Gives students the opportunity to utilize the knowledge and skills developed through the MBA program. Through the MBA course portfolio signature assignments, students will demonstrate how knowledge learned impacts their business leadership. Prerequisite: 30 hours of MBA coursework.

**MBA Digital Marketing Courses**

**MBAD-6105 Digital Strategy & Planning (3 hours)**

Combines the strategic view of digital marketing with a tactical approach using exercises and projects to learn and use the tools and techniques of digital marketers. This course will develop a strategic framework for planning and analyzing digital marketing strategies. Students will leave the course with a working knowledge of the tools and processes for creating, managing and executing digital marketing plans.

**MBAD-6110 Digital Marketing Analytics (3 hours)**

This course will focus on the analytical insights derived from online marketing initiatives within social media, search and website activity. This course will guide students through web analytics and other data sources to better understand important and appropriate metrics and how to use them to analyze and improve digital marketing initiatives.

**MBAD-6115 Social Media Marketing Communications (3 hours)**

This course is designed to help students understand how marketing communications has (and has not) changed due to the rise of social media. More importantly, the course will equip students with appropriate knowledge, perspectives and practical skills for leveraging the opportunities inherent in social media and consumer-to-consumer social interactions for achieving business and marketing goals.

**MBAD-6120 Mobile Marketing (3 hours)**

Mobile marketing focuses on utilizing the power of mobile technologies as a means to access and communicate with increasingly mobile consumers. Mobile is at the epicenter of the highly disruptive

changes occurring within digital marketing. The introduction of new mobile marketing vehicles is accelerating. Marketers need to be aware of the evolving options available, evaluate which are relevant to their marketing objectives and create compelling campaigns that take advantage of the power of these new media.

### **MBA Entrepreneurship Courses**

#### **MBAE-6255 New Venture Opportunity Scan (3 hours)**

This course provides a systematic approach to analyze existing industries and global markets, searching for gaps and opportunities to transform existing industries and/or create new industries and/or markets. Students will evaluate opportunities on the bases of social and ethical concerns, customer desires and market trends, along with opportunities for increased global interconnectedness. Prerequisite: MBAC-6250 Strategy for Entrepreneurship & Innovation.

#### **MBAE-6260 Pivots on the Problem/Customer Opportunity (3 hours)**

This course provides an experiential application of skills and techniques to convert an identified macro-level industry gap or market opportunity into a micro-level problem to be solved or customer desire to be fulfilled. This course explores various processes by which to test the depth of the problem pain or the magnitude of the customer desire to evaluate the revenue potential of entrepreneurial opportunities. Finally, this course will help students develop and evaluate an initial go-to-market hypothesis or strategy. Prerequisite: MBAC-6250 Strategy for Entrepreneurship & Innovation.

#### **MBAE-6265 Prototyping/Co-Designing Solutions (3 hours)**

This course provides an experiential application of prototyping concepts to evaluate new product and/or service opportunities. The course synthesizes learning gained from working with beta-test customers and/or vendors to design and rapidly prototype physical solutions to determine a final unique value proposition. Finally, this course will help students determine an optimal way to capitalize on an entrepreneurial opportunity. Prerequisite: MBAC-6250 Strategy for Entrepreneurship & Innovation.

#### **MBAE-6270 Business Plan for Entrepreneurial Opportunity (3 hours)**

This course serves as the culminating experience for the MBA Entrepreneurship Specialization. This course will consist of designing, analyzing and proposing an entrepreneurial new venture business plan consisting of a detailed Year One operating plan and a three-to-five-year strategic plan. The course's summative final assessment is a business plan competition which includes feedback from an outside panel of entrepreneurs, startup funding experts and/or industry experts relevant to the students' new venture concepts. Prerequisite: MBAC-6250 Strategy for Entrepreneurship & Innovation or MBAD-6105 Digital Strategy & Planning.

### **MBA Finance Courses**

#### **MBAF-6455 Fundamentals of Money & Banking (3 hours)**

This course provides an understanding of the role and importance of money, banking and financial markets within the U.S. economy and the global economy. This course will explore the origins of money and also the nature of money and how financial institutions are involved in the exchange of goods and services on a global basis. Finally, this course will help you appreciate the importance of interest rates and the Central Bank. Prerequisite: MBAC-6450 Financial Management.

#### **MBAF-6460 Advanced Financial Statement Analysis (3 hours)**

The focus of this course is the analysis of financial reporting and disclosures. Students will understand how the financial reports are used to help in management decision-making and to create value within the

organizations. This course explores the role of managers in financial reporting and disclosure choices. Finally, this course will provide the knowledge to develop and interpret financial statements and to learn the skills necessary to make decisions from the reports. Prerequisite: MBAC-6450 Financial Management.

#### **MBAF-6465 International Finance (3 hours)**

This course will focus on international finance from both the corporate and banking perspective. It is designed to help students understand financial constraints on international business and differences between domestic and international environments. This course will guide students through international monetary system, the differences between foreign trade and foreign investments, measurement and management of foreign-exchange exposure, international financial markets and banking, import/export financing, and international taxation. Prerequisite: MBAC-6450 Financial Management.

#### **MBAF-6470 Intermediate Corporate Finance (3 hours)**

This course provides a comprehensive review of corporate finance topics and examines the concepts, techniques and tools that financial managers use to make effective investing, financing and working capital management decisions. Students will examine advanced capital budgeting topics, financing decisions, working capital management and multinational finance. Prerequisite: MBAC-6450 Financial Management.

#### **MBA Internship Course**

##### **MBAI-6700 MBA Internship in Business (1 hour)**

The internship experience is meant to give students a real-world perspective in a business-related area while working toward completion of the MBA degree. An internship can be taken by any student actively enrolled in the MBA program. This experiential learning course emphasizes learned skills, exposure to hands-on business techniques and gaining experience within business. All work sites and positions are to be approved by the MBA Chair. International students must have their I-20s signed by the school's designated school official (DOS) before they begin the internship experience. MBA students must be in good academic standing to take the internship course, GPA of 3.0. The course is offered as a Pass/Fail, no-credit course. The course is 16 weeks, two terms in duration.

#### **MBA Not-For-Profit Courses**

##### **MBAN-6600 Introduction to Not-for-Profit Organizations (3 hours)**

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit's organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization's purpose into action. A service learning project will incorporate theories into real-world applications.

##### **MBAN-6605/MBAA-6320 Financial Management of Not-for-Profit Organizations (3 hours)**

Financial accountability and internal controls. Accounting for basic transactions and events and generation of financial statements. Analysis of financial statements to understand the financial health of an organization. Financial management tools for decision-making such as operational forecasts, budgets and incremental analysis.

##### **MBAN-6610 Topics in Board Governance and Management of Volunteers (3 hours)**

Importance of volunteers to a not-for-profit enterprise or church. Recruiting and motivation of volunteers. Proper role of the board of directors. Leadership issues and topics. Study best practices in industry, identify industry weaknesses and recommend process improvements.

##### **MBAN-6615 Fund Development and Management (3 hours)**

Development of current and long-range strategic plans. Research and development of actual grant

application. Presentation and communication of strategic plan and grant application. Exploration of partnerships and social networks to further an organization's mission. Sources of funding beyond grants, project management and discussions of industry best practices.

## **Music Courses**

### **MUS-6133 Analysis and Compositional Techniques (3 hours)**

Identification and description of musical forms and analytic techniques. Investigation into techniques used by composers of various historical periods. Appropriate application of different analytical techniques for discussion of repertoire from each of these periods. Prerequisite: Admission to MCM or M.A. in Music program.

### **MUS-6143 Composing for the Liturgy (3 hours)**

Choosing text, writing original music and arranging existing music for use in a variety of worship settings. Prerequisites: MUS-4133 Music Theory: Counterpoint and MUS-4153 Music Theory: Form and Analysis or equivalent.

### **MUS-6153 Music Theory: Form & Analysis (3 hours)**

Writing and analyzing aspects of late 19th-century chromatic harmony. Introduction to musical forms and analytic techniques. Prerequisite: Acceptance into MCM or M.A. in Music program.

### **MUS-6163 Orchestration & Arranging (3 hours)**

Study of the basic techniques in writing for instruments, scoring for both instrumental families and larger ensembles, and arranging music from one medium to another. Preparation of score and parts and reading sessions included. Prerequisite: Acceptance into MCM or M.A. in Music program.

### **MUS-6173 Music Theory: Counterpoint (3 hours)**

Introduction to fundamentals of contrapuntal thought and species counterpoint; writing 16th-century vocal counterpoint; analysis of 18th-century keyboard counterpoint; principles of 20th-century instrumental counterpoint.

### **MUS-6213 The Literature of the Organ (3 hours)**

Organ music from the Renaissance to the present and its relationship to general music history. Research project required. Prerequisite: MUSA-6621 Graduate Applied Organ

### **MUS-6223 Johann Sebastian Bach and the Baroque (3 hours)**

Investigation of Western European art music from 1650 to 1750, culminating in representative works by J.S. Bach. Critical analysis of musical styles for church, chamber and theater in light of the prevailing theological, social, political and cultural climates. Prerequisite: MUS-3213 History of Western Music to 1750 or equivalent.

### **MUS-6243 Music Research and Bibliography (3 hours)**

Study and practice of the primary research methodology, techniques and materials in musicology, especially church music.

### **MUS-6253 Choral Literature (3 hours)**

Survey of choral literature according to historical period and musical form.

**MUS-6263 Twentieth-Century Music Literature and Techniques (3 hours)**

History, literature, principal composers and related compositional techniques of Western art music, as well as introductory studies in composition. Prerequisites: acceptance into MCM or M.A. in music program, passing grade on music history entrance exam.

**MUS-6322 Service Playing and Liturgical Leadership (2 hours)**

Foundations, practice and skills of providing musical leadership to the congregation's song and accompanying at the keyboard. Discernment of how best to lead congregational song of various sources and styles. Co-requisite: MUSA-6621 Graduate Applied Organ.

**MUS-6323 Music for the Contemporary Church (3 hours)**

Planning music for the services of the church year. Study of the liturgical traditions and contemporary considerations.

**MUS-6333 The Traditions of Christian Hymnody (3 hours)**

The scope and historical patterns of hymnody from the early Christian era to the present with a focus on those movements that contributed most significantly to the current literature.

**MUS-6343 Music in the Age of Reformation (3 hours)**

Major developments in Western European art music from 1520-1650 in light of theological, social, political and cultural climates. Critical analysis of musical styles with an emphasis on sacred repertoires of the Protestant church in Germany, France and England. Prerequisite: MUS-3213 History of Western Music to 1750 or MUS-4362/6372 Musical Heritage of the Church or equivalent.

**MUS-6353 Studies in Christian Worship: Theology and Music (3 hours)**

Cross-listed with THY-6353.

**MUS-6372 Musical Heritage of the Church (2 hours)**

Survey of the history of music within the Christian church from the background of Old Testament times to the present day. Emphasis on how music developed in response to the needs of each age. Research into the music of a particular period/genre of the student's choice.

**MUS-6383 Current Issues in Church Music (3 hours)**

Consideration of current issues and practice affecting worship and music in the Church. Identification and evaluation of concepts, procedures, techniques and materials related to these issues.

**MUS-6391 Church Music Practicum (1 hour)**

Directed and supervised experience in planning for a balanced parish music program and presenting such music in the congregation. Prerequisite: six hours of graduate study in MUS courses must be completed before practicum is undertaken.

**MUS-6412 Methodologies of Music Learning (2 hours)**

Exploration of methodologies for musical learning with emphasis on Dalcroze, Orff, Kodály and Suzuki. Organized around the basic areas of singing, rhythm, listening, instruments, creative activity and music literacy. Research into one or more of the methodologies as it pertains to the emphasis and interest of the student. Field experience required.

**MUS-6452 Children's Choir: Techniques & Materials (2 hours)**

Discussion and demonstration of techniques and approaches to working with children's voices, organization

of choirs, and appropriate literature. Emphasis on involvement of children in the church music program. Development of a choral plan based on recent research into the child voice. Clinical experience. Field trips. Co-requisite: MUSA-6631 Graduate Applied Voice.

**MUS-6483 Graduate Choral Conducting (3 hours)**

Refinement of conducting techniques and the study of musical style. Exploration of choral ensemble issues as well as repertoire and materials. Choral literature research. Prerequisite: grade of "C" or higher in MUS-3883 Basic Conducting.

**MUS-6520 Graduate Recital (1 hour)**

A musical recital in fulfillment of degree requirement. This course is chosen as a performance option for the Master's Capstone Experience in either the M.A. or the MCM programs.

**MUS-6521 Graduate Composition (1 hour)**

Submission of original composition in fulfillment of degree requirement. This course is chosen as a performance option for the Master's Capstone Experience in the M.A. program.

**MUS-6643 Literature of the Piano (3 hours)**

A study of piano literature from the 18th century to the present with an emphasis on teaching the literature. Research in at least one style period. Prerequisite: MUSA-3601 Applied Piano for Majors I.

**MUS-6652 Piano Pedagogy & Literature I (2 hours)**

Methods and music materials used in beginning levels of piano study. Observation, participation in and evaluation of individual and group instruction. Presentation of materials project. Field trips. Prerequisite: MUSA-3601 Applied Piano for Majors I.

**MUS-6661 Practicum in Piano Pedagogy I (1 hours)**

Practical application of methods covered in MUS-6652 through observation and supervised teaching in the Preparatory & Community Piano program. Preferably taken concurrently with MUS-6652. May not be taken without prior or concurrent credit for MUS-6652.

**MUS-6672 Piano Pedagogy & Literature II (2 hours)**

Methods and music materials used at the intermediate levels of piano study. Observation, participation in and evaluation of individual and group instruction. Presentation of intermediate-level materials project. Field trips. Prerequisite: MUS-6652 Piano Pedagogy & Literature I.

**MUS-6681 Practicum in Piano Pedagogy II (1 hours)**

Practical application of methods covered in MUS-6672 through observation and supervised teaching in the Preparatory & Community Piano Program. Preferably taken concurrently with MUS-6672 Piano Pedagogy & Literature II. May not be taken without prior or concurrent credit for MUS-6672.

**MUS-6883 Graduate Instrumental Conducting (3 hours)**

Refinement of conducting techniques and the study of musical style, conducting experiences with various instrumental ensembles. Prerequisites: grade of "C" or higher in MUS-3883 and 1 semester hour MUSA (instrumental) at the 2000 level.

**MUS-6950 Independent Study in Music (1-3 hours)**

## **MUS-6970 Independent Research (3 hours)**

### **Applied Music Courses**

Applied music lessons on the graduate level are available for the following: piano, organ, harpsichord, voice, instruments, composition, improvisation and conducting. Applied music courses are numbered MUSA-6000 (graduate level). One hour of credit for 13 half-hour lessons is assigned to applied music courses except in composition for which the same credit requires one-hour lessons. Application of this credit to the Master of Church Music and M.A. degree in Music is delineated in the requirements for the degree program.

### **Music Ensembles Courses**

**MUSE-6800 Graduate Ensemble**

**MUSE-6900 Kapelle**

**MUSE-6905 Women's Chamber Choir**

**MUSE-6925 Men's Chamber Choir**

**MUSE-6930 Schola Cantorum**

**MUSE-6940 Wind Symphony**

**MUSE-6950 Jazz Band**

**MUSE-6960 University Band**

**MUSE-6970 Flute Ensemble**

**MUSE-6980 Chamber Orchestra**

**MUSE-6990 University Handbell Choir**

### **Organizational Leadership Courses**

**OLDR-6000 Leadership & Excellence (3 hours)**

Overview of leadership theories and leadership concepts; systems and organizational perspectives, organizational performance and effectiveness, learning organization concepts and strategies.

**OLDR-6001 Strategic Leadership & Planning (3 hours)**

The course is designed to prepare students with diverse perspectives, frameworks, skills and tools for executing effective strategy within mission-driven organizations. Topics include effective mission-driven organizations, role of strategic leadership, tools for developing and assessing strategic engagement, stakeholder concerns and opportunities for leading change initiatives and strategic planning.

**OLDR-6002 Ethical & Social Leadership (3 hours)**

Examine and explore ethical dilemmas of leadership, the context and foundations of moral choice, moral implications of decisions and ramifications of leader choices. Ethical challenges and decision-making criteria, stewardship and social responsibility in an age of increased organizational accountability and transparency.

**OLDR-6004 Leadership Capstone (3 hours)**

This course serves a culminating experience in which students are expected to apply knowledge and insights gained from their graduate course experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity for closure and connection between courses. The purpose of this capstone course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice.

**OLDR-6800 The Leader as Trainer, Mentor and Coach (3 hours)**

This course is designed to provide students with an overview of the methods used by leaders to approach training, coaching and developing their organizational workforces. Faced with the constant of change and



ever-increasing global competition and pressures, organizations must find ways to develop the individuals, teams and leaders in their organizations if they are to remain relevant and competitive in today's marketplace. Students explore various means that can be used for development, including various forms of training, mentoring and coaching. Ethical issues as they relate to development and coaching are also examined.

**OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization (3 hours)**

This course is designed to provide an opportunity for exploration and critical examination of self in the context of leadership development and proficiency. The organizational leader is viewed as the lead learner whose responsibility is to cultivate, shape and sustain the development of the organization and personnel. Emphasis is placed on the practice of self-reflective leadership grounded in established theory and principles. Students are encouraged to self-assess and articulate their own generative capacities, professional renewal initiatives and leadership legacy. Purpose, intention and actionable plans for leadership growth and development are encouraged.

**OLDR-6820 Leadership: Politics, Power and Applied Ethics (3 hours)**

In this course students will examine the ethical dilemmas of leadership, the foundations and context of moral choice and the moral implications of decision making. In doing so, the purpose is to make visible the ethical challenges and decision criteria facing leaders, the role of politics and power in organizations, and the leader's ability to promote and infuse organizational ethics and integrity into the culture.

**OLDR-6830 Leadership Communication and Decision-Making (3 hours)**

This course is designed to provide students with an overview of the key elements of communication and decision-making in 21<sup>st</sup>-century organizations. Current, relevant and timely resources are explored to provide students with opportunities to analyze elements and functions of communication and decision-making. Significant emphasis will be on effective communication skill sets and competencies utilized in organizational communication and decision-making in the current global milieu, working in both real-world and virtual environments.

**OLDR-6840 Agents of Change (3 hours)**

In this course students will examine the various roles and processes in organizational intervention as they relate to identifying, implementing and sustaining change. Organizational culture, climate, communication practices, mental models and change theories will be explored.

**Online Teaching for pK-12 Educators Courses**

**OTES-6100 Introduction to pK-12 Online Education**

This course provides an overview of historical, current and emerging trends in online education in the pK-12 environment. Specific models are discussed such as blended, online and web-enhanced education emphasizing synchronous, asynchronous and web-enhanced instruction. Ethical, legal and safety issues of the online environment are also discussed.

**OTES-6400 Learning Theories and Online Instructional Strategies**

The pedagogy of online teaching and learning will be the focus of this course. Through an understanding of the relationship of learning theory to instruction, students will examine successful research-based instructional strategies used in the online environment. Interaction among students and the teacher in an online course will be emphasized.

### **OTES-6500 Instructional Design for Digital Learning**

This course provides an overview of instructional design processes, methodologies and professional standards that guide the development of online instruction. Accessibility concerns in online education will also be discussed.

### **OTES-6700 Assessment and Student Success in an Online Environment**

The effective use of assessment data is central to effective instruction and learner success. This course reviews the role of assessment, the development of assessment strategy, valid and reliable online assessments, and the analysis of assessment data to inform instruction.

## **Human Performance Courses**

### **PES-6123 Nutrition for Human Performance (3 hours)**

Presentation and application of appropriate foundational nutrition relative to exercise, the reduction of disease, body composition and weight control with emphasis on developing a comprehensive literature review. Prerequisites: PES-3400 Applied Anatomy and Physiology, PES-4101/BIO-4100 General Nutrition, or permission of instructor.

### **PES-6210 Fitness Testing and Exercise Prescription (3 hours)**

Techniques for conducting fitness assessments and developing exercise prescriptions. Prepares the practitioner to develop personal fitness programs based on the results of fitness assessments and other relevant information and apply those techniques to clients during the course of the semester. Computer applications. Prerequisite: PES-3400 Applied Anatomy and Physiology or equivalent.

### **PES-6410 Biomechanics (3 hours)**

Function of the skeletal, articular and neuromuscular systems in producing efficient movement. Application of mechanical principles in performing sport skills, dance and adaptive activities with an emphasis on developing a comprehensive literature review. Prerequisite: PES-3400 Applied Anatomy and Physiology or consent of instructor.

### **PES-6420 Physiology of Exercise (3 hours)**

Scientific basis for the development of physical fitness and conditioning programs. Bioenergetics of human movement; physiological adaptations during and following exercise with emphasis on developing a comprehensive literature review. Prerequisite: PES-3400 Applied Anatomy and Physiology or consent of instructor.

### **PES-6431 Physical Growth and Motor Development (3 hours)**

Physical growth, motor skill acquisition and learning and motor performance primarily from infancy through adolescence with emphasis on developing a comprehensive literature review on the principles of motor development.

### **PES-6605 Instructional Strategies for Human Performance (3 hours)**

Learning theories, instructional styles and strategies for directing motor learning experiences with an emphasis on developing a comprehensive literature review of instructional strategies for physical education. This course satisfies the K-12, middle and secondary school methods requirement in Human Performance. Prerequisites: PES-4620 Teaching Individual and Dual Sports Activities, PES-4630 Teaching Team Sport Activities, PES-4640 Dance Activities or permission of instructor; Admission to College of Education.

**PES-6660 Curriculum Design (3 hours)**

Theories and processes of curriculum development, implementation and assessment for the middle and secondary school setting with an emphasis on developing a comprehensive review of current health curricula.

**PES-6740 Measurement and Evaluation in Human Performance (3 hours)**

Theory, practice and analysis of tests and evaluation procedures related to the study of human performance with emphasis on developing a comprehensive literature review.

**PES-6950 Independent Study (1-3 hours)****PES-6970 Independent Research (3 hours)****Philosophy Course****PHI-7000 Ways of Knowing (3 hours)**

An analysis of the dominant practices of idea formation in society, particularly in the areas of natural sciences, social and behavioral sciences, and religion. Course content will focus on the underlying assumptions of these practices with specific attention given to the compatibility of these assumptions and practices across these different paradigms.

**Psychology Courses****PSY-6025 Assessment Techniques (3 hours)**

History, purpose, principles and methods of assessment; techniques and instruments employed in measuring abilities, achievement, interests and personality; statistical procedures, limitations of measurement, especially among children. Relationship of assessment to the objectives of the school and counseling procedures.

**PSY-6030 Research in Psychology (3 hours)**

Introduces the purpose, methods and ethics for conducting and interpreting research in psychology and behavioral sciences. Emphasis on understanding research methods, statistical analysis, needs assessment and program evaluation allowing the development of necessary knowledge to critique research studies.

**PSY-6040 Applied Psychopathology & Diagnosis (3 hours)**

This course addresses the principles of diagnosis of normalcy and psychopathology through the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual (DSM) and the current edition of the International Statistical Classification of Diseases and Related Health Problems (ICD). Introduction to principles and models of bio-psycho-social-spiritual assessments, case conceptualizations and theories of human development.

**PSY-6050 Adult Development & Aging (3 hours)**

This course promotes integrity as students acquire attitudes and skills that promote the understanding of adult development with special attention paid to the aging process. It further promotes integrity as students learn to suspend judgment and draw various fields together in order to understand and provide quality care services to the aging population with sensitivity to cultural differences. Students obtain the knowledge of techniques and research while attaining competency in the timely use of various person-centered interventions. As knowledge and competency develop, a sense of confidence and leadership is cultivated.

**PSY-6495 Administration of Human Services (3 hours)**

Focus on structure of programs, financial and legal concerns, agency management, evaluation of services and planning.

**PSY-6500 Cognitive Development: Theory and Implications (3 hours)**

Major perspectives of cognitive development throughout the lifespan, including the developmental and information-processing approaches. Implications for work with various age groups in educational and other settings.

**PSY-6505 Psychological Theories and Educational Processes (3 hours)**

Psychological theories and their impact on the learning process. Focus on theories of learning, motivation and intelligence. Review of current research in educational psychology.

**PSY-6800 Advanced Research in Psychology (3 hours)**

Provides students opportunities to demonstrate comprehension and implementation of research methodology by conducting a study in collaboration with a sponsoring faculty member. Participate in an ongoing study or construct a novel design. Literature review, research methodology in practice, sample selection, data collection, selection of appropriate statistics, data entry, analysis of results, development of discussion sections. Preparation for doctoral work in psychology and careers in academic or research settings.

**PSY-6950 Independent Study: Psychology (1-3 hours)****PSY-6970 Independent Research (3 hours) PSY-6990 Master's Thesis (0 hours)****PSY-6993 Internship: Psychology (3 hours)**

Supervised involvement in a work experience that utilizes psychology in a meaningful manner. Requires approval by the department.

**PSY-6994 Internship: Human Services (3 hours)**

Supervised experience (300 clock hours) in a community human services agency. Site to be approved by Concordia-Chicago prior to semester. On-campus classroom component required. Consult internship manual for further information.

**PSY-7400 Advanced Learning Theory (3 hours)**

In-depth examination of significant past and relevant current theory in cognitive development and processing. Application and critique of theory in learning environments is emphasized. Admission to doctoral program required. Prerequisite: PSY-6500 Cognitive Development: Theory and Implications or PSY-6505 Psychological Theories and Educational Processes, or equivalent master's-level course in learning theory.

**Research Courses****RES-6600 Research in Education (3 hours)**

The focus of this course is on the understanding of educational research. Emphasis will be on the interpretation of research and the development of basic research skills for school improvement.

**RES-6620 Introduction to Research (3 hours)**

This course examines foundation-level principles and processes of social and behavioral research as applied across disciplines. This course is designed to enable students to acquire both a basic understanding

and skills in general research methods. Specifically, the course prepares students to be critical consumers of research and to be active participants in the generation and implementation of research knowledge.

**RES-6650 Action Research (3 hours)**

Understanding of action research in educational settings. Focus on development of basic action research skills for improved teacher practice. Skills for interpreting published research are also emphasized.

**RES-7600 Survey Research (3 hours)**

This course introduces students to survey and instrument development including issues related to operationalizing variables, construction, sampling, coding, analysis, and evaluating the reliability and validity of survey research methods.

**RES-7605 Quantitative Analysis (3 hours)**

An introduction to the quantitative analysis of data; including data coding and entry of data. SPSS will be used to explore descriptive and inferential statistics: using both non-parametric and initial parametric techniques.

**RES-7620 Advanced Topics in Statistics (3 hours)**

An introduction to advanced statistical concepts including multivariate analysis, linear models, hierarchical linear models, factor analysis and data management will be covered in this course. Students will use published software packages and will learn to write basic syntax for custom analysis. Prerequisite: RES-7605 Quantitative Analysis.

**RES-7700 Qualitative Research (3 hours)**

An examination of qualitative research approaches with a focus on research design, the role of the researcher, data collection and analysis, and writing from a qualitative perspective.

**RES-7710 Advanced Qualitative Research (3 hours)**

This course provides advanced introductions to a representative range of qualitative methods. It is designed to familiarize doctoral and advanced master's students with the commonly used qualitative research methods. The course will prepare them to further understand philosophies and concepts of qualitative methods, to utilize these methods in their own research, or to evaluate the qualitative work that others have done. This course also teaches how to use qualitative software as an analytic tool to analyze qualitative data. Prerequisite: RES-7700 Qualitative Research.

**RES-7800 Mixed Methods Research (3 hours)**

This course explores the theory and practice of mixed methods research in program evaluation and applied research. Prerequisite: RES-7700 Qualitative Research and/or RES-7605 Quantitative Analysis.

**RES-7810 Methods of Action Research Inquiry (3 hours)**

Principles and application of action research planning, implementation and reflection in educational and organizational environments. Exploration of collaborative, participatory and individual approaches to action research methods that can be utilized to improve schools and/or organizations.

**RES-7820 Program Evaluation (3 hours)**

This course will prepare students with knowledge of national program evaluation standards, an understanding of major conceptual approaches for designing program evaluation activities, developing and implementing useful and valid evaluation design procedures, and reporting program evaluation results.

**RES-7900 Research Design (4 hours)**

Principles of research theory, methods, inquiry, problem formulation, data collection, literature searches and ethical considerations. Emphasis on how to design a doctoral-level research study.

**RES-7901 Research Design for Business Management (4 hours)**

This course offers an extensive overview of the principles of research theory, methods, inquiry, problem formulation, data collection, literature searches and ethical considerations. Emphasis is placed on how to design a doctoral-level research study in business management.

**Reading, Language and Literacy Courses****RLL-7000 Trends and Issues in Literacy Research (3 hours)**

A historical and philosophical study of the major theories and the empirical research that describes the cognitive, linguistic, motivation and sociocultural foundations of reading and writing processes, components and development. Prerequisite: Admission to an approved terminal degree program.

**RLL-7010 Instructional Approaches in Reading, Writing and Language (3 hours)**

This course examines the major perspectives, theories and their impact on the learning process related to cognitive, physiological and psychological development of reading and writing in P-Adult educational settings. Candidates will explore, analyze and evaluate new instructional models and related assessment systems for reading, writing and language development. Prerequisite: Admission to an approved terminal degree program.

**RLL-7020 Development and Evaluation of Literacy Programs (3 hours)**

Candidates will explore issues, trends and current practices related to literacy models and programs in diverse settings. Practical experience in conducting a program evaluation will be an integral part of this course. This includes an analysis of curriculum construction, program design, development, implementation and evaluation. Prerequisite: RLL-7010.

**RLL-7030 Policy and Politics of Reading, Language and Literacy (3 hours)**

A study of the connections between policy, politics and literacy, linking empirical evidence and foundational theories. Practices for communication with policymakers, public officials and community members will be an integral part of this course. Prerequisite: Admission to an approved terminal degree program.

**RLL-7040 Cultural and Socioeconomic Perspectives of Literature and Literacy (3 hours)**

An exploration of the historic, current and changing demographic factors that impact and influence literacy practices. Examination of literature and literacy successes as seen through the eyes of diverse learners (culturally, ethnically, economically, socially, gender and linguistically). Prerequisite: Admission to an approved terminal degree program.

**RLL-7050 Multiliteracies (3 hours)**

Examination and comparison of theories and research in new literacies to create a literate environment that fosters reading, writing, information and communicative competencies in diverse contexts. This course will explore literacies in schools and in the wider scope of the world. Prerequisite: Admission to an approved terminal degree program.

**RLL-7060/7061 Reading, Language and Literacy: Internship I and II (6 hours)**

Two consecutive semesters in reading, language and literacy clinical experiences in P-adult settings, requiring extensive, intensive and diverse assignments in instruction, evaluation and leadership.

Prerequisite: RLL-7000, RLL-7010, RLL-7020, RLL-7030, RLL-7040, RLL-7050, RLL-7200 and RLL-7310.

Students must have maintained a 3.0 grade-point average in the prerequisite courses.

**RLL-7200 Literacy Supervision, Leadership and Coaching (3 hours)**

Exploration of issues and experiences with supervision, leadership and literacy coaching models.

Examination of literacy processes that include knowledge and understanding of acquisition, assessment and instructional delivery systems. Field experience required. Prerequisite: RLL-7010, 7020.

**RLL-7310 Writing is Recorded Thinking: Research, Theory and Application (3 hours)**

Perspectives on writing instruction: theory, research and practice will be provided as well as practical experience in professional and career writing for grants, budgets and academic publications. Topics will include an analysis and implementation of the writing process as a communication device and a method to demonstrate learning. Prerequisite: Admission to an approved terminal degree program.

**Servant Leadership Courses****SL-7000 Case Studies in Servant Leadership (3 hours)**

A contemporary, biographical analysis of the impact of servant leaders in for-profit and nonprofit organizations, including a personal, reflective self-study of servant leadership strengths and developmental goals.

**SL-7010 Developing Human and Community Capacity (3 hours)**

An examination of how to serve as a healing influence in the lives of individuals and in institutions; build community within the workplace; commit to the growth of self and others; and develop an individual and communal service organization.

**SL-7020 Diversity Issues in Servant Leadership (3 hours)**

A focus on diversity issues with the practice of servant leadership that covers topics such as building networks, communities and organizations that highlight and emphasize relationships that are grounded in mutual respect, reciprocity, understanding and appreciation for differences.

**SL-7030 Introduction to Servant Leadership - Principles and Practices (3 hours)**

An invitation to and introductory exploration of the philosophical, religious and spiritual principles underlying servant leadership. The meaning of service and the practices of servant leaders in contemporary society are examined. SL-7030 is a required prerequisite to other servant leadership specialization courses.

**SL-7040 Issues in Leadership Calling and Transformation (3 hours)**

Issues in Leadership Calling and Transformation provides students with the opportunity to explore the individual initiative and call to prepare as a servant in order to become a leader. In-depth examination of such issues as intentionality, empathy, awareness, justice, forgiveness, personal commitment and ongoing personal growth in the context of servant leadership enables students to reflect on their own readiness to serve and lead.

**SL-7050 Listening, Learning and Speaking as a Servant Leader (3 hours)**

This course provides learners with opportunities to develop effective communication skills, including active listening and effective speaking with and to individuals and groups as a servant leader; to develop vision and

to persuasively communicate vision, purpose, direction and accomplishments based on ongoing self and organizational assessments.

**SL-7060 Purpose, Choice, and Reflection in Servant Leadership (3 hours)**

An examination of the meaning and practice of visioning, values, goal articulation, reflection and choice. Emphasis is placed on the integration of theoretical learning and experiential learning in the context of servant leadership. Personal and professional leadership applications are explored and discussed.

**SL-7070 Service Through Stewardship (3 hours)**

An exploration of the meaning of stewardship in organizational contexts, including issues in balancing caring, cognition and emotional intelligence; accountability; the assessment of organizational capacity, human resources and developmental needs in service of the greater good; collaboration and growth in relationships; anticipation of consequences; and developing, implementing and sustaining a leadership legacy.

**SL-7080 Spirituality and Servant Leadership (3 hours)**

An exploration and examination of the meaning of spirituality and service in specific religious and spiritual developmental and leadership contexts. Students consider their personal beliefs, convictions and practices as these relate to the community and for the greater good of society. Finding one's place and purpose in the world is an underlying theme of this course.

**SL-7090 Using Technology to Advance Servant Leadership (3 hours)**

Students learn about, explore and apply current technological tools to the study of Servant Leadership. They examine innovative uses and dissemination strategies of such tools to serve others in need both locally and globally in areas such as agriculture, education, medicine and organizations.

## **Special Education Courses**

**SPED-6050 Characteristics of the Culturally Linguistically Diverse Student with Disabilities**

This course is designed to identify the characteristics of English Language Learners (ELLs) with specific learning, emotional, academic, physical and multiple disabilities and theories behind second language acquisition. It will also explore the psychological, linguistic and cultural foundations in teaching English as a second or additional language. Candidates will discuss the impact of these characteristics on the cognitive, academic, linguistic, and social development of ELLs. An examination of current trends in ESL teaching and instructional strategies that accommodate students in all levels of ESL/EFL settings along with eligibility for special education, and placement decisions will also be explored. This course will include 10 hours of field experience.

**SPED/EDL-6225 Special Education Finance**

Students will explore issues related to funding programs for students with special needs. Further discussion focuses on policies, practices and issues related to special education finance at the local, state and federal levels, including sources, legal mandates and budgeting.

**SPED/EDL-6250 Special Education Law & Policy**

Impact of special education policies and implementation as related to public and nonpublic schools. Analysis of legal guidelines, litigation, individualized education programs, inclusion and characteristics of exceptional learners.



**SPED-6350 Characteristics & Learning Needs of Students with Academic and Physical Challenges (3 hours)**

This course is designed to identify the characteristics of individuals ages 3-21 with moderate and severe developmental, physical and multiple disabilities. The course will examine the impact of language disorders, processing deficits, behavioral, emotional and sensory disabilities on the development of individuals with cognitive and physical disabilities. The course will examine opportunities to support learning social, personal daily living, and vocational needs of students. Includes 20 hours of field experience.

**SPED-6355 Instructional Strategies for Students with Academic and Physical Challenges (3 hours)**

This course is designed to examine the curriculum, instruction and materials for teaching students with moderate and severe developmental disabilities and students with physical disabilities. The course will also examine strategies for activities of daily living and the use of adaptive technology. Prerequisites: Admission to College of Education for degree-seeking students and EDU-6350. Includes 20 hours of field experience.

**SPED-6360 Characteristics & Learning Needs of Students with Specific Learning Disabilities and Emotional Disorders (3 hours)**

This course is designed to identify the characteristics of individuals ages 3-21 with specific learning disabilities and emotional disabilities. The impact of characteristics on the cognitive, academic, language and social development of individuals will be examined. Includes 20 hours of field experience.

**SPED-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities (3 hours)**

This course is designed to examine the organization and implementation of curriculum, materials and management to facilitate acquisition, maintenance and generalization of skills for students with learning disabilities. The course also examines the organization of the classroom and school environment for teaching and facilitating social, behavioral and emotional needs to students with emotional disorders. Also included are instructional planning and design, instructional and community goals. Field experience required. Prerequisites: Admission to College of Education for degree-seeking students and EDU-6360. Includes 20 hours of field experience.

**SPED-6370 Curriculum Based and Educational Measurements of Exceptional Learners (3 hours)**

This course is designed to examine the diagnostic procedures that guide instruction of exceptional learners within the least restrictive environment. The course will also include use and analysis of standardized and curriculum-based assessment and assessment techniques to support the learning of students. Field experience required. Prerequisites: Admission to the College of Education for degree-seeking students; EDU-6360 and EDU-6350. Includes 10 hours of field experience.

**SPED-6375 Supervision of Programs for Children with Disabilities**

This course is designed to examine educational supervisory models with emphasis on specialized instruction. Various elements of instructional leadership are examined emphasizing parent, staff and community collaborations. How to structure programs to reflect current research understandings, best practice in special education, and state and federal mandates emphasized. 20 hours of field experience.

**SPED-6425 Psychology & Methods of Teaching the Exceptional Learner (3 hours)**

Identification of characteristics of exceptional learners; applicable laws and policies; Response to Intervention; educational program development based on empirically supported instructional techniques; assessment and IEP procedures; transition planning. Field experience required. Includes 10 hours of field experience.

**SPED-6500 Family and Community Relationships in Early Childhood Special Education (3 hours)**

This course contains strategies for developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation. Also studied will be family-centered services, and strategies for working with socially, culturally and linguistically diverse families. Approaches and models for promoting effective consultation and collaboration with other professionals and agencies within the community will also be addressed. Field experience is required.

**SPED-6510 Language Development in Early Childhood Special Education (3 hours)**

This course addresses typical and atypical language development in young children, with an emphasis on specific language disabilities. Candidates will explore the relationship between communication delays and other areas of early learning and development, as well as learn about alternative communication systems for young children with disabilities. Field experience is required.

**SPED-6520 Special Education Assessment for Early Childhood Educators (3 hours)**

This course includes a study of the strategies, procedures, and formal and informal instruments for assessing social, emotional, cognitive, communication and motor skills of infants, toddlers and preschoolers with developmental delays or disabilities. Learning experiences in this course will equip candidates with methods for conducting formative and summative individual and program evaluation. Assessments of family concerns, priorities and resources, as well as school, home and community learning environments will also be addressed. Field experience is required.

**SPED-6530 Special Education Methods for Early Childhood Educators (3 hours)**

Candidates will study developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive and motor development, and learning of young children with special needs in various settings, including the home, school and community. This course includes an in-depth analysis of theories and principles of developmentally appropriate practice, Universal Design for Learning, differentiated instruction, and child development. Field experience is required.

**SPED-6650 Characteristics of the Young Exceptional Learner (3 hours)**

During this course, candidates will develop an understanding of the characteristics of infants, toddlers and preschool-aged children with exceptional needs. Categories of exceptionality surveyed include: communication delays, developmental disabilities, learning and behavioral challenges, hearing and vision impairments, physical disabilities, and other health impairments. Field experience is required.

**SPED-6890 Special Education Practicum 1: Content Area Learning and School Collaboration (3 hours)**

This practicum experience focuses on effective teaching practices for students with learning and emotional disorders, and will occur in one of the following school settings: general education classroom, special education classroom or resource room. It is designed to provide educators with opportunities to demonstrate effective collaborative practices, teaching strategies, assessment practices, progress monitoring techniques, behavior management practices. Includes 20 practicum hours.

**SPED-6895 Special Education Practicum 2: Content Area Learning and Community Collaboration (3 hours)**

This practicum focuses on effective teaching practices for students with academic and physical challenges and will take place in one of the following settings: elementary or high school, therapeutic day school, residential school/facility, homebound instruction, and hospital or treatment facility. Educators will spend four weeks serving the needs of students with physical disabilities, and four weeks serving students with academic challenges including autism, traumatic brain injury and intellectual disabilities. It is designed to

provide educators with opportunities to demonstrate effective collaborative practices, teaching strategies, and assessment and progress monitoring techniques for individual or small groups of students with physical and academic challenges. Includes 20 practicum hours.

**SPED-6896 Practicum and Seminar in Special Education Leadership 1 (3 hours)**

Practicum and Seminar in Special Education Leadership focuses on effective leadership practices for the supervision of students with disabilities in public schools settings. The practicum will occur in one of the following settings: public elementary or high school, central office, charter school or special education cooperative. It is designed to provide school leaders with opportunities to demonstrate effective collaborative practices to serve students with special needs, implement IDEA in school practices, supervise and evaluate special education teachers and related service providers, plan for district and state assessment administration, and understand special education budgeting within a public setting.

**SPED-6897 Practicum and Seminar in Special Education Leadership 2 (3 hours)**

This practicum focuses on effective leadership practices for the supervision of students with disabilities in a private or non-public setting. The practicum will take place in one of the following settings: community agency, therapeutic day school, residential school/facility, hospital or treatment facility. It is designed to provide special education leaders with a comprehensive understanding of the more restrictive options on the placement continuum with opportunities to demonstrate effective collaborative practices, gain an understanding of the guidelines that govern private facilities, understand the critical partnership between public schools and private settings, and the unique programming considerations in private or non-public settings.

**SPED-7010 Assistive Technology for Students with Disabilities**

During this course, candidates will review research and analyze instructional practices as they broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies and assistive technologies. A variety of assistive technologies and related issues will be examined, including: computer software and access, augmentative communication, electronic devices for activities of daily living, wheelchairs and seating, and transportation.

**SPED-7020 Principles of Applied Behavior Analysis**

This course is designed to provide an overview of the principles and procedures needed to systematically address socially significant maladaptive behavior. Students will understand the basic principles of behavior analysis, behavioral research methods, and begin to acquire the conceptual and technical skills necessary to reinforce socially desirable behavior in diverse learners. Other topics that will be explored in this course include: verbal behaviors, motivation, program development and ethics.

**SPED-7030 Seminar in Low Incidence Disabilities (3 hours)**

Seminar in Low Incidence Disabilities is designed to introduce students to the process of critically reviewing literature related to the identification, characteristics and approaches for students with low-incidence disabilities, specifically, severe/profound disabilities. The course will provide an overview of the service needs associated with low-incidence disabilities and current educational approaches. The course focus will be academic, behavioral, communicative and post-secondary considerations.

**SPED-7040 Seminar in High Incidence Disabilities (3 hours)**

This seminar includes an in-depth review of trends, issues, research and program development in educating students with specific learning disabilities and emotional disabilities. Critical analysis and discussion of a variety of topics, including: response to intervention, differentiated instruction, learning climate and culture, and behavior assessments and interventions.

**SPED-7060 Current Issues and Trends in Special Education (3 hours)**

The field of special education is in a constant state of revision. In this course, graduate students will read, research and discuss a variety of current issues and trends in special education. Other areas of analysis include: political and sociocultural perspectives on special education, considerations of ideal special education systems, communicating the rights and needs of students with disabilities and their families, and future directions in leadership and teacher preparation.

**SPED-7100 International Perspectives in Special Education (3 hours)**

This course examines variations, across cultures and historical periods, in understandings of disability and management of special education. The course surveys conceptualizations of disabilities, physiological, cultural and environmental factors that modulate the severity or presence of disability conditions, and the effects of various treatment and educational approaches.

**Sports Management & Leadership Courses****SPML-6000 Organization and Administration of Recreation and Leisure Programs (3 hours)**

This course provides an overview of principles and practices related to effectively managing a recreation and leisure program. Issues of branding, marketing, media, and personnel selection and development are considered.

**SPML-6010 The Essentials of the Law in Sports (3 hours)**

This course introduces legal issues and professional ramifications in the field of sports management through the examination of regulations, government intervention and ethically pertinent scenarios. This course allows learners to acquire a thorough understanding of legal considerations, which affect the interaction of league officials and athletes, their professional behavior, and what laws are established to protect their rights and assure they are accountable for their actions.

**SPML-6020 The Economics of Sports (3 hours)**

The domain of sports, most notably professional sports, has been elevated to one of the highest rungs of the financial ladder by having entered the world of the professional entertainment industry. In the 21st century, sport has secured its place as one of the paramount forms of entertainment from Friday night high school football games to the Olympic venues. To function as an administrator within this profession, it is imperative to have a comprehensive understanding of the dynamic role of economics. In this course, students explore and examine the concepts and models of micro and intermediate economics as related to the business of sport.

**SPML-6030 Sports Leadership and Ethics (3 hours)**

Sports Leadership and Ethics is designed to prepare learners to evaluate business principles, theories and responsibilities in the field of sports management, with an increased understanding of acceptable practices, human capital and professionalism. In addition, this course provides learners with an understanding of societal reasonability, common moral and ethical values, and how they are applied to varying sports leadership scenarios.

**SPML-6040 Sports Finance (3 hours)**

In this course, students develop a framework with an in-depth analysis of the various tools, techniques, ratios, formulas and other finance-related information, and complex financial concerns in the sports workplace.

**SPML-6050 Leading in a Time of Change (3 hours)**

This course introduces students to the valuable change management process in the dynamic world of sports leadership and management, preparing them to use and apply these skills practically with an understanding of varying concepts, theories and opinions.

**SPML-6060 Level the Playing Field: Diversity in Sports (3 hours)**

This course is designed to teach students what diversity is and how it applies to sports in general and, more specifically, to gender, race and various cultures. The course will help learners understand the unique challenge for sports leaders to better understand diversity and, through this understanding, help “level the playing field.”

**SPML-6070 Sports Promotion (3 hours)**

This course offers students opportunity to explore and examine the relationship between the mass media and the sports industry. Topics include sports broadcasting, print media and the development of public relations tools such as media guides and press releases, effective principles, theories, practices, and methods involved with all aspects of sports communications.

**SPML-6090 Sports Administration (3 hours)**

This course is designed to emphasize the practical application of concepts, principles and practices between sports organizations and community associations as it relates to the role of sport leader and administrator. Students will be required to review course materials, participate in discussion forums, and conduct research to acquire a thorough understanding of sports administration principles and theories.

**SPML-6100 Sports Leadership Master’s Project (3 hours)**

Participation in this course is an opportunity to demonstrate professionalism as well as the integration and application of sport leadership knowledge, skills and competencies through the identification and in-depth analysis of a contemporary sport management research issue. Students are required to analyze, critically evaluate and synthesize published research in order to articulate actionable scientific knowledge in the form of a review article worthy of publication.

**SPML-6110 Facilities and Events Management (3 hours)**

This course examines the principles and practices necessary to plan, develop, promote, operate and maintain sporting events, athletic centers and recreational facilities. Emphasis is on issues concerning personnel, finance, profitability, security, concessions, convention centers, event scheduling, equipment management, facilities maintenance and topics related to liability and risk management.

**SPML-6120 Dynamics of Coaching (3 hours)**

Coaching requires leadership abilities, social awareness, expertise in athletic components, and the ability to transcend these principles through recognized methodologies. This course focuses on the major coaching theories and models, methods, practices, and outcomes. Topics include study of first principles in coaching, coaching cases and analyses, great coaches, coaching decision making, and other contemporary issues.

**SPML-6130 Social and Historical Foundations of Modern Sport (3 hours)**

Sports are integrated into society and enjoyed throughout the world on a cultural and competitive level. This course examines the social, political, cultural, philosophical, psychological, historical and practical aspects of sport history and evolution.

**SPML-6140 Research in Sports Studies (3 hours)**

This course is designed as an introductory examination of the research process and the main methodological approaches used to conduct research on contemporary issues in the sport industry. Fundamental research concepts and strategies are presented in order to prepare students to interpret, analyze, plan, design and report the results of sport research projects. Students are required to review course materials, participate in discussion forums, analyze published research, identify a research topic, and complete the initial steps of a literature review.

**SPML-6150 Philosophy and Educational Value of Sport (3 hours)**

This course will build on Foundations & Theoretical Perspectives and provide students with academic opportunities to identify and establish their personal and professional ideals and dispositions in relation to the academic literature and the mission/vision of their educational, recreational and professional setting. Academic/co-curricular connectivity of sport and society.

**SPML-6160 Assessment and Evaluation of Recreation & Leisure Programs (3 hours)**

This course explores and examines the purpose and added value of assessment and evaluation in the recreation/leisure settings. Basic procedures and designs are used to develop a professional program evaluation/assessment plan. Cycle of evaluation/assessment, needs assessment, program planning and design, outcomes, objectives, findings, and reporting for data-driven decision-making.

**SPML-6170 Current Issues in Recreation and Leisure (3 hours)**

Trends in recreation and leisure sport industry of the 21st century are examined in order to facilitate effective planning and implementing of programs designed to meet the recreational needs of the general public from 5-85 years of age. Critical review and analysis of sport as a social phenomenon and the impact on delivery of and participation in recreation and leisure activities.

**SPML-6180 Foundations and Theoretical Perspectives of Recreation and Leisure (3 hours)**

This course will provide the framework for the specialization by reviewing and applying recreation/leisure theory to the private, public and/or entrepreneurial setting. Theoretical and conceptual foundations of recreation and leisure, sports, play. A review of historical ideas and practices in recreation and leisure with an examination to the relationship to present-day professional and social sports issues.

**Teaching English to Speakers of Other Languages (TESOL)****TESL-6110 Introduction to Distance Education for TESOL**

This course provides an overview of the theoretical framework, historical development and practical applications of distance education for TESOL education and language training environments. In addition, the course examines the application of distance learning technologies, online pedagogy and ethical practice in distance education focused on English language teaching and learning.

**TESL-6200 Applied Philology and World Englishes**

Familiarity with both standard and non-standard varieties of English in countries where English is spoken as a first language, as an official language and as an influential foreign language. Examination of the conditions and contexts surrounding the development and expansion of English as a global language through historical, linguistic, social, cultural, political and literary concerns. Selected studies of sociolinguistic variables, language change, code-switching and universal grammar to inform discussion of such variation as found in African-American English, Indian English, British dialects, and English-based pidgins and creoles. Critical awareness of standard language ideology debates, their implications on the emergence of new Englishes, and their impact on the internationalization and globalization of World Englishes. Investigation of

revitalization efforts of indigenous and endangered languages. Course content to also include the fundamentals of philology in applied areas to analyze general problems of language and language use, and utilize philology as a reflection on the history of culture.

### **TESL-6230 Second Language Acquisition**

Intensive examination of how humans learn second languages. Review of the theories and key concepts of first and second language acquisition. Examines theoretical models and research on such issues as differences between L1 and L2 acquisition, the variables that may affect the language development processes, the effect of age on language acquisition, cognitive factors in second language acquisition, and learner variables. Exploration of sociocultural factors included.

### **TESL-6240 Issues in Second Language Rhetoric and Composition**

Examination of theories and practices underlying the teaching and learning of second-language writing. Inquiry into rhetorical, political, linguistic and pedagogical issues in teaching writing at English-language institutes or at the college or university level to learners whose first or strongest language is not English. Emphasis on developing the background necessary to examine and refine one's pedagogical position on the teaching of academic writing to linguistically and culturally diverse learners that includes English for Specific Purposes. Attention given to Contrastive Rhetoric and Computer-Mediated Communication.

### **TESL-6220 TESOL Curriculum Planning and Methodology**

Introduction to curriculum theories and their application toward the process of curriculum development, from needs analysis to course evaluation, utilizing a needs-based, learner-centered approach to selecting, adapting, and designing curricula, courses and materials. Emphasis is on ESOL curricular design and appropriate instructional planning to address the socio-cultural, physical and educational needs of students in PreK-12 and university settings. Attention is given to English for Academic Purposes and Content-Based Instruction.

### **TESL-6210 Teaching ESL/EFL to Adult Learners**

This course provides an introduction to adult learning theories and contexts for teaching the adult language learner. The course will examine goals, principles and best practices for teaching English as a Second or Foreign Language, and ways to evaluate adults' second language development. In addition, the course will explore the influence of varying backgrounds on adult language learning to promote an effective, communicative language classroom for students of varied ages and levels in various adult language teaching situations.

### **TESL-6980 TESOL Teaching Practicum I**

This course is required for all M.A. TESOL students. Designed for students to engage in teaching, observation and reflection, students will engage in focused observation of teachers of English to non-native learners and serve as volunteer teachers of English to non-native learners in domestic and international settings. The teaching experience will be used to support theoretical and practical applications of the planning, implementation and evaluation of an ESOL curriculum. Completion of weekly modules during the experience is required as well as a final culminating project.

## **Theater Courses**

### **THR-6210 Contemporary Theater (3 hours)**

Theatrical trends of the past two decades as seen through scripts and play productions. Attendance at area plays. Student is responsible for ticket cost.

## Theology Courses

*To correspond with the requirements of the theology programs, the course areas are indicated as follows:*

**(B)** - Biblical Studies

**(S)** - Systematic Theology

**(H)** - Historical Theology

**(CS)** - Christian in Society

**(RE)** - Religious Education

### **THY-6020 Psalms (B-OT) (3 hours)**

The hymnal of ancient Israel and its interpreters. Historical context, enduring liturgical and theological value.

### **THY-6030 Messianic Prophecies (B-OT) (3 hours)**

The development of the Old Testament faith in the coming Messiah. Principles of interpretation and sources of alternate viewpoints. Detailed examination of selected prophecies.

### **THY-6040 The Intertestamental Period (B) (3 hours)**

Covers the political, cultural and religious forces that molded Judaism in Palestine and in the Diaspora in the Greek and Roman periods. Includes reading primary sources in the Apocrypha, Pseudepigrapha, Talmud and Dead Sea Scrolls.

### **THY-6100 The Parables of Jesus (B-NT) (3 hours)**

The synoptic parables in their cultural context, their use in Jesus' teaching, their interpretation and their application in contemporary Christian education.

### **THY-6110 New Testament and Early Christian Worship (B-NT, CS, H) (3 hours)**

The New Testament in the light of the influence of early Christian worship on the form and content of the various writings.

### **THY-6120 The General Epistles (B-NT) (3 hours)**

Study of theology and theological method found in the Catholic epistles including Hebrew; James; 1 & 2 Peter; 1, 2, & 3 John; and Jude, within the wider context of the history and the theology of the early church. Prerequisite: THY-3100.

### **THY-6210 Lutheran Confessional Theology (S) (3 hours)**

The study of the discipline of Systematic Theology with a special focus on the "Confessing" approach of the Lutheran tradition. Exploration of differing approaches to the task of theology along with the different approaches to Holy Scripture and the questions of faith and reason. Emphasis will be given to the formation and function of the three ecumenical creeds, the Augsburg Confession and its Apology, and the two catechisms of Luther.

### **THY-6240 The Church and its Ministry (S) (3 hours)**

Examination of the nature of the Church and its Ministry with particular attention to its offices and their duties in relationship to the vocation of the Church and Christian service in the world.

### **THY-6313 Baptism and Eucharist (S, CS) (3 hours)**

Study of the rites and practice of the sacraments of Baptism and Eucharist from a biblical, theological and liturgical perspective. Emphasis on the development of an appropriate parish practice for the goal of an enriched congregational life. Cross-listed with MUS-6313.



**THY-6320 Early Christian Fathers (H) (3 hours)**

Theological and historical analysis of the doctrines and practices of select early Christians such as Ignatius of Antioch, Irenaeus and Tertullian.

**THY-6330 Topics in the History of Christianity (H) (3 hours)**

Selected persons, themes or problems in the history of Christianity. Prerequisite: THY-3300 or THY-4300; or consent of instructor.

**THY-6350 Martin Luther (H, S) (3 hours)**

Historical introduction to Luther as theologian, churchman and polemicist for 16<sup>th</sup>-century Evangelicalism. Enduring images of Luther inside and outside Protestantism. Luther's significance to contemporary theology. Readings from primary sources.

**THY-6353 Studies in Christian Worship: Theology and Music (CS, S) (3 hours)**

Study of the interrelationship between theology and music as it has developed in Christian worship, thought and practice from the early church to the present. Cross-listed with MUS-6353.

**THY-6400 The Christian in Society (CS) (3 hours)**

Christian vocation in contemporary, pluralistic culture. The role of faith, ethical decision-making and the life of service in the diverse social structures of the world and Church. Particular attention given to education and the helping professions. This course may not be taken to fulfill requirements in Section A, Theological Foundations or the Master of Arts in Religion program.

**THY-6420 Worship and Witness (CS) (3 hours)**

The historical and theological foundations of worship and witness, the interconnection of worship and witness and the influences of sociological and cultural change.

**THY-6490 Research in Theology (3 hours)**

A study of the objectives, procedures and bibliographical resources for research and writing in the discipline of theology. Emphasis upon library resource orientation and the actual process of committing theological research to formal writing.

**THY-6500 Moral, Ethical and Spiritual Development of the Child (RE) (3 hours)**

Development of spiritual formation and its relation to the life of the child. Principles and means involved in the process.

**THY-6515 Spiritual Nurture of the Adolescent (RE) (3 hours)**

Principles, organization, materials and practices of nurturing the faith of the adolescent in the Lutheran high school, a review of the history of Lutheran education and the office of the Lutheran teacher. Prerequisites: THY-2010 or THY-3105 and THY-2210 or consent of instructor.

**THY-6520 Spiritual Maturity and the Adult Life Cycle (RE) (3 hours)**

A review of factors contributing to spiritual maturity during the adult life cycle.

**THY-6600 Deaconess Foundations (H, CS) (3 hours)**

The office of the Lutheran deaconess: history, call, roles and ethics. The history and structure of the LCMS, particularly in relationship to the deaconess. Field trips. Fee required. Prerequisite: THY-6240.

**THY-6620 Deaconess Capstone Seminar (CS) (3 hours)**

Integration of theological knowledge, professional skills and competencies in deaconess ministry. Evaluation and analysis of the internship experience and preparation for the call into deaconess ministry. In-depth analysis of a deaconess ministry issue. Prerequisite: two semesters of THY-6991 or permission of instructor.

**THY-6630 Deaconess Field Experience (CS) (0 hours)**

Beginning experience in the ministry of the Lutheran Deaconess. Minimum of 40 hours of supervised practicum in a congregation or agency. Participation in seminars to review students' reports and discuss ministry issues. Prerequisites: Acceptance into the Deaconess program, three THY courses. Fee required. Transportation required. Pass/fail.

**THY-6641 Ministry to Women (CS) (3 hours)**

Focus on spiritual caregiving, especially in dealing with issues faced by women. Practice in application of Law/Gospel, volunteer coordination and mercy ministries. Field trips. Fee required. Recommended prerequisites: THY-6600, THY-6240, CED-6015.

**THY-6950 Independent Study (0-3 hours)****THY-6970 Independent Research (3 hours)****THY-6990 Master's Thesis (0-6 hours)****THY-6991 Internship: Deaconess (CS) (0 hours)**

Relating classroom concepts to the practical ministry of the deaconess. Minimum of five months of full-time supervised practicum in a LCMS-sponsored congregation or agency. Prerequisites: cumulative GPA of 2.75 in theology courses and deaconess specialization courses, with a grade of "C" or better in each course; acceptance into the Deaconess program; THY-6600; THY-6610; two semesters of THY-6630 or permission of instructor. Pass/Fail. Deaconess students normally complete two semesters of internship. Fee: per semester. Additional costs for international internships. Contact Deaconess Office for current rates.

## Graduate Faculty

### **Athar, Naveeda: Associate Professor of Counselor Education**

B.A. and M.A. National Louis University, Lisle, IL; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2008.

### **Basadur, Timothy: Assistant Professor of Business**

Doctorate at University of Illinois at Chicago; MBA Dalhousie University, Halifax, Nova Scotia, Canada; B.A. McMaster University, Hamilton, Ontario, Canada.

### **Battistoni, Maria: Assistant Professor of Business**

B.A. Dominican University, River Forest, IL; MBA Dominican University, River Forest, IL; Ph.D., Concordia University, River Forest, IL. At Concordia University Chicago since 2015.

### **Bayens, Patrick: Professor of Theology**

B.S. Concordia University Nebraska, Seward, NE; M.A. University of Kentucky, Lexington, KY; M.Div. Concordia Theological Seminary, Ft. Wayne, IN; Ph.D. Marquette University, Milwaukee, WI. At Concordia University Chicago since 2014.

### **Beers, Donald E.: Chair, Department of Professional Studies**

B.A. and M.A. The Citadel, Charleston, SC; Ed.D. The University of Tennessee, Knoxville, TN. At Concordia University Chicago since 2016.

### **Bishop, Dan: Professor of Human Services**

B.A. Carthage College, Kenosha, WI; M.S. Concordia University Chicago, River Forest, IL; Psy.D. Argosy University, Chicago, IL. At Concordia University Chicago since 2005.

### **Blaess, Donna A.: Professor of Leadership**

B.A. University of Tampa, Tampa, FL; M.A. University of South Florida, Tampa, FL; Ph.D. University of Iowa, Iowa City, IA; A.A. Florida Culinary Institute, West Palm Beach, FL. At Concordia University Chicago since 2009.

### **Bonnar, Kathy M.: Assistant Professor of Counselor Education**

B.A. University of Illinois at Chicago, Chicago, IL; M.A. Concordia University Chicago, River Forest, IL; Ed.D. National Louis University, Chicago, IL. At Concordia University Chicago since 2010.

### **Bucchi, Paul: Visiting Assistant Professor of Leadership**

B.S. University of Florida, Gainesville, FL; MBA and Ph.D. Northcentral University, Prescott, AZ. At Concordia University Chicago since 2009.

### **Chandler, Chelsea: Assistant Professor of Curriculum and Instruction**

B.M. and M.Ed. Bowling Green State University, Bowling Green Ohio; Ph.D. University of Toledo, Toledo, Ohio. At Concordia University Chicago since 2016.

### **Corbin, Gerald: Assistant Professor of Human Services**

B.A. University of California, Santa Cruz, Santa Cruz, CA; M.A. and PPSC, California State University, San Jose, San Jose, CA. At Concordia University Chicago since 2017.

**Dellegrazie, Elisabeth: Assistant Professor of Business**

B.A. and MBA, Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2008.

**Dinero, Andrea: Associate Professor of Special Education**

B.S. Illinois State University, Normal, IL; M.Ed. Benedictine University, Lisle, IL; M.S. University of Illinois Chicago, Chicago, IL; Ed.D. Illinois State University, Normal, IL. At Concordia University Chicago since 2015.

**Doering, Sandra: Professor of Literacy and Early Childhood Education**

B.A. Concordia Teachers College, River Forest, IL; M.Ed. Phillips University, Enid, OK; Ed.D. Oklahoma State University, Stillwater, OK. At Concordia University Chicago since 2008.

**DuChane, Joan: Associate Professor of Leadership**

B.A. and M.S. Indiana State University, Terre Haute, IN; Ed.D. Nova Southeastern University, Ft. Lauderdale, FL. At Concordia University Chicago since 2012.

**Espinosa, Israel: Associate Professor of Counselor Education**

B.A. Elmhurst College, Elmhurst, IL; M.A. Illinois School of Professional Psychology, Chicago, IL; Psy.D. Illinois School of Professional Psychology, Chicago, IL. At Concordia University Chicago since 2010.

**Ferguson, Robert H.: Professor, Department of Professional Studies**

B.A. and M.A. Adams State University, Alamosa, CO; Ph.D. University of Arkansas, Fayetteville, AR. At Concordia University since 2013.

**Foster, Wanda: Assistant Professor of Management**

B.S. Purdue University, West Lafayette, IN; MBA DePaul University, Chicago, IL. At Concordia University Chicago since 2006.

**Glasgow, Denise: Assistant Professor of Educational Leadership**

B.S., M.S., M.S., and Ed.D. Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2016.

**Gnan, Michelle: Director of Early Childhood Initiative**

B.A. University of New Orleans, New Orleans, LA; M.A. Concordia University Mequon, Mequon, WI. At Concordia University Chicago since 2015.

**Graham, Brenda: Professor of Educational Leadership**

B.A. University of Arkansas, Pine Bluff, AR; M.A. Chicago State University, Chicago, IL; Ed.D. University of Arkansas, Little Rock, AR. At Concordia University Chicago since 2004.

**Grigsby, Yurimi: Associate Professor of Teaching, Learning and Diversity**

B.A. and MAT East Tennessee State University, Johnson City, TN. At Concordia University Chicago since 2006.

**Hendricks, Arthur Donald: Associate Professor of Educational Leadership**

B.S. and M.Ed. Eastern Illinois University, Charleston, IL; Ed.D. University of Illinois, Urbana-Champaign, IL. At Concordia University Chicago since 2016.

**Henry, Bridgett: Assistant Professor of Special Education**

B.A. University of California, Los Angeles, CA; M.A. Loyola Marymount University, Los Angeles, CA; Ed.D.

University of Southern California, Los Angeles, CA. At Concordia University Chicago since 2016.

**Hernandez-Santamaria, Neida: Associate Professor of Institute of Professional Studies**

B.A. and M.A. Northeastern Illinois University, Chicago, IL; Ed.D. National Louis University, Chicago, IL. At Concordia University Chicago since 2014.

**Hollywood, Kathryn: Professor of Leadership**

B.A., M.A., M.A. St. John's University, New York, NY; Ed.S. and Ph.D. Fordham University, New York, NY. At Concordia University Chicago since 2008.

**Holton, John: Director of Center for Gerontology; Visiting Associate Professor of Gerontology**

B.A. Howard University, Washington, DC; M.Ed. University of Hartford, West Hartford, CT; Ph.D. Pennsylvania State University, State College, PA. At Concordia University Chicago since 2015.

**Hornberger, Rebecca: Assistant Professor, Department of Leadership**

B.S. Ohio University, Athens, OH; M.Ed. Ashland University, Ashland, OH; Ph.D. Concordia University Chicago, River Forest, IL. At Concordia University Chicago since 2016.

**Jandris, Thomas P.: Senior Vice President of Innovation; Dean of the College of Innovation and Professional Programs; Professor of Leadership**

B.S. Eastern Illinois University, Charleston, IL; M.Ed. Wayne State University, Detroit, MI; Ph.D. University of Minnesota, Minneapolis, MN. At Concordia University Chicago since 2006.

**Jackson, Gregory: Associate Professor of Educational Leadership**

B.A. Education, M.A. History, M.A. Education Administration, Chicago State University, Chicago, IL; Ed.D. Curriculum & Instruction, Loyola University, Chicago, IL.

**Kayman, Marilyn: Associate Professor of Adult Education, Institute of Professional Studies**

B.A. Dominican University, River Forest, IL; M.A. and Ed.D. National Louis University, Chicago, IL. At Concordia University Chicago since 1998.

**Kessler, Aaron: Assistant Professor of Educational Technology**

B.S., MAT and Ph.D. University of Pittsburgh, Pittsburgh, PA. At Concordia University Chicago since 2015.

**Konkol, Pamela J.: Professor of Research**

B.S. Northwestern University, Evanston, IL; M.Ed. and Ph.D. University of Illinois at Chicago, Chicago, IL. At Concordia University Chicago since 2006.

**Korcok, Thomas: Associate Professor of Theology**

B.A. Concordia University, Ann Arbor, MI; M.Div. Concordia Lutheran Theological Seminary, St. Catharines, Ontario, Canada; M.Phil. University of Glasgow, Glasgow, Scotland; Ph.D. Vrije Universiteit, Amsterdam, Holland. At Concordia-Chicago since 2014.

**Kowalczyk, Jamie: Assistant Professor of Teaching, Learning and Diversity**

B.A. University of Illinois at Urbana-Champaign, Champaign, IL; MAT University of Chicago, Chicago, IL; Ph.D. University of Wisconsin-Madison, Madison, WI. At Concordia University Chicago since 2015.

**Kwon, Sam: Assistant Professor of Education Technology**

B.S., M.S. Massachusetts Institute of Technology, Cambridge, MA; Ph.D. Northwestern University,

Evanston, IL. At Concordia University Chicago since 2010.

**LaSalle, Laura: Assistant Professor of Differentiated Instruction**

B.S. University of WI-Parkside, Racine, WI; M.Ed. Governors State University, University Park, IL; Ed.D. Illinois State University, Normal, IL. Concordia University Chicago since 2015.

**Lazich, Samantha: Visiting Assistant Professor of Literacy**

B.S. Northern Illinois University, DeKalb, IL; M.Ed. DePaul University, Chicago, IL. At Concordia University Chicago since 2015.

**Lilly, Christopher: Chair of Educational Technology Department; Associate Professor of Curriculum and Instruction**

B.A. and M.Ed. DePaul University, Chicago, IL; Ph.D. Concordia University Chicago, River Forest, IL. At Concordia University Chicago since 2012.

**Lusthoff, Craig, J.D.: Associate Professor of Business**

B.A. Valparaiso University, Valparaiso, IN; J.D. DePaul University, Chicago, IL. At Concordia University Chicago since 2009.

**Lyutykh, Elena: Associate Professor of Research**

B.S. and M.A. Voronezh State University, Voronezh, Russia; M.S. Kansas State University, Manhattan, KS; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2012.

**Mangan, Michelle: Associate Professor of Research**

B.S. University of Illinois at Urbana-Champaign, Champaign IL; M.S.Ed. University of Pennsylvania, Philadelphia, PA.; Ph.D. University of Wisconsin, Madison, WI. At Concordia University Chicago since 2012.

**Manning, Lydia: Associate Professor of Gerontology**

B.A. Centre College, Danville, KY; MGS Miami University, Miami, FL; Ph.D. University of North Carolina, Chapel Hill, NC. At Concordia University Chicago since 2012.

**McNulty, Anastassia: Associate Professor of Teaching, Learning & Diversity**

B.A. International Independent University of Environmental and Political Sciences, Moscow, Russia; M.A. and Ph.D. University of Nebraska, Lincoln, NE. At Concordia University Chicago since 2012.

**Mechikoff, Robert A.: Professor of Kinesiology and Sports Studies**

B.A., M.A. California State University, Long Beach; Ph.D. The Ohio State University. At Concordia University Chicago since 2017.

**Meisels, Marlene: Associate Professor of Literacy and Early Childhood Education**

B.A. and M.Ed. University of Illinois at Chicago, Chicago, IL; Ph.D. University of North Carolina, Chapel Hill, NC. At Concordia University Chicago since 2008.

**Miskovic, Maja: Professor of Research**

B.A. University of Novi Sad, Serbia; M.Ed. and Ph.D. Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2013.

**Morgenthaler, Shirley K.: Distinguished Professor of Education**

B.S.Ed. Concordia Teachers College, River Forest, IL; M.S. National College of Education, Evanston, IL; Ph.D.

Erikson Institute and Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 1974.

**Morkert, Michelle: Professor of Women's and Gender Studies**

B.A. Concordia University Chicago, River Forest, IL; M.A. North Central College, Naperville, IL; Ph.D. Clark University, Worcester, MA. At Concordia University Chicago since 2005.

**Mulcahy, Amanda: Professor of Research**

B.S. Principia College, Elmhurst, IL; M.A. St. Xavier University, Chicago, IL; Ph.D. Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2005.

**Niemiera, Sandra: Associate Professor of Leadership**

B.S. Concordia University Chicago, River Forest, IL; M.A. and Ed.D. Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2010.

**O'Mara, Kevin: Associate Professor of Educational Leadership**

B.A. Mathematics, Dominican University, River Forest, IL; M.A. and Ed.D., Concordia University Chicago, River Forest, IL. At Concordia University Chicago since 2017.

**Owolabi, Elizabeth: Associate Professor, Institutional Research and Assessment**

BHE and M.A. University of British Columbia, Vancouver, British Columbia; Ph.D. Wayne State University, Detroit, MI. At Concordia University Chicago since 2011.

**Pate, Ardelle: Associate Professor Education Technology**

B.A. Valparaiso University, Valparaiso, IN; M.S. Kent State, Kent, OH; M.A. and Ed.D. Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2010.

**Pawl, Kari: Associate Professor of Literacy and Early Childhood Education**

B.A. Barat College, Lake Forest, IL; M.A. National-Louis University, Evanston, IL; Ed.D. Loyola University, Chicago, IL. At Concordia University Chicago since 2010.

**Pollom, Laura: Professor of Communication**

B.A. DePauw University, Greencastle, IN; M.A. Ball State University, Muncie, IN; Ph.D. University of Missouri, Columbia, MO.

**Rajan, Rekha: Visiting Associate Professor of Research**

B.M. and M.A. Roosevelt University, Chicago, IL; Ed.M. and Ed.D. Teachers College, Columbia University, New York, NY. At Concordia University Chicago since 2013.

**Ramos, Edgar: Assistant Professor of Human Services**

M.A. & Psy.D. Illinois School of Professional Psychology, Chicago, IL. At Concordia University Chicago since 2014.

**Rapp, Constantina: Ambassador/Department of Human Services/School Counselor Education**

B.S. Bradley University, Peoria, IL.; M.A. Chicago State University, Chicago, IL. At Concordia University Chicago since 2008.

**Reiseck, Carol: Associate Dean of the College of Innovation and Professional Programs, Professor of Leadership**

B.A. Aurora University, Aurora, IL; MBA Benedictine University, Lisle, IL; Ed.D. Northern Illinois University,

DeKalb, IL. At Concordia University Chicago since 2004.

**Richard, Veronica: Associate Professor of Literacy and Early Childhood Education**

B.A., M.A. and Ph.D. University of Northern Colorado, Greeley, CO. At Concordia University Chicago since 2012.

**Richter, Richard: Assistant Professor of Instructional Technology Services**

B.A. and M.A. Concordia University Chicago, River Forest, IL. At Concordia University Chicago since 2005.

**Ross, Brenda: Professor of Counselor Education and Supervision**

B.A. Bradley University, Peoria, IL; M.A. Concordia University Chicago, River Forest, IL. At Concordia University Chicago since 2009.

**Safer, L. Arthur: Professor of Educational Leadership**

B.A. Miami University, Oxford, OH; M.Ed. Xavier University, Cincinnati, OH; MPA Harvard University, Cambridge, MA; Ph.D. Northwestern University, Evanston, IL. At Concordia University Chicago since 2010.

**Santin, Claudia: Dean of the College of Business, Professor of Leadership**

B.A. and M.A. College of New Jersey, Trenton, NJ; Ed.D. Nova Southeastern University, Ft. Lauderdale, FL. At Concordia University Chicago since 2008.

**Schilling, Craig, A.: Professor of Educational Leadership**

B.S. University of Maryland, College Park, MD; M.S. Boston University, Boston, MA; CAS and Ed.D. Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2009.

**Schwarm, John: Associate Professor of Business**

B.M. DePaul University, Chicago; MBA Keller Graduate School of Management; DBA Argosy University, Chicago.

**Sendziol, Dana: Associate Professor of Business**

B.A. Dominican University, River Forest, IL; MBA Loyola University Chicago Quinlan School of Business; Ph.D. University of Texas at Austin.

**Sekulich, Kim: Associate Professor of Educational Leadership**

B.A., Barat College, Lake Forest, IL; M.Ed. and Ed.D., National-Louis University, Wheeling, IL. At Concordia University Chicago since 2016.

**Sims, Paul: Associate Professor of Educational Leadership**

B.A. University of Waterloo, Ontario, Canada; M.Div. Aquinas Institute of Theology, St. Louis, MO; M.Ed. DePaul University, Chicago, IL; Ph.D. Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2009.

**Soljaga, Dara: Professor of Literacy and Early Childhood Education**

B.S., M.Ed., and Ph.D. Ohio State University, Columbus, OH. At Concordia University Chicago since 2006.

**Song, Steve: Associate Professor of Research**

B.A. and MAT University of Illinois at Urbana-Champaign, Champaign, IL; Ed.D. Harvard Graduate School of Education, Boston, MA. At Concordia University Chicago since 2015.



**Sorensen, Robert A.: Professor of Theology and Greek**

B.A. Concordia College, Austin, TX; MFA Instituto de Filología, Hispánica, Saltillo, Coahuila, México; M.Div. Concordia Seminary, St. Louis, MO; Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2006.

**Stachnik Joseph: Assistant Professor of Business**

B.S. DePaul University, Chicago, IL; MLT, MBA, and J.D. Loyola University, Chicago, IL.

**Steinmann, Andrew E.: Distinguished Professor of Theology**

B.S. University of Cincinnati, Cincinnati, OH; M.Div. Concordia Theological Seminary, Fort Wayne, IN; Ph.D. University of Michigan, Ann Arbor, MI. At Concordia University Chicago since 2000.

**Strike, Kimberly: Associate Professor of Educational Leadership**

BSE University of Wisconsin-Whitewater, Whitewater, WI; M.Ed. National Louis University, Evanston, IL; Ph.D. Marquette University, Milwaukee, WI. At Concordia University Chicago since 2014.

**Stumme, Simeon: Associate Professor of Foundations and Social Policy**

B.A. Wittenberg University, Springfield, OH; M.A. Chapman University, Orange, CA; Ph.D. University of California, Los Angeles, CA. At Concordia University Chicago since 2008.

**Theard-Griggs, Carolyn: Professor of Teaching, Learning and Diversity**

B.S. University of Illinois at Urbana-Champaign, Champaign, IL; M.Ed. National-Louis University, Evanston, IL; Ed.D. Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2010.

**Tomal, Daniel R.: Distinguished Professor of Educational Leadership**

B.S., MAE Ball State University, Muncie, IN; Ph.D. Bowling Green State University, Bowling Green, OH. At Concordia University Chicago since 1995.

**Trybus, Margaret: Associate Dean of Graduate Studies; Professor of Educational Leadership**

BFA and B.A. Mundelein College, Chicago, IL; M.Ed. University of Illinois at Chicago, Chicago, IL; Ed.D. Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2006.

**VanAken, Annette: Assistant Professor of Education**

B.A. Hillsdale College, Hillsdale, MI; M.S. University of Southern Indiana, Evansville, IN.; Ed.D. Liberty University, Lynchburg, VA. At Concordia University Chicago since 2017.

**Von Hagel, Thomas: Professor of Theology**

B.A. Concordia University, St. Paul, MN; M.Div. Concordia Seminary, Fort Wayne, IN; Ph.D. St. Louis University, St. Louis, MO. At Concordia-Chicago since 2001.

**Wannah, Michael: Associate Professor of Teaching, Learning and Diversity**

B.A. Urban Pontifical University, Rome, Italy; M.A., Ph.D. Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2011.

**Warwick, Ronald: Professor of Educational Leadership**

B.S. and M.Ed. Loyola University Chicago, Chicago, IL; Ed.D. Indiana University, Bloomington, IN. At Concordia University Chicago since 2008.

**Wassilak, Kristen: Assistant Professor of Theology; Director of Deaconess Program**

B.A., M.A. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2014.

**Wellen, Lauren: Distinguished Professor of Education and Early Childhood Education**

B.A. and M.A. Concordia University Chicago, River Forest, IL; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 1999.

**Wente, Steven F.: Distinguished Professor of Music**

B.A., MCM Concordia Teachers College, River Forest, IL; D.Mus. Northwestern University, Evanston, IL. At Concordia University Chicago since 1984.

**Wilhite, Robert: Dean, College of Graduate Studies; Professor of Educational Leadership**

B.A. Southern Illinois University, Edwardsville, IL; M.Ed. and Ed.D. Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2007.

**Wozniak, Kathryn M.: Assistant Professor of Educational Technology**

B.A., M.A., Ph.D. DePaul University, Chicago IL. At Concordia University Chicago since 2015.

**Zaharis, Mary: Assistant Professor of Educational Leadership**

B.S. University of Nebraska, Omaha, NE; M.S. University of Georgia, Athens, GA; Ph.D. Concordia University Chicago, River Forest, IL. At Concordia University Chicago since 2015.

**Zillman, O. John: Senior Vice President for Academics, Professor of Psychology**

B.A., M.A. Concordia University Chicago, River Forest, IL; Ph.D. University of Illinois at Chicago, Chicago, IL. At Concordia University Chicago since 1989.

**Zimmer, George: Visiting Professor of Educational Leadership**

M.A. University of Wisconsin Parkside, Somers, WI; M.S. University of Wisconsin Milwaukee, Milwaukee, WI; Ed.D. Loyola University Chicago, Chicago IL. At Concordia University Chicago since 2014.

**Zage, Russell: Assistant Professor of Business**

B.A. North Central College, Naperville, IL; MBA Roosevelt University; DeVry University Keller Graduate School of Management Additional marketing courses.

## **Emeriti Faculty**

**Bartell, Marvin H., B.S. Ed, M.S., Ph.D.**

Distinguished Professor of Natural Science and Geography. At Concordia University Chicago 1968-2003.

**Brockberg, Harold F.**

Professor of Physical Education. At Concordia University Chicago 1956-1990.

**Domroese, Kenneth A., B.S., M.S., Ph.D.**

Professor of Natural Science. At Concordia University Chicago 1958-1997.

**Fahrenkrog, Darlene M.**

Professor of Art. At Concordia University Chicago 1963-69 and 1978-2001.

**Faszholz, Thomas O., B.A., M.Div., M.A.**

Associate Professor of Physical Education. At Concordia University Chicago 1964-1999.

**Flandermeyer, Roger H., A.B., A.M., Ph.D.**

Professor of Geography. At Concordia University Chicago 1976-2001.

**Froehlich, Charles D., B.A., B.D., STM**

Professor of Theology and Classical Languages. At Concordia University Chicago 1962-1997.

**Grotelueschen, Paul G., B.S., M.A.**

Professor of Communication and Theatre. At Concordia University Chicago 1953-1999.

**Hennig, Julia A., B.Mus., Deaconess, DMA**

Professor of Music. At Concordia University Chicago 1956-1996.

**Herman, Alfred, B.S. Ed, M.Ed.**

Associate Professor of Human Performance. At Concordia University Chicago 1968-2003.

**Hillert, Richard, B.S. Ed, M.Mus., D.Mus. LLD**

Distinguished Professor of Music. At Concordia University Chicago 1944-1990.

**Jenne, Natalie R., B.A., M.A., DMA**

Professor of Music. At Concordia University Chicago 1960-1999.

**Kirchenberg, Ralph J., M.S.**

Professor of Natural Science and Geography. At Concordia University Chicago 1963-2003.

**Klatt, Lois A., B.A., M.A., Ph.D.**

Distinguished Professor of Human Performance. At Concordia University Chicago 1963-2003.

**Kreiss, Paul T., B.S., Ed.M., Ph.D.**

Professor of Foreign Language. At Concordia University Chicago 1960-1997.

**Krentz, Eugene L., B.Th., B.D., M.Div., M.A., Ph.D.**

President, Professor of Social Science. At Concordia University Chicago 1983-1995.

**Kretzschmar, Judith C., B.S. PE, MPE**

Associate Professor of Human Performance. At Concordia University Chicago 1968-2003.

**Kurth, Lyle J., B.S., M.S., Ed.D.**

Professor of Teacher Education. At Concordia University Chicago 1974-1998.

**Kurth, Ruth, B.S., M.S., Ph.D.**

Professor of Education. At Concordia University Chicago 1993-2003.

**Laabs, Charles W., B.S.Ed., M.A.Ed.**

Professor of Education. At Concordia University Chicago 1968-1994.

**Latzke, Henry R., B.S.Ed., MSLS, Ed.D.**

Professor of Education, Director Library Services. At Concordia University Chicago 1960-1999.

**Lehmann, William H. Jr., B.A., M.Div., M.A., Ph.D.**

Distinguished Professor of Philosophy & Humanities. At Concordia University Chicago 1955-1993.

**Lucht, Wayne E., B.S., M.Ed., Ph.D.**

Distinguished Professor of Psychology. At Concordia University Chicago 1963-1991.

**Martin, Walter W., B.S.Ed., M.A.**

Professor of Art. At Concordia University Chicago 1957-1995.

**Nielsen, George R., B.S., M.A., Ph.D.**

Distinguished Professor of History. At Concordia University Chicago 1959-1997.

**Palmer, Rachel, B.S., M.S., Ed.D.**

Associate Professor of Education. At Concordia University Chicago 1995-2003.

**Rietschel, William C., B.S., M.Ed., Ed.D.**

Professor of Education. At Concordia University Chicago 1974-2004.

**Rimbach, Evangeline L., B.A., M.M., Ph.D.**

Professor of Music. At Concordia University Chicago 1964-1997.

**Schalk, Carl F., B.S.Ed., M.Mus., MAR, LLD, LHD**

Distinguished Professor of Music. At Concordia University Chicago 1965-1993.

**Smith, Curtis A., B.Ed., M.A., Ed.D.**

Associate Professor of Educational Leadership. At Concordia University Chicago 1993-2001.

**Toepper, Robert, B.S., M.A., AGC, Ph.D.**

Professor of Education and Business. At Concordia University Chicago 1979-2002.

**Wilkie, Wesley, H., B.A., M.Div.**

Associate Professor of Theology. At Concordia University Chicago 1964-1968, 1971-2003.

**Young, Norman E., B.S.Ed., M.S., Ed.D.**

Distinguished Professor of Mathematics, Provost Emeritus. Concordia University Chicago 1966-2000.

## Legal Notices

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### **Annual Notice to Students**

Annually, Concordia University Chicago informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the President and the Office of the Registrar. This policy is also printed on the following pages. The offices mentioned also maintain a Directory of Records which lists all education records maintained on students by this institution.

Concordia University Chicago complies with the federal Family Educational Rights and Privacy Act of 1974, as amended, and its accompanying regulations (FERPA). FERPA protects the privacy of student education records and allows for the correction of inaccurate or misleading information. Students also have the right to file a complaint with the U.S. Department of Education's Family Policy Compliance Office for noncompliance.

The University's FERPA policy is provided below and available electronically on the portal. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar. Date of publication: March, 1988.

### **Institutional Policy Re: The Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act of 1974 is a Federal law which states that:

- A written institutional policy must be established; and,
- A statement of adopted procedures covering the privacy rights of students be made available.

The law provides that the institution will maintain the confidentiality of student education records. Concordia University Chicago accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from student's education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or other persons. All these exceptions are permitted under the act.

Within the Concordia University Chicago community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar, the Office of Financial Aid, the Office of Admission, the Office of the Dean of Students and academic personnel within the limitations of their need to know.

At its discretion the institution may provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory Information by notifying the Registrar in writing within the first five class days of each academic year.

Request for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Concordia University Chicago has been designated by the institution to coordinate the inspection and review procedures for academic, cooperative education and placement records. Students wishing to review their education records must make written requests to the Registrar, listing the items of interest. Only records covered by the Act will be made available within 45 days of the request.

Students may have copies made of their records with certain exceptions; e.g., a copy of the academic record for which a financial hold exists, or a transcript of an original or source document which exists elsewhere. These copies would be made at the student's expense at prevailing rates. Education records do not include records of instructional, administrative and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records. Health records, however, may be reviewed by a physician of the student's choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their rights to a formal hearing. Student requests for a formal hearing must be made in writing to the university Provost who, within a reasonable period of time after receiving such requests, will inform students of the date, place and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing panels which will adjudicate such challenges will be the Provost, the Dean of Students and the Registrar.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the hearing panels. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing assistance from the President of the institution. Further, students who believe that their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, Washington D.C. 20201, concerning the alleged failures of Concordia University Chicago to comply with the Act.

Revisions and clarifications will be published as experience with the law and institutions policy warrants.

### **Public Notice Designating Directory Information**

Concordia University Chicago hereby designates the following categories of student information as public or Directory Information. Such information may be disclosed by the institution for any purpose, at its discretion.

- **Category I:** Name, address, telephone number, email address, dates of attendance, class, and photo.
- **Category II:** Previous institution(s) attended, major field of study, awards, honors (including Deans list), degree(s) conferred (including dates).
- **Category III:** Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms requesting the withholding of Directory Information are available in the Office of the Registrar.

Concordia University Chicago assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

### **Nondiscrimination Policies**

Concordia University Chicago will consider for admission any man or woman of character who is in sympathy with the objectives of the University and who shows evidence of ability to benefit generally from college educational experiences and life. It is the policy of Concordia University Chicago not to exclude, expel, limit or otherwise discriminate against an individual seeking admission as a student or an individual enrolled as a student in the terms, conditions and privileges of Concordia-Chicago because of age, sex, creed, race, color, national or ethnic origin or disability.

Concordia University Chicago does not discriminate on the basis of disability (c.f. Section 504 of the Rehabilitation Act of 1973) and has designated a Coordinator of Programs for the Disabled.



### **Notice of Non-Discrimination Policy as to Students**

Concordia University Chicago, River Forest, IL, admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students of the University. While it does give preference to members of the Lutheran faith, it does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies and loan programs and athletic and other University-administered programs.

### **Illinois Office of Education Approved Teacher Education Programs**

Early Childhood Education

Elementary Education (K-9)

Middle School Endorsement Special Education Endorsement

Secondary (6-12):

Art

Computer Science

English

Mathematics

Physical Education

Science

Social Science

Theater

Special (K-12):

Art (Undergraduate)

Music (Undergraduate)

Physical Education (Undergraduate)

Special Education

Reading (Graduate)

Administrative: General Administrative

School Service Personnel: School Counseling

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Michelle Gnan	Director of Early Childhood Initiative
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Marilyn Kayman, Ed.D.	Director of Organizational Management Program
Gerald Pinotti	Director of Career Services
DeCynthia Bomar-Brown	Director of Student Business Services
Martina Reese	Director of Marketing and Communications for Graduate Programs
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Genda Vann	Director of Academic Center for Excellence
Debra Arfsten, Ph.D.	Director of Synodical Placement
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Jeffrey Leininger, Ph.D.	University Pastor

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