

CONCORDIA UNIVERSITY CHICAGO

Graduate Catalog 2011–2012
7400 Augusta Street • River Forest, IL 60305-1499
grad.admission@CUChicago.edu
www.CUChicago.edu/admission





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Welcome to Concordia!

Concordia University Chicago was founded in 1864 in Addison, Illinois, and was relocated to the Village of River Forest in 1913. Concordia has grown in many ways through the years and now has a student body of approximately 1,300 undergraduate and 3,800 graduate students.

The original purpose of the University was exclusively for the preparation of teachers for Lutheran elementary schools throughout the country. That goal is now much expanded. Over 4,000 masters degrees have been awarded since the graduate program was started in 1957 with 74 students. Today the program offers 24 options, of which 11 are designed primarily for educators, including a doctoral program. Other graduate programs include church music, religion, gerontology, psychology, community counseling, and human services.

Graduate study at Concordia-Chicago is designed to build upon competencies developed through the successful completion of a baccalaureate degree program. Participation in the graduate program will build on this foundation to extend both knowledge and intellectual maturity. Graduate study is a goal-structured program providing opportunity for concentrated study. It also provides a closer working relationship with faculty, creative thinking, and more intensive library research. As graduate students study side by side with other graduate students, there is an added dimension of greater depth and breadth of learning, often supplemented by the varied experiences drawn from individual daily responsibilities.

Owned and operated by The Lutheran Church–Missouri Synod and a member institution of the Concordia University System (CUS), Concordia University Chicago aims to integrate the academic disciplines with this spiritual philosophy in order to build a strong set of values for the solution of the problems of today and tomorrow.

Concordia continues the dedication it has had for 140 years; to give you the finest preparation possible for the realities of life; the discipline and Christian commitment that will produce leadership and responsibility in society; the zeal and motivation for continued growth and learning that will last a life time. We look forward to the opportunity to share that experience with you.

John F. Johnson
President, Concordia University Chicago

University Contact Information

Main Switchboard

708-771-8300

Admission: Graduate

708-209-4093

877-CUChicago

grad.admission@CUChicago.edu

Admission: Undergraduate

800-285-2668

708-209-3100

Accelerated Degree

Completion Program for Adults

708-209-3535

866-4MY-DEGREE

Alumni Relations

888-258-6773

Career Planning/Placement

708-209-3033

Colloquy Program

708-209-3568

Commuter Services

708-209-3475

Correspondence Courses

708-209-3024

Learning Assistance

708-209-3042

Multicultural Affairs

708-209-3042

Registrar's Office

708-209-3165

Residence Life/Housing

708-209-3248

Student Business Services

708-209-3241

Transcripts

708-209-3165



2011-2012 Academic Calendar—Graduate

Summer 2011

Term begins	May 9, 2011
Memorial Day – no classes	May 30, 2011
Independence Day – no classes	July 4, 2011
Intent to Graduate Deadline (for December 2011 graduation)	August 1, 2011
Term ends	August 5, 2011
Graduate date (no ceremony)	August 6, 2011

Fall 2011

Opening Service	August 28, 2011
Semester begins	August 29, 2011
Labor Day Holiday	September 5, 2011
Census date	September 23, 2011
Thanksgiving Break – no classes	November 24–27, 2011
Intent to graduate deadline (for May 2012 graduation)	December 1, 2011
Semester ends	December 16, 2011
Commencement	December 17, 2011

Spring 2011

Semester begins	January 9, 2012
Census date	February 3, 2012
Spring Break (On-campus break is March 5–9, 2012)	Dependent on site
Intent to Graduate Deadline (for August 2012 graduation)	April 1, 2012
Easter Break – no classes	April 5–8, 2012
Semester Ends	May 4, 2012
Commencement	May 19, 2012

Accreditation

North Central Association of Colleges and Schools (NCACS)
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

Degrees

Bachelor of Arts
Bachelor of Music Education
Bachelor of Science
Master of Arts
Master of Business Administration
Master of Arts in Teaching
Master of Church Music
Doctor of Education

Undergraduate Colleges

College of Arts and Sciences
College of Business
College of Education

Graduate Programs

Business Administration
Christian Education
Church Music
Community Counseling
Curriculum and Instruction
Early Childhood Education
Gerontology
Human Services
Human Services/Administration
Human Services/Exercise Science
MAT in Early Childhood Education
MAT in Elementary Education
MAT in Secondary Education
Music
Psychology
Reading Instruction
Religion
School Counseling
School Leadership

Post Master's Programs

Certificates
Church/Not-for-Profit Management
Educational Technology
Gerontology
Ill. Type 73 - School Counselor
Ill. Type 75 - General
Administration

Doctor of Education
Early Childhood Education
Leadership
Leadership: Sports Management
School Leadership
Teacher Leadership

Mission Statement

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

Concordia University Chicago is the university of choice for those seeking a Christian institution in the Midwest which provides a broad, liberal arts based undergraduate education, as well as graduate and professional programs in areas of demonstrated competence, which serve a particular need of society and advance the mission of the Church.

Core Values

We at Concordia University Chicago embrace these Core Values as essential to living together in a vibrant and influential Christian academic community and as productive citizens of the Church and world.

- ✘ **Christian Faith**
The 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.



General Concordia Information

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

The College of Education

The original mission of Concordia-Chicago was to prepare educators for Lutheran elementary schools across the country. Today that strong tradition continues and has been expanded to include preparation for public school teachers. Accreditation by the National Council for the Accreditation of Teacher Education and approval of all education programs from the State of Illinois highlight and recognize the excellence of the undergraduate and graduate programs of education for those who desire to teach at the preschool, elementary, middle or secondary level. Concordia's approved education programs provide Illinois state certification by entitlement. The College also houses the Director of Christian Education Program, a course of study offered by Concordia since the mid-1960s.

The College of Business

Our College of Business provides students with an innovative and truly world-class learning experience. Courses are taught by experienced business leaders and learned scholars, who assist their students throughout a rigorous, but flexible, degree track. By utilizing the latest technology, stressing the importance of integrity and engaging students with real-world business scenarios, our faculty and staff have established an exciting, well-rounded learning environment that prepares students for success in both today's business world and that of tomorrow.

The College of Arts and Sciences

Concordia-Chicago strives to provide a solid, broad-based education, rooted in the liberal arts and sciences, that can open the door to important understandings for students pursuing professional programs in accounting, computer science, communications, exercise science and a host of other fields, as well as those desiring majors in pre-professional programs which will lead to further study in graduate or professional school. A total of 29 majors are included in the College of Arts and Sciences.

College of Graduate and Innovative Programs

On- and off-campus opportunities exist for the benefit of professionals already in the work force. Correspondence study, workshops, conferences and seminars for students, teachers, administrators and musicians are offered. The Accelerated Degree Completion Program for Adults offers a Bachelor of Arts degree in organizational management. Concordia's 60+ Program invites the over-60 crowd to join us in our classrooms for their personal enjoyment and ours. A vibrant graduate program established in 1957 continues to expand and grow. Professionals in music and social services are able to pursue advanced degrees at the master's level, while those in the education field are able to pursue both master's and doctoral degrees.

The Campus Community

Located in the pleasant, tree-lined village of River Forest, Concordia-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 strives to provide a creative environment where horizons expand and where personal, social and spiritual growth can become reality. The availability of both urban Chicago areas 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 30 different states and seven foreign countries, Concordia'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 1,300 undergraduate students and more than 3,800 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 as well as 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'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'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'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 at Concordia-Chicago. 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 90s, 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's center for worship services and theatrical performances. This space continues to be occupied by worship activities, theatre groups, rehearsal space 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.

Klinck Memorial Library houses more than 800,000 volumes, periodicals and documents and is connected to another 10 million titles through ILLNET, the Illinois Library and Information Network. This location also houses CougarNet, which provides information technology services to the campus, telecom services which provides and supports the campus phone/voice mail network, the Learning Assistance offices and the Writing Center which provide no-cost tutoring in all areas and assistance with college level writing.

Geiseman Gymnasium houses two gymnasiums, classrooms, athletic offices, the PAW (Physical Activity and Wellness) Center with cardiovascular and functional training equipment, two newly renovated weight rooms, a human performance laboratory and a swimming pool. Outdoor athletic and recreational areas include a new all-weather track and football/soccer field, tennis courts, and a field house/concession stand adjacent to softball and baseball fields.

Academic, instructional and administrative computing services are maintained and supported by Concordia Administrative Information Systems (CAIS), located in Mary-Martha Hall. This building also is a residence hall along with Gross, Kohn, Lindemann, Brohm, Krauss and David-Jonathan halls.

Concordia was not born with its reputation for excellence. For more than 140 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.





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 online at www.CUChicago.edu/academics/university-honor-code

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 Enrollment 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 Enrollment Services, 7400 Augusta Street, [Room AD 158], River Forest, Illinois 60305-1499; or by phone: (708) 209-4093. Application materials also are available on the Concordia website at www.CUChicago.edu/admission/graduate.

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) or ECE (Educational Credential Evaluators).
- 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.
- Have at least 12 credit hours at the undergraduate level in a discipline appropriate to the program of application.
- Show evidence of ability to achieve success in a graduate program by 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 3.0 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 to be changed from provisional status to full status. Candidates who are unable to satisfy the additional admission requirements will remain on provisional status and be barred from future registration for coursework.

—**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 be changed from probationary status to full admission status. Probationary candidates who do not achieve a GPA of 3.0 in their first semester of graduate work at Concordia will be dismissed from the University.

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 Illinois Basic Skills Test. 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 Enrollment Services, including an objective statement of the applicant's goals in pursuing the program.
- Forward to the Office of Graduate Admission and Enrollment 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 Type 75 General Administrative/Principals Certificate
- Have a minimum graduate GPA of 3.50
- Have a 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. The number of students admitted will be limited to ensure quality of program and dissertation advising.

Admission Criteria:

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

1. Master's degree with a minimum 3.50 GPA.
2. A completed Doctor of Education Application for Admission.
3. Submission of rationale statement, including personal goals for applying for admission to the program.
4. Submission of official transcripts of all previous credits.
5. Current Graduate Record Exam or Miller Analogies Test 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.

Once the admission file is completed and initially reviewed, qualified applicants will complete an extemporaneous writing sample followed by a personal interview with an admission committee. Admission recommendations are submitted from the admission committee to the Dean of the College of Education, who will then make the final admission decision and communicate the decision to the candidate. The admission committee may establish an admission "waiting list" if necessary. Students admitted should consult the *Doctoral Program Handbook* for additional program information.

Students who are applying for admission to the doctoral program are precluded from enrolling in any courses which meet doctoral program requirements until the student has been 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 and are not assigned an academic advisor. Doctoral students and international students are not eligible for pending status. Upon regular admission:

- The appropriate Dean will assign a faculty advisor.
- The program must be approved by the Teacher Certification Officer if state teacher certification or endorsement is required.

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 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 550 (paper-based) or 213 (computer-based) for graduate studies on the Test of English as a Foreign Language (TOEFL), or successful completion of Level 112 at an English Language School (ELS) unless English is the native language, and a qualified recommendation from an ELS program director is given. (International students who have earned an advanced degree from an accredited institution in the United States of America need not submit TOEFL 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 approved international credentialing service such as WES (World Education Services) or ECE (Educational Credential Evaluators).
- 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 Enrollment Services at least three months 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 Enrollment Services.
- Consult with the 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 Director of Graduate Admission and Enrollment 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 Registrar's Office or by fax to (708) 209-3176. The drop and refund policy will be in effect according to the date the drop request is received by the Registrar's Office.



Graduate Fees

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.

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 registration is permitted. Only federal or state financial aid for the term that is confirmed by the Office of Student Financial Planning 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 email address each month after the start of the semester if the tuition account has a verified outstanding balance.

Special Note:

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.

Returned Checks

A fee of \$25 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 \$20 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, online or through a monthly tuition payment plan. 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 www.CUChicago.edu/creditcardpayments.

Effective September 2, 2010, online credit card payments are subject to a 2.75 percent convenience fee. Online payments made via ACH shall not incur any additional charges. Students also may sign up for a monthly tuition payment plan through Sallie Mae, a third-party provider. To sign up for this service or for more information, please go to www.CUChicago.edu/paymentplan. This link will take you directly to the TuitionPay website. All fees, whether paid by a person or an organization, shall be paid in United States dollars.

MasterCard, American Express and Discover Card will be accepted for any payments, whether in person, over the telephone, online or through the monthly tuition payment plan.

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.

Payments may be made by cash, money order, personal check or credit card. Students also may sign up for monthly tuition payments through the third-party provider. To sign up for this service, please go to www.CUChicago.edu/paymentplan. Click on e-cashier on the left side of the screen and follow the instructions. All fees, whether paid by a person or organization, shall be paid in United States dollars.

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. This policy is governed by the laws of Illinois.

Tuition

Below find all tuition rates per credit hour for all graduate on-campus, graduate cohort, and doctoral programs.

Program	Summer 2011	Fall 2011	Spring 2012
Classroom-Based Masters Cohort Programs			
On-Campus/Non-Cohort Masters*			
Business Administration	\$650	\$650	TBD
All other masters programs	\$585	\$585	\$597
On-Campus/Non-Cohort Doctoral*			
	\$625	\$625	TBD
Cohort Masters**			
Business Administration	\$650	\$650	TBD
Curriculum and Instruction	\$410	\$410	TBD
Curriculum and Instruction with/ESL	\$410	\$410	TBD
Curriculum and Instruction with ESL Certification***	\$410	\$410	TBD
Educational Technology	\$439	\$439	TBD
Gerontology	\$469	\$469	TBD
Reading	\$469	\$469	TBD
School Counseling	\$479	\$479	TBD
School Leadership	\$449	\$449	TBD
Master of Arts in Teaching	\$474	\$474	TBD
Cohort Doctoral Programs**			
	\$625	\$625	TBD

Online Programs: Contact Concordia University Chicago for availability and pricing of online graduate programs.

**On-campus programs: Hourly pricing applies to all courses taken during indicated semesters only and will be subject to future price increases or decreases.*

***Cohort programs: Pricing applies to cohort programs beginning in the indicated term and are locked through the life of the individual cohort group.*

****The ESL certification rates only apply to those courses specifically required to obtain an ESL Certification in addition to the masters Curriculum and Instruction program.*

NOTE: Graduate students are not allowed to take regular undergraduate courses as an audit, with the exception of music courses. Please refer to the ‘Course Audits’ section for further clarification.

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.

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 by the University.

Course Audits

Registration for course audits should occur at or before final registration. Students may change from credit to audit, or audit to credit, up to and including the tenth day of classes in a semester by contacting the Office of the Registrar. Exams and papers assigned to students taking the course for credit

do not apply to audit students—all other expectations are the same. A grade of audit (AU) will be assigned at the completion of the course. Fees for audited courses are as follows:

- Courses taken as audit are inclusive of current tuition structure. Fees are the same for credit or audit.
- Students taking courses for audit, that have additional fees associated with that course, will be responsible for those fee charges.
- Students taking more than one applied music course for credit or audit in a given semester will pay an applied music fee for each course taken.
- Graduate students are not allowed to take regular undergraduate courses as audit, with the exception of music courses.

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 is 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 full credit. Thirteen half-hour lessons per semester equal one hour of credit. Students wishing to audit music lessons must indicate their desire to audit at the time of registration. Lessons in composition are available only for credit. Students pay the tuition rate for credit, plus an applied music fee.

Any student who takes lessons for audit (no credit) pays the current tuition rate, plus the full-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. Fees are as follows: \$160 per credit.

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 www.CUChicago.edu, download, complete the form, then mail to the Student Business Services Office for processing.

Fall 2011/Spring 2012 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.

Traditional on-campus students, find your refund policy here:

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.

15-Week Courses (fall and spring semesters)

100% Refund through the end of the first week of class
75% Refund through the second week of class
50% Refund through the third week of class
25% Refund through the fourth week of class
No refund after the fourth week of class

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

100% Refund through the end of the first week of class
50% Refund through the end of the second week of class
No refund after the second week of class

Graduate Cohort students, find your refund policy here:

www.CUChicago.edu/academics/cohorts/index.asp. Please be advised that this policy may be altered at any time. This policy, with exact dates of refund for the semesters in progress, can be found at www.cuchicago.edu/paymentplan and will be posted in the Student Business Services Office, in Student Financial Planning, the Graduate Admission Office, the Registrar's Office and in the appropriate Dean's 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 2011-2012

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 email address assigned to each student. Students that are out of compliance with the payment schedule receive email notices in regards 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 regards to action being taken. After the final collection notice is mailed, the student has 10 days to respond. If no response is received, the students account will be placed with a third party for collections.

Withdrawals: The student may withdraw from a course at any time during the semester in which the course is offered. 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 which can be found at www.cuchicago.edu/refundpolicydates. This will provide you with the set dates and percentages of refund available at the time of the withdrawal 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.

Appeals will NOT be accepted after a time period of one (1) year from the initial semester of registration of the student unless it can be shown that the charge was due to institutional error.

Room and Board Fees

No food preparation is permitted in residence halls. All students living in University housing are required to pay both room and board fees. Annual fee: \$8,250

Technology fee for all programs

\$10 per credit hour (not to exceed \$122)

Parking Permit, Motorized Vehicles

All students operating motorized vehicles while attending Concordia must register their vehicles. There is no charge for this registration. If vehicles will be parking overnight, a Vehicle Overnight Fee will be charged: \$450 per year or \$225 per semester. This fee is not charged to commuter students or those who will not be parking vehicles on campus overnight.

A parking permit is required for all student vehicles. Please see the "Comprehensive Campus Traffic and Parking Policy and Procedures" for all parking regulations on and adjacent to the campus. Parking on or around the campus is at your own risk. Violations of these policies will result in parking fines as defined in the regulations. 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.

Student Health and Accident Insurance

Available to full- and part-time students. Refundable per term of existing contract with carrier. Rate subject to review by carrier. All coverage terminates as stated in the policy. Fees and details are available in Student Services on the second floor of Krauss Hall.

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.

Residence Life

Room Reservation Deposit: \$200

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 Residence Life 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 Office of Residence Life 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 www.CUChicagoDining.com.

Other Fees

Identification Card Replacement: \$40 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: \$110

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. Up to two copies will be sent per order. All students graduating or completing certificate programs will receive a free copy of their transcripts with their diplomas or certificates. No charge is made for transcripts mailed directly to state certification boards with the application for certification.

Please note the following:

All financial obligations to Concordia University Chicago must be fulfilled before any transcripts of certification will be issued. (This includes outstanding tuition, library fines, etc.) Over-the-counter requests are not available. Telephone requests cannot be accommodated, but faxed requests are acceptable. In order to process your requests, the Registrar's Office must have the following information:

- Student's complete name (both the student's current name and the name under which the student was registered if different)
- Social security number
- Dates attended
- Number of transcripts needed
- Where transcripts are to be sent
- Valid signature
- Payment

Transcripts are released only to individuals who earned the transcribed credits. Payment must accompany each request (Cash, check or money order payable to Concordia University Chicago, or credit card is accepted).

Regular transcript orders: No charge

Regular orders will be processed normally within 10 working days and will be sent via first class mail or may be picked up in person.

Twenty-four hour Transcript Order: \$15 per order

[Twenty-four hour transcript orders will be processed within 24 hours of receipt of the written request.] Such transcript orders will be sent via first class mail or may be picked up in person. Over-the-counter transcripts are not available.

Twenty-four hour Overnight Express Order: \$40 per order

Twenty-four hour overnight express transcript orders will be processed within 24 hours of receipt of the written request; all efforts will be made to send orders out on the day received. Such orders will be sent via overnight express through the institution's contracted shipping company.

Twenty-four hour Fax Order: \$15 per Order

Twenty-four hour fax orders will be processed within 24 hours of receipt of the written request; all efforts will be made to send such orders out on the day received. A faxed copy (unofficial) will be sent as soon as possible followed by an official copy within 24 hours.

Credential File Orders

A credential file includes information on student's teacher education program and is maintained by the institution's Placement Office. Credential file orders should be requested in writing to the Educational/ Synodical Placement Office. Charges are as follows:

Regular orders: No charge

Regular orders will normally be processed within 10 working days.

Twenty-four hour Order: \$15 per order

Twenty-four hour transcript orders will be processed within 24 hours of receipt of the written request.

Twenty-four hour Overnight Express Order: \$40 per order

Twenty-four hour overnight express orders will be processed within 24 hours of receipt of the written request; all efforts will be made to send orders out on the day received. Such orders will be sent via overnight express through the institution's contracted shipping company.

Twenty-four hour Fax Order: \$15 per Order

Twenty-four hour fax orders will be processed within 24 hours of receipt of the written request; all efforts will be made to send such orders out on the day received.

Tax Benefit

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

Gift Assistance

The Concordia Supplemental Church Professional Award (CSCPA) is available to graduate students who meet specified requirements. The requirements for application can be obtained from the University website or by contacting Student Financial Planning.

Loan Programs

The subsidized Stafford Loan and the unsubsidized Stafford Loan programs enable students to borrow federally insured loans directly from banks or lending institutions. The subsidized Stafford Loan maintains that the government pays the loan interest until the borrower graduates or ceases to be enrolled at least half time. The unsubsidized Stafford Loan maintains the same deferment schedule but interest payments begin shortly after funds are disbursed. All educational loans maintain eligibility requirements based upon a confidential "needs analysis." Federal application for Student Aid (FAFSA) is the required application needed to determine student loan eligibility.

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 assists with this obligation by providing financial aid packages to help meet the needs of its students.

Concordia-Chicago maintains the Office of Student Financial Planning to assist students in the financing of their graduate program. Though Concordia 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 educational loans and graduate assistantships (campus employment).

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 January 1 for the coming school year. All need-based federal aid is awarded based upon the evaluation of the FAFSA. Federal programs are available to students who are permanent residents 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 students. Concordia Mutual Life, Thrivent Financial for Lutherans, the Lutheran Laymen's League and the Lutheran Women's Missionary League are some examples of Lutheran groups and businesses which offer scholarships and grant monies to students attending Lutheran colleges and universities. Contact congregational/area representatives and LCMS district representatives for further details.

In addition, contact local businesses and civic organizations regarding scholarship and grant programs. Consult the local Chamber of Commerce, the high school guidance office or the local community college for listings of these resources.

A recent amendment to the Military Selective Service Act (O.L. 97-252) states that any student required to register with the Selective Service who fails to do so is ineligible for Title IV financial assistance (Pell Grant, SEOG, Perkins Loan, Stafford Loan and the PLUS Loan).

Student Consumer Information

Comprehensive student financial planning information is available from the University. When an award is made, the recipient also receives an explanation of the award letter. These two publications, in conjunction with the above information, cover the requirements of the federal and state governments in regard to student consumer information.

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 educational assistance 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 quantity and quality of course work completed. SAP includes the following three elements: grade point average, course completion rate and maximum time frame:

- **Grade Point Average**—Graduate students are required to maintain a 3.0 grade point average by the end of their first year of full time study. A cumulative 3.0 grade point average must be maintained from that point forward.
- **Course Completion Rate**—Graduate students are required to complete 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 Concordia University Chicago. Students must maintain a cumulative 67 percent course completion rate. Grades of W, F, IF, or U, are considered as coursework attempted but not completed.
- **Maximum Time Frame**—Graduate students are allowed to receive financial assistance until they have exceeded 150 percent of the number of credit hours needed to complete their degree program at CUC.

In addition, if students fail to meet the above standards of satisfactory progress, then they will be placed on Probation Status or Disqualification Status.

- **Probation Status**—Students who do not meet the standards of satisfactory academic progress will be on Probation status for his/her next term of attendance. During the probation period, the student is still allowed to receive their need-based 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 funds. This includes eligibility for grants, student loans and CUC faculty/staff waivers.

Appeals for the Reinstatement of Financial Assistance

Students may appeal their disqualification status, if mitigating circumstances contributed to their inability to meet the required Standards of Satisfactory Academic Progress. Students should write a letter, addressed to the Standards of Satisfactory Academic Progress Committee, explaining their circumstance and what has changed, which will allow for their success in the future. Students are expected to submit supporting documentation when applicable.

GI Bill recipients must comply with the University's overall Standards of Satisfactory Academic Progress policy.



Academic Information

Academic requirements for all degree programs are outlined in the program section of this catalog.

Academic requirements for teacher certification programs are outlined on the student's Certification Program Evaluation.

All graduate programs require a cumulative GPA of 3.0 or higher for degree/certification completion.

Graduate Admission Status

Pending Admission Status

Students applying for admission to a degree-seeking program may be accepted on Pending Status for one term only until all required admission-related documentation has been received. To register in subsequent terms, students on Pending Status must attain Full or Probationary Admission status to the graduate program for which they have applied before the start of the second term. These students will receive a letter acknowledging their status from the Director of Graduate Admission. Students under Pending Status are not eligible for any form of financial assistance from the university and are not assigned to an academic advisor. International and doctoral students may not be accepted on Pending Status.

Regular Admission Status

There are three categories of Regular Admission Status: Full, Provisional and Probationary. Admission files for students admitted under Regular Admission status have been reviewed by an academic admission committee and a decision regarding acceptance has been determined. All student admitted under Regular Admission status will receive a letter of acceptance from the Dean of their College and are assigned to an academic advisor.

- a) Full Admission status: A student with full admission status is accepted with a GPA above 2.85 or an earned master's degree with a 3.0 GPA or higher.
- b) Provisional Admission status: A student with Provisional status generally satisfies full admission requirements but may have coursework in progress or outstanding requirement(s) related to their program. Candidates must satisfy the additional requirements outlined in their acceptance letter by the end of their first semester of enrollment to be changed from Provisional status to Full Admission status. Candidates who are unable to satisfy the additional admission requirement(s) will remain on provisional status and be barred from future registration for coursework.
- c) Probationary Admission status: A student with Probationary status is accepted with a GPA below 2.85. Once one semester of coursework for graduate credit with a minimum GPA of 3.0 is completed, the Registrar's Office will move the student from Probationary status to Full Admission status. Probationary candidates who do not achieve a GPA of 3.0 in their first semester of graduate work at Concordia will be dismissed from the University.

Guest Graduate Status

A guest student is a student who is not seeking a degree from Concordia. International students may not register as guest students.

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 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.

Academic Probation Continued

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 Continued 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

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.

The student's work is evaluated according to the following scale:

Grade	Rating	Quality Points
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.0
B-		2.67
C+		2.33
C	Fair	2.00
C-		1.67
D+		1.33
D	Poor but Passing	1.00
D-		0.67
F	Failure	0.00
I/Grade	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
AU	Audit	

The student is 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. Regardless of the grade received, all credits attempted for graduate credit will be included to calculate the student's cumulative GPA. If a Concordia 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.

Grades are not issued in hard copy but are accessible through Banner Web at the end of each academic term. Grades can also be obtained by requesting a transcript through the Registrar's Office.

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 term (Fall, Spring, Summer) 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

Inquiries about changing a grade must be initiated by the student. The appeal will start with the course instructor, then department chair and finally the Vice President of Academics. Grade changes will be accepted only through the end of the semester following the class in question (e.g. a grade for a fall 2011 term can only be appealed through the end of the spring 2012 term).

Cohort Program

Many of Concordia-Chicago's graduate programs are offered in cohort formats that feature pre-determined courses and location. 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 one night a week.

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 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, up to half of the credits for the degree may be accepted from an accredited graduate school. Application to have transfer of credits apply to a graduate program must be made by the student through the advisor. These credits must be certified by the Registrar and approved for a degree program by the appropriate Dean, program coordinator, 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.

Graduate/undergraduate level courses taken elsewhere will be counted in the limit that may be earned on the 4000 level at Concordia. No more than six semester hours of combined transfer credit and Concordia workshop credit may be applied to a program. Official transcripts of transfer credit as well as the appropriate request form, signed by the student and advisor, must be submitted to the Registrar's Office at or before the student files the application for candidacy.

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 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 dean of the college in which the degree is being earned must approve all course waivers.

Certification/Endorsement Transfer Credit

Students pursuing a Type 10 Reading Specialist, a Type 73 or Type 75 Certification, or a Superintendent Endorsement, are required to complete a minimum of 50 percent of the semester hours of required coursework specifically selected to meet State Certification/ Endorsement requirements at Concordia University Chicago. Once coursework has been specified, it cannot be changed without the approval of the program coordinator and the Registrar.

Workshop Credit

Credits earned through workshop experience is non-transferable. Workshop credit earned at Concordia-Chicago will count toward program requirement, where applicable.

Correspondence Courses

Courses taken through correspondence study at CUC or any other institution may not be included in a graduate program.

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 in the Registrar's Office. 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.

Master's Capstone Experiences

A Master's Capstone Experience is a requirement for all students seeking a master's degree.

All capstone experience options have written and oral defense components. Timing and planning for the Capstone Experience is critical. Applications for the Capstone Experience are available from the student's advisor. The application must be submitted at least one semester prior to graduation. It is essential that a student meet with his/her advisor to plan adequately and appropriately for the option chosen. The oral defense consists of a discussion of the written component. The student's committee will consist of two to three faculty members. Arrangements for the oral components are made by the student with his/her advisor.

Choose one of the following options:

1. Thesis and Oral Defense (INS-6990) 3-6 Semester hours

The overall purpose of a master's thesis is for the author to demonstrate his/her ability to design or replicate and conduct independent research. Questions studied must be relevant to the discipline or field of study and add to the research literature on a particular topic. Also, the student should show proficiency with designing or replicating and conducting independent research, proficiency at reading and synthesizing the

appropriate research literature in the discipline relevant to the chosen topic, knowledge of ethical issues, the ability to design an appropriate study to answer research questions in the discipline, skill at gathering data, appropriate statistical knowledge, and writing ability. Studies involving human subjects must be approved by the University Committee on Human Research. The completed thesis should follow the APA guidelines. Hours may count toward degree requirements.

2. Independent Research Paper and Oral Defense (INS-6970)

The Independent Research Paper should contain a substantive review of relevant research and pertinent theory, organizing and analyzing the pertinent literature, drawing appropriate conclusions and implications relative to the topic, and contain a list of timely, relevant references used in the preparation of the paper. The Independent Research Paper should be an original paper, and may be built upon, but not directly replicating, work from previous papers written for courses. The completed paper should follow the APA guidelines. Hours may count toward degree requirements.

3. Written and Oral Examination based on assigned readings

Readings relevant to the discipline or field of study that allow the student to demonstrate an integration and synthesis of knowledge acquired during the course of study will be assigned by the student's capstone committee. Answers will be evaluated for: inclusion of specific content (facts), inclusion of knowledge from other sources, clarity of thought, creativity, and coherent presentation. No credit hours are earned for this capstone experience.

4. Internship/Practicum Experience and Comprehensive Paper and Oral Defense

A. National Board Certification

Candidates who are involved in the National Board Certification strand of the Master of Arts Degree in Curriculum and Instruction are required to enroll in EDU-6983 (National Board Certification Practicum) over two semesters (fall and spring) for three semester hours. The culmination of this practicum involves submission of written portfolios. These portfolios are those established by the National Board Certification process. A discussion of the portfolio will be had with two faculty members who have instructed in the program.

B. Curriculum/Staff Development Specialist

Candidates who are involved in the Curriculum/Staff Development Specialist strand of the Master of Arts Degree in Curriculum and Instruction are required to enroll in either EDU-6981 (Practicum in Curriculum Development) or EDU-6982 (Practicum in Staff Development). The candidates involved in either practicum will lead a formal curriculum investigation or plan and coordinate a staff development experience for teachers within their school district. The candidate will submit a comprehensive paper describing the practicum and its relationship to the National Board Professional Teaching Standards. A discussion of this paper will occur with two faculty who have instructed in the program.

5. Portfolio and Oral Defense for Initial Certification Programs

A. Initial Certification Teacher Candidates

Must complete a portfolio based on the INTASC/ILPT teaching standards. Include in their portfolio documentation of the candidate's experience and understanding of the teaching standards submitted electronically to the College of Education. Must defend their portfolio before a panel comprised of two to three University faculty and/or practitioners, as determined by the department, and must pass all standards in the portfolio. The student's advisor and/or the portfolio coordinator make arrangements for the defense of the capstone.

B. All Curriculum and Instruction Masters' Degree Candidates in the Bilingual/ESL Illinois Certification Concentration

Must complete a Curriculum and Instruction portfolio based on the NBPTS core propositions, and include in their portfolio documentation of the candidate's experience and understanding of the teaching standards submitted electronically to the College of Education.

Defend the portfolio before a panel comprised of two to three University faculty and/or school practitioners and must pass all standards in the portfolio. The student's and/or the portfolio director make arrangements for the defense of the portfolio.

C. National Board Certification

Candidates who are involved in the National Board Certification Strand of the Master of Arts Degree in Curriculum and Instruction must enroll in EDU-6072 and EDU-6073 over two consecutive semesters (fall and spring) for four semester hours.

Submit four written portfolios whose requirements have been established by the National Board Professional Teaching Standards as a culmination of the above coursework.

Defend the portfolios before a panel comprised of two to three University faculty and/or practitioners and must pass all standards in each portfolio.

6. Recital/Composition, Paper and Oral Defense

(available to Music students only) (MUS-6520 or MUS 6521)

1 semester hour

A student who chooses this performance option should prove his/her knowledge of music theory and analysis, and the ability to conduct research on the music included in his/her recital program. The paper should follow the *Chicago Manual of Style*.

7. Portfolio and Oral Defense for:

Type 73 Certification

(based on CACREP and Illinois School Counseling Standards)

Type 75 Certification programs

(based on EDLEA and Illinois School Administration Standards.)

Type 10 Certification

(based on IRA and State of Illinois Standards)

General Note: The student's committee will consist of two to three faculty members and/or practitioners as determined by the department. The student's advisor and/or the portfolio director will make arrangements for the defense of the portfolio.

Type 73–School Counseling:

Candidates who are involved in the Master of Arts Degree in School Counseling or in the Type 73 Certification Only Program are required to enroll in PSY-6992 (School Counseling Internship) and upon completion of this course, submit a standards based portfolio reflecting an integration of the internship/practicum experience, advanced knowledge of the program of study, and the relating of academic knowledge with the experiences drawn from the internship/practicum.

Type 75–School Leadership: A Standards-based Portfolio is required for the Master of Arts Degree in School Leadership and in the Type 75 Endorsement. A formative assessment, known as Portfolio Checkpoint 1, is required at the conclusion of the first internship or when 15-18 semester hours of coursework is completed if one of the internships is waived. The summative assessment, known as the Final Portfolio Checkpoint, is required during, or immediately following the second internship. All standards must be met at the final checkpoint in order for the candidate to be eligible for program completion.

Type 10–Reading: Candidates who are involved in the Master of Arts in Reading program are required to submit a standards-based portfolio. Candidates must successfully defend their electronic portfolios and must pass all Standards in the portfolio.

8. Student-designed capstone (MLS 6990):

With the approval of the faculty advisor, the student may design an alternative capstone activity, which analyzes, synthesizes, and/or explicates a major theme or themes from the student's chosen emphasis in a substantive, scholarly way apart from Options 1 or 2. The capstone may be a creative work (composition, film/video, web design); a public performance, presentation or exhibit; a position paper or other major original expository work (monograph, intensive critique, series of essays, a chapter in an edited volume, an article in a professional journal); or another option on which the student and advisor agree. An oral defense is required. Student-designed capstones must be approved at the time that the "Application for Capstone" is submitted to the student's faculty advisor. This is not an option for any program leading to certification.

Registration Policies and Procedures**Time Limit for Master's Degree Students**

All credit toward a master's degree must be completed within seven 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 seven 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 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

These options are available for submission of request for courses:

- Registration by mail: submit registration form to Concordia University Chicago, Office of the Registrar, Addison Hall Room 151, River Forest, Illinois 60305.
- Registration in person: in the Office of the Registrar, Addison Hall Room 151. Office hours 8-4:30 M-F.
- Fax registration: submit your registration form to the Office of the Registrar, (708) 209-3167.
- Web-based registration is available for cohort and online students ONLY. We regret that we cannot accept telephone registrations, as all paperwork must be accompanied by an official signature. A student may register for a new course through the fifth day of the semester. The 'Add/Drop' Form must be submitted to the Office of the Registrar.

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.

Registering for Course Audit

Registration for auditing courses is to occur at or before final registration. Students may change from credit to audit, or audit to credit, up to the last day to add a class in each term, by contacting (in writing) the Office of the Registrar. Exams and papers assigned to students taking the course for credit do not apply to audit students; all other expectations are the same. A grade of audit will be assigned at the completion of the course. Fees for audit are the same as for credit.

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. (Withdrawal from a course will not be accepted via telephone.) The "Course Withdrawal" form must be submitted to the Office of the Registrar.

Full Semester Courses:

During the first week of the semester, a student may withdrawal from a course by submitting an "Add/Drop" form to the Office of the Registrar. The course will not appear on the student's transcript.

Beginning with the second week through the final drop date of the semester, a student may withdraw with the approval of the instructor. A grade of “W” will be recorded.

After the tenth 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 week of the semester, a student may withdrawal from a course by submitting an “Add/Drop” form to the Office of the Registrar. The course will not appear on the student’s transcript.

Beginning with the fourth week through the final drop date of an eight-week session, a student may withdraw with the approval of the instructor. A grade of “W” will be recorded.

After the fourth week of an eight-week session, 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.”

Program Procedures for all Master’s Degree Students

1. Advisor

Course registration is the responsibility of the student. Students will be assigned a faculty advisor by the appropriate Dean. 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.

3. 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 program requirements listed in this catalog).

Request for Capstone Experience (please consult the options listed under Masters Capstone Experiences listed in this catalog).

Applications to do a Thesis-6990 (Option 1) or Independent Research-6970 (Option 2) must be submitted to the appropriate dean at least one semester prior to graduation.

Applications to take the written examination (Option 3) are available in the

appropriate dean’s office. Please note the deadline dates listed in the section describing the Master’s Capstone Experiences.

A student choosing the Internship/Practicum Comprehensive Paper and Oral Defense (Option 4) as a Capstone Experience, must schedule an appointment with his/her advisor well in advance of the experience.

4. Graduation

An “INTENT TO GRADUATE” form must be submitted to the Office of the Registrar no later than the posted deadline. Deadlines for filing for graduation are listed on the “Intent to Graduate” form.

Program Procedures for Master of Church Music Students

1. Advisor

Course registration is the responsibility of the student. Degree-seeking students will be assigned a faculty advisor by the appropriate Dean. It is highly recommended that the student meet with his/her advisor before registering for courses to plan for appropriate coursework. It is important to make frequent contacts with the advisor, who will serve as mentor and assist 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. The student is 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.

3. Capstone Experience

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.

4. Graduation

An “INTENT TO GRADUATE” form must be submitted to the Office of the Registrar no later than the posted deadline. Deadlines for filing for graduation are listed on the “Intent to Graduate” form.

Program Procedures for Doctoral Students

Please refer to the doctoral portion of this catalog for all program information.

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.
- 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' or thesis.
- 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 Certification

The State of Illinois certifies all Illinois early childhood, elementary and secondary teachers and those pursuing advanced certification. Concordia-Chicago offers several programs leading to state approved certification and endorsements. Students completing one of the following should make application for certification through the Registrar's Office:

Post Baccalaureate Programs:

Post-Baccalaureate Special Education Masters Programs:

All MAT Programs

Master of Arts–School Counseling

Master of Arts–School Leadership

Type 10–Standard Special Certificate in Reading

Post Master's Programs:

Type 73–School Service Personnel Certificate with
Guidance and Counseling Endorsement

Type 75–General Administrative Endorsements

Superintendent Endorsement attached to a valid Type 75

Administrative Certificate

For the above endorsements and certification 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 the Standard Special Certificate in Reading also must meet the current Type 03 or Type 09 certification requirements of the state.

The State of Illinois requires recent completion of a Basic Skills Test (within five years), a test in the area of certification being sought, and the appropriate Assessment of Professional Teaching. To be certified, or receive an endorsement to a certificate, a person must be of good character, in sound health, at least 19 years of age, and a U.S. citizen.

Applying for Illinois Teacher Certification

Students who are eligible for certification and/or endorsement may secure the Application for Certificate with instructions for making application to the state by contacting the Assistant Registrar at the Registrar's Office, 7400 Augusta Street, Addison Hall Room 151, River Forest, Illinois 60305.

Initial Illinois Teacher Certification Applicants

Students who hold a bachelor's degree from an accredited institution and wish to pursue initial Illinois Teacher Certification through Concordia'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 a certification 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 certification 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 certification by entitlement through Concordia. 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'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 certification 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 Certification Program, all candidates should meet with their advisor to:

- Prepare and file a completed and approved certification plan of study leading to Teacher Certification;
- 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 to the Graduate Office,
- Be admitted to the University into a degree program,
- Have at least a 3.0 GPA and
- Be enrolled in at least nine 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 is approximately equivalent to the tuition cost for nine semester hours of credit. 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 Student Financial Planning 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 towards 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 Coordinator for International Study.

Graduate Student Services

Library Services

The Klinck Memorial Library provides print and electronic resources to support the University curriculum. The collection is complemented by many academic, special, and public libraries in the Chicagoland area.

Klinck Memorial Library is home to more than 160,000 books and audiovisual materials; 237 print periodical subscriptions; 480,000 ERIC microfiche documents; and 50 electronic databases with remote access. A special collection of musical scores, long-playing vinyl albums and CDs also is available for use by library patrons. There are 38 public computers and wireless Internet access is provided. A group study and rare book room, as well as the audiovisual listening and viewing center, are part of the library.

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 both fiction and nonfiction materials from Pre-K to young adult, as well as an extensive curriculum collection, representing textbooks and teaching materials from different publishers in all levels and subject areas. It houses a production room which includes a laminator, die cut machines with various die cuts, a binding machine and construction paper. The Siebert Technology/Portfolio Lab also is located in the Resource Center. This lab is used by the Department of Teacher Education along with the Department of Leadership for creating electronic portfolios.

The Klinck Memorial Library is a member of the Metropolitan Library System, LIBRAS and CARLI. LIBRAS membership consists of 17 private college and university libraries located in the Chicago metropolitan area focusing on promoting cooperation, continuing education and networking among its members. CARLI member libraries share resources, including the I-Share online catalog, among 71 academic and research libraries. In addition, Concordia University Chicago is a member of the University Center of Lake County, which provides bachelor completion, graduate, and advanced professional development programs to those who work and reside in Lake County.

CougarNet

CougarNet provides all information and technology services for Concordia students, faculty, and staff, including computer support services, AV resources and set-up and assistance with BannerWeb, Concordia's administrative software. 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 over 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 1000 Mbps fiber optic backbone connecting Ethernet data jacks in all residence halls, classrooms, offices, libraries and other campus buildings. Wireless connectivity is also available in several buildings around campus for students to access the network with laptop computers. 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 web hosting, network disk space and print queue management. ITS also maintains over 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 two 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 and a science 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's administrative software package (SCT 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, telephone 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. Others services accessible through the portal include Concordia Webmail, Blackboard, group communication tools, a calendar client and much more.

Web Services

Web Services provides technical support for University web pages to faculty and staff.

Telecom Services

Telecom Services provides and supports the campus telephone/voicemail network. This network includes “dial tone” telephone instruments, local calling, long distance calling, voice mail services as well as a direct dial number to resident students, faculty members and staff members. Off-campus callers can dial the person they wish to speak with directly and conveniently leave a message for that person if they are unavailable.

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, resumé 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 *Teacher Education Handbook* is available in the College of Education office. Students in the Doctorate of Education program should acquire a copy of the *Doctoral Program Handbook* from the College of Education.

Disabled Students

Students with disabilities should contact the Learning Assistance Center, located on the second floor of Krauss Hall, for information concerning accommodations in the classroom. A diagnosis and documentation of testing by a licensed professional must be submitted to the Learning Assistance Center before services may be received. Students may contact the Director at (708) 209-3042 with further questions concerning the application procedures.

Health Service

Good physical health is the foundation of satisfactory academic achievement. To provide the best possible health care for its resident students, Concordia-Chicago has established a program utilizing the services of a professional health center located a short distance from the University. We believe this service gives the student increased availability and far greater specialization than can be provided by a conventional on-campus health service. The Family Practice Center program is affiliated with West Suburban Hospital Medical Center of Oak Park, and is located at 7411 Lake Street in River Forest.

Health Insurance

An optional health and accident insurance policy for hospitalization, surgery or extended specialized treatment is available to all full- and part-time students. The student is referred to the policy brochure, available in Student Services, for costs and an explanation of benefits.

Full-time residential graduate students are required to show proof of insurance or purchase insurance through the University.

Immunization Policy

Illinois state law and University policy require that all students who are newly enrolled at Concordia University Chicago provide written evidence of current immune status with respect to certain communicable diseases, or evidence of

exemption from this requirement. Currently, the diseases to which all students must show immunity are:

- Measles (Rubeola)
- German Measles (Rubella)
- Mumps
- Tetanus/Diphtheria
- Tuberculosis (required as per University policy)

The state law applies to all public and private colleges and universities in Illinois, and went into effect on July 1, 1989. Students whose first enrollment at Concordia began in the fall 1989 quarter or later will be required to comply with the policy; previously enrolled students and students born prior to January 1, 1957, are exempt from this requirement. Evidence of immunization should be provided no later than the beginning of the student's first term of enrollment at Concordia. The University requires that each student also must submit results of a chest X-ray or other test for tuberculosis administered within one year prior to entry. Failure to provide this documentation will result in the placing of encumbrances on the student's record, which will prevent further enrollment.

Immunization for Graduate Students in the Cohort Program

Graduate students in the cohort program must submit proof that, within a year prior to enrollment in the program, they have received a negative tuberculosis skin test result or a normal chest X-ray. Students who attend courses off-campus are exempt from Part III of the Immunization Record (pertaining to vaccinations for measles, mumps, rubella and tetanus/diphtheria). If a cohort student chooses to take courses on Concordia's campus, he/she may be required to submit additional information on the Immunization Record.

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.

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, greeting cards and clothing carrying University emblems.

Post-Baccalaureate Programs

Not-for-Profit/Church Management Graduate Certificate

Program Description:

The Not-for-Profit/Church Management Certificate is designed to increase the proficiency of not-for-profit and church professionals, leading to more effective management in finance and human resources, as well as to enable them to better accomplish their mission and ministry. 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.

Certificate Requirements:

Completion of 15 credit hours [five courses] is required. Courses are three credit hours.

Courses:

- ACC-6500 Financial Management of Not-for-Profit Organizations
- MGT-6530 Introduction to Not-for-Profit Organizations
- MGT-6540 Board Governance and Management of Volunteers
- MGT-6500 Fund Development and Management
- MKT-6500 Communications and Public Relations in a Not-For-Profit Organization

Gerontology Certificate

The 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.

15 Hours

- PSY-6050 Adult Development and Aging
- SOC-6330 Death & Dying
- SOC-6500 Public Policy & Aging
- SOC-6510 Social Gerontology
- SOC-6980 Practicum in Gerontology

Couple and Family Relational System Certificate

Program Description:

This 15 semester-hour certificate is designed primarily for individuals with an undergraduate degree (preferably in social work, psychology, sociology or theology), but especially those already practicing as helping professionals or pursuing a graduate degree in counseling, human service or church professional programs (clinical mental health counseling, school counseling, human services, psychology or Christian education).

Required Coursework

- CED-6550 Family Systems Theory and Therapy
- SOW-6100 Ethical Issues in the Helping Professions
- SOW-6400 Marital and Family Counseling
- PSY-6994 Internship in Human Services (300 clock hours) or
- PSY-6991 Internship in Community Counseling

Educational Technology Certificate

Program Description:

This 18 semester-hour certificate is designed primarily for practicing teachers or for individuals in graduate level preparation programs; it requires that the applicant have an undergraduate degree, preferably in education. This certificate has been developed to address the need and interest of teachers to integrate technology into teaching and learning. It provides teachers with the tools to address the Illinois State learning standards and the International Society for Technology in Education standards.

Required Coursework

CSE-6120 Educational Hardware and Software
 EDT-6010 Integrating Technology Across the Curriculum
 FPR-6010 Theoretical, Ethical, and Practical
 Foundations of Education Technology
 EDT-6050 Technology for Effective Decision Making
 in Teaching and Learning
 EDT-6060 Trends and Future of Technology in Education
 EDT-6070 Educational Technology Leadership
 EDT-6205 Technology, Society, and Education
 EDT-6030 Using Technology to Build Learning Communities



Master of Arts Degrees

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

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 degree.

Candidates must:

- 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.

Track One

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.

Course Requirements

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

Required Courses

EDL-6330 Parish Education Leadership
 EDL-6985 Practicum in Christian Education
 (serves as a capstone experience)
 EDL-6970 Independent Research
 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

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 II.

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 (29 hours)

EDL-4300 Foundations of DCE Ministry
 EDL-4311 Parish Teaching I
 EDL-4312 Parish Teaching II
 EDL-4320 Administration of Parish Education
 EDL-4330 Youth Ministry Theory and Practice
 EDL-4340 Church Leadership Development
 PSY-4201 Counseling Skills
 THY-4400 Worship and Witness
 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-6490 Research in Theology
 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
 CTH-4710 Creative Dramatics

Required Courses (6 hours)

EDL-6630 Parish Education Leadership
 EDL-6985 Practicum in Christian Education
 (This Practicum serves as a capstone experience.)

Seminars (3 hours)

Select three one-hour Christian education seminars. See program coordinator for available seminars.

EDL-6990 Internship in Christian Education (6 hours)

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.



Clinical Mental Health Counseling

DEGREE: Master of arts 54 Semester Hours

This program is designed to prepare graduates to work in the fields of counseling and mental health. This clinical degree assists students to develop professional knowledge, skills, and practices that are necessary to address a wide variety of circumstances within the clinical mental health counseling context. The program requirements reflect current components of the Licensed Professional Counselor examination in the State of Illinois. The program holds special and unique accreditations by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

Program Objectives

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

- Develop solid foundational skills of the profession of counseling including the diverse history of the field, ethical and legal considerations and professional practice.
- Develop awareness of and the ability to utilize counseling theory and techniques, prevention and intervention activities.
- Understand issues of diversity and advocacy in working in a multicultural society and the ability to modify counseling approaches to make them culturally appropriate for diverse population.
- Understand principles and models of assessment, treatment planning, service delivery and supervision approaches.
- Develop awareness and understanding of research and evaluation and the ability to critically evaluate research relevant to the field of Clinical Mental Health Counseling.
- Demonstrate appropriate Christian values and culturally sensitive counseling approaches.

Admission Requirement

Documented evidence of 12 semester hours of prior coursework in sociology or psychology with a grade of "C" or better and department approval.

Degree Requirements

Complete of 54 semester hours and successful completion of the capstone experience.

Areas of Study

Human Growth and Development (3 hours)

CED-6035 Counseling and Human Development

Counseling Theory (3 hours)

CED-6010 Counseling Theory and Practice

Counseling Techniques (6 hours)

CED-6015 Counseling Interventions and Techniques

CED-6350 Brief Therapy

Group Dynamics (3 hours)

CED-6340 Clinical Group Counseling

Appraisal of Individuals (6 hours)

PSY-6025 Assessment Techniques

PSY-6040 Applied Psychopathology and Diagnosis

Research and Evaluation (3 hours)

PSY-6030 Research in Psychology

Professional, Legal and Ethical Responsibilities (6 hours)

CED-6000 Introduction to the Counseling Profession

CED-6045 Ethics, Law & Morality for Counselors

Social and Cultural Foundations (3 hours)

CED-6055 Multicultural Counseling

Lifestyle and Career Development (3 hours)

CED-6020 Career Counseling and Education

Substance Abuse (3 hours)

CED-6420 Substance/Alcohol Abuse & Treatment OR

CED-6430 Counseling Persons with Addictions

Family Dynamics (3 hours)

CED-6550 Family Systems Theory and Therapy

Professional Curricular (3 hours)

CED-6300 Clinical Mental Health Counseling Profession Clinical (9 hours)

CED-6930 Practicum: Clinical Mental Health Counseling

CED-6935 Internship: Clinical Mental Health Counseling

PSY-6105 Substance/Alcohol Abuse and Treatment

SOC-4420 Marriage and the Family or

SOW-6400 Marital and Family Counseling

PSY-6300 Community Mental Health Programs & Services

(Any graduate level course from any department selected in consultation with the student's advisor.)

Capstone Experience

Choose from the following options:

Option 1: Master's Thesis

Option 2: Independent Research Paper

Curriculum and Instruction

DEGREE: Master of Arts 30 semester hours

Program Objectives

The Master of Arts Degree in Curriculum and Instruction is directed toward the preparation of master classroom teachers. The program also contains an ESL strand. This program will enable the teacher to:

- Increase mastery in the skills of teaching.
- Achieve a deeper penetration in subjects.
- Enhance understanding of the learner and the process of education.
- Become a resource person for curriculum development.

Degree Requirements

Completion of the 30 semester hour program, including the Master's Capstone Experience.

NOTE: While not a degree requirement, all candidates graduating from certification programs must show evidence of passing scores on all tests leading to Illinois Certification in order to be considered a program completer.

Areas of Study**Curriculum and Instruction – 30 hours**

EDU-6212 Studies in Literacy and Multiliteracies

EDU-6450 Ethics and Foundations of American Education

EDU-6500 Curriculum Construction

EDU-6515 Contemporary Issues in Curriculum and Practice

EDU-6525 Teacher as Practitioner

EDU-6535 Teacher as Leader

EDU-6540 Special Education Curriculum and Pedagogy

EDU-6545 Action Research

EDU-6555 Seminar in Reflective Practice

PSY-6500 Cognitive Development: Theory and Implications

Master's Capstone Experience

Throughout the program, candidates will be required to reflect on their beliefs and practices as they relate to education. At the completion of all coursework, candidates for the Master's Degree in Curriculum and Instruction will be required to write a capstone paper demonstrating their understanding of content and theory and their ability to apply content and theory to practice.

Curriculum and Instruction ESL Strand – 30 hours

Required Curriculum and Instruction Courses (12 hours)

EDU-6460 Ethics and Foundations of American Education

EDU-6500 Curriculum Construction

EDU-6545 Action Research

EDU-6555 Seminar in Reflective Practice

ESL Concentration

EDU-6600 Theoretical Foundation for Teaching Bilingual Students

EDU-6610 Languages & Linguistics

EDU-6620 Teaching ESL

EDU-6630 Methods, Materials for Teaching Limited English Proficiency

PSY-6027 Assessment of Bilingual Students

SOC-6620 Cross Cultural Studies

Master's Capstone Experience

Throughout the program, candidates will be required to reflect on their beliefs and practices as they relate to education. At the completion of all coursework, candidates for the master's degree in Curriculum and Instruction will be required to write a capstone paper demonstrating their understanding of content and theory and their ability to apply content and theory to practice.

Early Childhood Education

DEGREE: Master of Arts 36 semester hours

Program Objectives

This program is directed toward the preparation of specialists in early childhood education. The program provides the opportunity for the teacher or early childhood professional to extend knowledge in early childhood education (ECE) and/or develop competencies in the administration of programs for young children through coursework and practicum experiences. This program will enable candidates to:

- Strengthen theoretical understandings of early childhood education.
- Increase knowledge of human growth and development, with emphasis on the young child.
- Strengthen expertise in the principles and practices of early childhood education.
- Develop skills in administration and organization of ECE programs.
- Increase awareness of support services to families of young children.

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 on file in the Office of Graduate Admission.
- 36 hours of coursework including the capstone experience, with 15 hours maximum at the 4000-level.
- Completion of the program core and one area of program emphasis.

Areas of Study**Basic Core (24 hours)***Early Childhood Education Courses (18 hours)*

- EDL-6100 Research in Education
- EDU-6100 Development, Implementation, and Evaluation of Early Childhood Curriculum
- EDU-6105 Documentation and Assessment of Young Children's Learning
- EDU-6180 Seminar in Early Childhood Education
- EDU-6190 Practicum in Early Childhood Education
- THY-6500 Moral, Ethical, and Spiritual Development of the Child

Educational Foundations (3 hours)

Select one

- CCL-6320 Foundations & Ethics in Early Childhood Education
- FPR-6000 Foundations & Ethics of American Education

Developmental Foundations (3 hours)

Select one

- EDU-6525 Teacher As Practitioner
- PSY-6500 Cognitive Development: Theory and Implications
- SOC-6110 Socialization Processes

Program Emphasis: Teaching

(Choose one. 12 hours)

Teaching (choose 12 hours from the following)

- EDU-6115 Infant and Toddler Programs
- EDU-6130 Play Theory in Child Development and Education
- EDU-6140 Resources and Strategies for Teaching Early Childhood
- EDU-6150 Creative Processes and the Young Child
- EDU-6200 Beginning Reading Instruction

Program Leadership and Administration

- EDL-6240 Instructional Leadership
- EDL-6500 Administration of Early Childhood Programs
- EDU 6160 Parent Involvement in Early Childhood Education
- SOC-6300 Contemporary Family Patterns

Special Education

- EDL-6240 Instructional Leadership
- EDL-6310 School, Parent, Community Relationships
- EDU-6525 Teacher As Practitioner
- EDU-6540 Special Education Curriculum & Pedagogy



Educational Technology

DEGREE: Master of Arts 33 semester hours

Program Description

A Master of Arts degree in Educational Technology will assist teachers in the use of technology to improve student learning. The content of this degree will assist teachers in meeting the National Educational Standards and Performance Indicators as set forth by the International Society for Technology in Education. The Master of Arts in Educational Technology plus Type 10 Certification includes Technology Specialist Certification by entitlement at successfully completing the program.

Required Coursework

EDT-6010 Integrating Technology Across the Curriculum
 EDT-6020 Critical Education Practice and the Internet
 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-6060 Trends and Future Technology in Education
 EDT-6070 Educational Technology Leadership
 EDT-6080 Applied Project in Educational Technology
 EDU-6500 Curriculum Construction
 EDU-6545 Action Research for Practitioners
 FPR-6010 Theoretical, Ethical and Practical Foundations
 of Education Technology

Master of Arts in Educational Technology plus Type 10 Certification—Technology Specialist

CSE-6120 Educational Hardware and Software
 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-6060 Trends and Future Technology in Education
 EDT-6070 Educational Technology Leadership
 EDT-6080 Applied Project in Educational Technology
 EDT-6205 Technology, Society, and Education
 EDU-6545 Action Research for Practitioners
 FPR-6010 Theoretical, Ethical and Practical Foundations
 of Education Technology

Gerontology

DEGREE: Master of Arts 33 semester hours

Program Objectives

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 seniors and their contributions to their families, their community and to society.
- Acquire research skills, pragmatic and clinical understanding and analytical insights into aging policies, social and psychological influences, multicultural assessments and ethical issues.
- Develop increased competency in service to the elderly.
- Develop skills for scholarship and research in assessing the future directions for change in the study of aging.

Degree Requirements

- Completion of the 33-hour program including the Master's Capstone Experience

Areas of Study

Required (21 hours)

CED-6040 Ethics, Law and Morality for Counselors OR
 SOW-6100 Ethical Issues in the Helping Professions OR
 THY-6400 The Christian in Society
 PSY-6050 Psychology of Adult Development
 SOC-6100 Methods of Evaluation Research
 SOC-6160 Social Gerontology
 SOC-6900 Seminar in Gerontology
 SOC-6980 Practicum in Gerontology
 SOW-6500 Public Policies and Aging

Related Requirements

Practice - select one (3 hours)

PSY-6005 Multicultural Counseling
 PSY-6015 Group Counseling
 PSY-6115 Counseling through the Expressive Arts
 SOW-6400 Marital and Family Counseling

Related Electives - select one (3 hours)

INS-6950 Independent Study (1-3 hours)
 INS-6990 Thesis (3-6 hours)
 PES-6100 Contemporary Issues in Health and Wellness
 PES-6980 Exercise Science and Fitness Management Practicum
 PSY-6495 Administration of Human Services
 SOC-6XXX Sociology of Religion
 SOC-6140 Sociology of Health Care
 SOC-6300 Contemporary Family Patterns
 SOC-6330 Death and Dying
 SOW-4310 Loss and Mourning
 SOW-6510 Social Services for the Elderly

Capstone Experience:

Choose from Options 1 through 3.

Human Services

Program Objectives

This program is designed to provide a broad-based body of knowledge in related fields, with an emphasis in psychology, sociology and social work, in order to meet the expressed needs of human services personnel in community mental health centers, family service agencies and similar 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 a tailor-made curriculum combining psychology and social service skills. 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 (counseling, social work, health, industrial/organizational psychology, etc.)
- 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.

Degree Requirements

Completion of the 33-hour program including Master's Capstone Experience. (Courses are three semester hours unless otherwise indicated.)

Areas of Study

Required (12 hours)

CED-6300 Clinical Mental Health Counseling
 SOW-4910 Social Work Practice Methods I, or
 SOW-4920 Social Work Practice Methods II
 SOW-6100 Ethical Issues in the Helping Professions, or
 THY-6400 The Christian in Society
 PSY-6994 Internship: Human Services

Related requirements

Development – choose one course (3 hours)

CED-6035 Counseling and Human Development
 PSY-6055 Developmental Psychology: Infancy and Early Childhood
 PSY-6500 Cognitive Development: Theory and Implications
 SOC-6110 Socialization Processes
 SOC-6160 Sociology of Aging
 SOC-6330 Death and Dying
 THY-6500 Moral, Ethical and Spiritual Development of the Child

Counseling – choose two courses (6 hours)

CED-6000 Introduction to the Counseling Profession
 CED-6010 Counseling Theory and Practice
 CED-6015 Counseling Interventions & Techniques
 CED-6055 Multicultural Counseling
 CED-6080 Group Counseling
 CED-6350 Brief Therapy
 CED-6420 Substance/Alcohol Abuse and Treatment
 SOW-6310 Loss and Mourning
 SOW-6400 Marital and Family Counseling

Research and Assessment – choose one course (3 hours)

PSY-6025 Assessment Techniques
 PSY-6030 Research in Psychology
 SOC-4700 Social Research Methods
 SOC-6100 Methods of Evaluation Research

Personal and Social Dynamics – choose one course (3 hours)

PSY-6505 Psychological Theories and the Educational Process
 SOC-6120 Social Thought and Contemporary Issues

Electives (6 hours) Choose 2 courses from below or from categories above

CED-6020 Career Counseling and Education
 PSY-6495 Administration of Human Services
 SOC-6140 Sociology of Health Care
 SOC-6910 Seminar: Social Institutions

Capstone Experience

Choose from options 1 through 3.



Human Services Administration

DEGREE: Master of Arts 33 semester hours

Program Objectives

This program is designed to enable students to:

- Acquire a core of knowledge related to effective leadership positions within human services agencies.
- Develop organizational and managerial skills necessary for competent administration.
- Integrate a theoretical orientation with practical competency in the realm of human relations.
- Assume positions of an administrative nature in various health care agencies.

Degree Requirements

Completion of the 33 hours of coursework and Capstone Experience

Areas of Study

Required (12 hours)

CED-6300 Clinical Mental Health Programs

PSY-6030 Research in Psychology

PSY-6495 Administration of Human Services

PSY-6995 Internship in Human Services-Administrative Focus

Ethics Course (3 hours)

Graduate-level ethics course

Administration Courses (12 hours)

One 6000-level ACC course.

One 6000-level MGT course.

One 6000-level MKT course.

One additional 6000-level ACC, MGT, or MKT course.

Electives (6 hours)

Choose from CED, PSY, SOC, or SOW 6000-level courses.

Human Services Exercise Science

DEGREE: Master of Arts 33 semester hours

Program Objectives

This program is designed to provide a broad-based body of knowledge in related fields in order to meet the expressed needs of human services personnel in exercise science and fitness centers, both within and outside hospital settings.

This program, for persons seeking entry-level positions and for professionals who desire to upgrade their positions within the field of exercise science, allows for a tailor-made curriculum combining traditional human service skills with an emphasis in health and wellness. This program is designed to enable students to:

- Pursue the increasing opportunities to assist people with health and wellness issues in various settings including, but not limited to, hospitals.
- Acquire a core of knowledge related to the realm of exercise science with an emphasis on skills related to helping professions.
- Develop competency and caregiving skills for use in exercise management settings.
- Assume positions in various health care services where management, consultation, referral skills or administration are major job responsibilities.
- Pursue doctoral level studies.

Degree Requirements

- Completion of the 33 hours of coursework including the Master's Capstone Experience

Areas of Study

Required (12 hours)

CED-6015 Counseling Techniques and Interventions

PES-6100 Contemporary Issues in Health and Wellness

PES-6991 Internship: Exercise Science

SOW-6100 Ethical Issues in the Helping Profession or

THY-6400 The Christian in Society

Related Courses

(select at least one course with an * from the following categories)

Development – select one course (3 hours)

CED-6035 Counseling and Human Development

*PES-6431 Physical Growth and Motor Development

SOC-6110 Socialization Processes

Counseling – select one course (3 hours)

CED-6010 Counseling Theory and Practice

CED-6080 Group Counseling

CED-6350 Brief Therapy

*PES-6200 Physical Activity for Mature Adults

Research and Assessment – select one course (3 hours)

*PES-6740 Measurement and Evaluation in Human Performance

PSY-6030 Research in Psychology

SOC-6100 Methods of Evaluation Research

Personal and Social Dynamics – select one course (3 hours)

CED-6420 Substance/Alcohol Abuse and Treatment
 SOW-6120 Social Thought and Contemporary Issues
 SOC-6140 Sociology of Health Care
 SOC-6160 Sociology of Aging
 SOC-6330 Death and Dying
 SOW-6310 Loss and Mourning

Electives (9 hours)

Choose courses from the list below or from those courses not chosen in the section above:

PES-6123 Nutrition for Human Performance
 PES-6210 Fitness Testing & Exercise Prescription
 PES-6410 Biomechanics
 PES-6420 Physiology of Exercise
 PES-6431 Physical Growth and Motor Development
 PES-6605 Instructional Strategies for Human Performance
 PES-6970 Independent Research
 PES-6980 Exercise Science and Fitness Management Practicum

Capstone Experience (0-6 hours)

Choose from Options 1-3

Music**DEGREE: Master of Arts 33 semester 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.

Entrance Requirements

- Complete at least 30 hours of music courses at the undergraduate level including nine hours in music theory and six hours in music history.
- Pass entrance exams in theory, history, and aural skills.
- Demonstrate basic piano skills equivalent to MUSA-2600.
- Perform an audition in a primary instrument or voice, or present a research paper or composition equivalent to work done at the undergraduate level.
- Students with undergraduate deficiencies may, depending upon their background, satisfy the entrance requirements by taking undergraduate level work or review courses, or by self-study and examination. A grade of "B" or better in a review course may be used to satisfy the undergraduate deficiencies. The deficiencies (including piano skills) may be satisfied during the course of studies.

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) which 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)

Options 1, 2, or 6.

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 Church Music****DEGREE: Music: Church Music 33 semester 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

- Completion of at least 30 hours of music courses at the undergraduate level including nine hours of music theory, six hours in music history and three hours of conducting.
- Pass entrance exams in theory, history and aural skills.
- Demonstrate performance ability by audition in organ or voice.
- Demonstrate basic piano skills equivalent to MUSA-2600.
- Experience in church music leadership or demonstrated potential.

Students with undergraduate deficiencies may, depending upon their background, satisfy the entrance requirements by taking undergraduate level work, review courses, or by self-study and examination. A grade of "B" or better in a review course may be used to satisfy in part the undergraduate deficiencies or they may be satisfied during the course of studies. (Deficiencies in theory, history or aural skills should be removed by re-examination before the close of the second semester/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.

Theory (3 hours)

- 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)

- 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.

Psychology**DEGREE: Master of Arts 33 semester hours****Program Objectives**

The Master of Arts degree in Psychology is designed for students interested in pursuing the field of psychology. Students will acquire knowledge about the theoretical and practical aspects of science of psychology developing competence in research and an appreciation for the many contributions of psychology to human existence. Students will be prepared for more advanced study in the science of psychology.

Areas of Study

Required Courses

Research (12 hours)

- FPR-6110 Quantitative Analysis
- PSY-6030 Research in Psychology
- PSY-6800 Advanced Research in Psychology
- One additional graduate statistics course chosen in consultation with advisor

Assessment (6 hours)

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

Ethics (3 hours)

- Graduate level ethics course

Capstone Experience (6 hours)

- PSY-6990 Thesis

Electives (6 hours)



Reading Education

DEGREE: Master of Arts 30 semester hours

Program Objectives

This program prepares educators for reading specialist certification. This program will enable candidates to:

- Strengthen 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
- View professional development in reading as career-long effort

Degree Requirements

To be eligible for the Illinois Standard Special Certificate in reading (K-12) Type 10, students must meet the following requirements:

- Complete the Reading Education program
- Pass all State of Illinois examinations
- Successfully complete two years of teaching experience
- Complete the Capstone Experience

Program Prerequisites

To facilitate success in the program, students must have the following foundational coursework in place prior to taking courses toward their reading program:

- One course in children's literature or its equivalent
- PSY-4410 Psychology and Methods of Teaching the Exceptional Learner or its equivalent
- State-certified teaching certificate

Areas of Study

Core Courses (30 hours)

EDU-6200 Beginning Reading Instruction
 EDU-6210 Studies in Elementary School Reading
 EDU-6225 Diagnosis of Reading Problems
 EDU-6226 Remediation of Reading Problems

(The four courses above are all prerequisites to EDU-6295 and EDU-6296)

EDU-6230 Content Reading in Middle and Secondary Schools
 EDU-6295 Practicum in Reading Instruction (Practicum I/16-weeks)
 EDU-6296 Practicum in Remedial Reading (Practicum II)
 EDU-6205 Research in Language and Reading Theory
 EDU-6300 Research in Children's Literature
 EDU-6290 Roles, Relationships, and Ethics of the Reading Professional

Master's Capstone Experience

A master's capstone is a requirement for the Master of Arts in Reading. Choose option #7: Standards-Based Portfolio.

State of Illinois Reading Teacher Designation

Of the 30 semester hours required for the Masters in Reading, the following courses are needed for a State of Illinois Reading Teacher Designation

(Select 24 hours):

EDU-6200 Beginning Reading Instruction
 (prerequisite to EDU-6225 and EDU-6226)
 EDU-6205 Research in Reading and Language Theory
 EDU-6210 Studies in Elementary School Reading
 (prerequisite to EDU-6225 and EDU-6226)
 EDU-6225 Diagnosis of Reading Problems
 EDU-6226 Remediation of Reading Problems
 EDU-6230 Content Reading in Middle and Secondary Schools
 EDU-6295 Practicum in Reading Instruction
 EDU-6300 Research in Children's Literature

Religion

DEGREE: Master of Arts 33 semester hours

Program Objectives:

This **online program**, with a concentration in Christian Studies, is an ideal way for those who work within the church to enhance their theological knowledge and expertise. The courses and degree also may appeal to laypersons wishing to enrich their understanding of the Bible and Christian theology.

The program is taught in cohort groups that study together online as they progress through the 11 courses required for the degree. Cohorts are limited to 15 students, with one cohort scheduled to begin each fall semester.

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.

Degree Requirements

The degree involves 33 semester hours of work, including a Capstone Experience. Fifteen of those hours are in theological foundations courses, one course from each of five categories:

Old Testament Studies
 New Testament Studies
 Systematic Theology
 Historical Theology
 Church and Society or Religious Education

Areas of Study

Foundations Courses

Choose one course from each of the following categories:

Historical Theology
 New Testament Studies
 Old Testament Studies
 Systematic Theology
 Religious Education

Concentration (15 hours)

THY-6120 General Epistles
 THY-6330 Topics in the History of Christianity
 THY-6353 Studies in Christian Worship: Theology and Music

Capstone

THY-6XXX Capstone Project

School Counseling

DEGREE: Master of Arts 48 semester hours

Program Objectives:

The School Counseling program is designed to prepare graduates who are competent to work as school counselors in elementary, middle school and high school settings. The program of studies meets certification requirements of the State of Illinois allowing applicants eligibility to apply for certification (Type 73) as a school counselor in Illinois. The program is designed to enable students to:

- Serve as competent elementary, middle school and high school counselors in both the public and parochial school settings.
- Understand the school environment and be able to structure programs to meet the needs of students, the school and community.
- Appreciate the role of research and theory in the practice of school counseling and in the establishment of comprehensive school counseling programs.
- Develop a multicultural perspective and be able to demonstrate appropriate counseling and consulting skills when working with diverse groups of people.
- Clarify the role of the school counselor and counseling programs in relation to other roles and services of the educational setting.
- Establish a professional identity and become actively involved in the counseling and school counseling profession.
- Develop and appropriately incorporate Christian beliefs and values into the practice of school counseling.

Admission Requirement

- Have evidence that the Illinois Basic Test of Skills has been passed.
- Completed 12 semester hours of Psychology or Sociology with a grade of "C" or better.

Degree Requirements

- Completion of a 48 semester hour program and successful completion of the Capstone Experience.
- Students who do not hold a standard teaching certificate in the State of Illinois are required to complete the following three courses with demonstrated competencies. These courses are required, cannot be used towards elective requirements in the 48 hour portion of the program, and must be completed prior to starting CED-6925 Internship: School Counseling.

EDU-4410 Psychology and Methods of Teaching the Exceptional Learner

PSY-4430 Affective Education

PSY-6505 Psychological Theories and Educational Processes

Areas of Study

Human Growth and Development – 3 hours

CED-6035 Counseling and Human Development

Counseling Theory (3 hours)

CED-6010 Counseling Theory and Practice

Counseling Techniques (3 hours)

CED-6015 Counseling Techniques and Interventions

Group Dynamics (3 hours)

CED-6240 Group Work in Schools

Appraisal of Individuals (3 hours)

CED-6250 Fundamentals of Assessment or
PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

CED-6055 Multicultural Counseling

Lifestyle and Career Development (3 hours)

CED-6020 Career Counseling

Professional Curricular Experience and Maladaptive Behavior (6 hours)

CED-6210 School Counseling Program Development and Organization

CED-6220 Counseling and Consulting in Schools

Elective (3 hours)

Any graduate level course chosen in consult with your advisor.

Clinical Experience (9 hours)

CED-6920 Practicum: School Counseling

CED-6925 Internship: School Counseling

Capstone Experience

Capstone option #7: Portfolio and Oral Defense.



School Leadership

DEGREE: Master of Arts 30 semester hours

Program Objectives

This program prepares educators for administrative responsibility. This program is designed to help the student:

- 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, economical, legal and cultural context.

Students who complete this program and have at least two years of teaching experience in a state-recognized school are eligible for the Illinois State Administrative Certificate (Type 75). Application for this endorsement is made through the Office of the Registrar following graduation.

Degree Requirements

- Two years of successful teaching experience
- Completion of the School Leadership coursework
- Portfolio and Oral Defense

Note: While not a degree requirement, candidates seeking this degree will not be considered program completers until they have passed the mandated state certification test(s).

Areas of Study

Instructional Leadership – 12 hours

- EDL-6100 Research in Education
- EDL-6120 Supervision and Improvement of Instruction
- EDL-6130 School Evaluation and Change Processes
- EDL-6240 Instructional Leadership

Management of Public Schools – 9 hours

- EDL-6210 School Finance and Business Management
- EDL-6220 School Organization and Human Resources
- EDL-6230 School Law

School and Public Policy – 3 hours

- EDL-6300 Ethics of School Leadership

Capstone Experience – 6 hours

Each student will be required to complete six hours of internship in addition to completing the capstone project.

MAT Early Childhood Education

DEGREE: Master of Arts in Teaching 38 semester hours

Master of Arts in Teaching (*Lutheran Teacher Diploma*) 58 semester hours

Degree Requirements

- Complete 38 semester hours of coursework as indicated, including the master's capstone experience and all general education competency requirements. Candidates seeking Lutheran Teacher Certification must complete an additional 20 semester hours in prescribed theology coursework.
- Previous coursework and life experience of the candidate will be evaluated to determine if additional hours will be needed. Candidates who complete the program will be awarded a Master of Arts in Teaching degree and will be eligible to apply for an Initial Early Childhood (Type 04) teaching certificate.

GPA Requirements

A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.0 on all coursework taken toward the master of arts in teaching.

All candidates graduating from certification programs must show evidence of passing scores on all tests leading to Illinois Certification in order to be considered a program completer.

Refer to the *College of Education Handbook* for information related to additional program requirements.

General Education Competencies for the M.A.T. Programs

Communications Skills

- 3 semester hours-English Composition II or equivalent
- 3 semester hours-Fundamentals of Speech or equivalent

Mathematics

- 3 semester hours above Intermediate Algebra

Natural Sciences (*one lab science course required*)

- 3 semester hours-Biological Science
- 3 semester hours-Physical Science

Humanities*

- 9 semester hours in at least two different areas

Social Sciences*

- 9 semester hours in at least two different areas

**One of the courses in these two areas must be classified as a Non-Western or Third-World course.*

The candidate also must complete American History or American Government from these areas.

Candidates also may demonstrate completion of advanced work in a specialty area common to school curricula.

Candidates may meet competencies in each of these areas via the successful completion of appropriate coursework, through assessment of life experiences, i.e. credit for prior learning (CPL) or CLEP exams.

CLEP Credit

The University grants credit for the General Examination of the College Level Examination Program (CLEP). Students may receive three to twelve semester hours of credit based on the score achieved on the exam. In general, a minimum score of 50 is required to receive three semester hours of credit. In all cases, Concordia University Chicago will follow the ACE recommendation. This credit equivalency is granted only after the student successfully has completed at least 12 semester hours in residence. In addition, Concordia grants credit for the College Level Examination Program Subject Examinations. Students wishing to substitute CLEP credit for a Concordia course must consult with their Academic Advisor for CLEP/Concordia course equivalencies.

Since CLEP credit is considered transfer credit, the University reserves the right to determine the number and type of CLEP credits that can be accepted toward a student's degree.

Credit for Prior Learning

Concordia University Chicago recognizes that college level learning and subsequent credit can be acquired in both the traditional classroom as well as non-traditional settings. Credit for prior learning may be presented in the form of ACE (American Council on Education) evaluated training/certifications, military training, and/or Credit for Prior Learning (CPL) essays.

Students wishing to pursue Credit for Prior Learning are required to contact the CPL coordinator at Concordia. Students with educational experiences from service in the Army, Navy or Marines are encouraged to submit an AARTS or SMART transcript. Fee: \$200/topic.

Areas of Study

A grade of "C" or better must be achieved in all courses.

Prerequisite to Methods Courses (6 hours)

- EDU-6140 Resources and Strategies of Teaching ECE
- PSY-6055 Developmental Psychology: Infancy and Early Childhood

Professional Courses (23 hours)

Required

- ENG-6100 Language Development of the Young Child
- EDU-6095 Foundations of Early Childhood Education
- EDU-6150 Creative Processes and the Young Child
- EDU-6201 Teaching of Reading
- EDU-6445 Introduction to Research for Pre-Service Teachers

Choose one

- EDU-6160 Parent Involvement in Early Childhood

Choose one

- EDU-6425 Psychology and Methods of Teaching the Exceptional Learner
- EDU-6175 Identification and Education of Young Children with Special Needs

Choose one

- THY-6400 The Christian in Society
- THY-6500 Moral, Ethical, and Spiritual Development of the Child

Professional Instructional (Methods) Courses (3 hours)

- EDU-6125 Teaching Science and Math in Early Childhood Classroom

Professional Semester (6 hours)

- EDU-6920 Candidate Teaching: Early Childhood

Capstone Experience

- Standards-based portfolio with an Oral Defense

Clinical Experience

- 100 hours

Lutheran Education – all required for Lutheran Teacher Diploma (20 hours)

- THY-2000 The Old Testament
- THY-2200 Faith of the Christian Church
- THY-3210 Christian Life
- THY-3300 History of Christian Biography
- THY-4410 World Religions
- THY-4450 Spiritual Nurture of the Young Child

Special Education Endorsement

Special Education endorsement (LBS 1, Limited) may be awarded to candidates by entitlement in addition to the Teaching Certificate at the time of graduation if the following criteria are met:

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

Candidates must also 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 via the Regional Offices of Education. ISBE Form 73-52, official transcripts and any fees must be submitted before endorsement is given. Upon approval, the student will obtain an LBS 1 Limited endorsement. This endorsement allows the endorsement holder to teacher Special Education students within the age and grade limits of their teaching certificate.

Required Field Experience

The candidate must complete a minimum of 100 clock hours of field experience prior to candidate teaching. These 100 hours are structured to include guided observation, instructional support, individual tutoring, small group instruction and large/whole group instruction. The following courses provide a structural framework for clinical experiences:

- EDU-6125 Teaching Science and Math in the Early Childhood Classroom
- EDU-6140 Resources/Strategies of Teaching ECE
- EDU-6150 Creative Processes for the Young Child
- EDU-6201 Teaching of Reading
- EDU-6055 Developmental Psychology: Infancy & Early Childhood
- EDU-6425 Psychology and Methods of Teaching the Exceptional Learner
- EDU-6175 Identification and Education of Young Children with Special Needs

Monitoring Candidate Progress*Checklist for Assessment Transition Points*

The State of Illinois, the State Board of Education, and the State Certification Board and accrediting agencies require that recognized institutions must have a continuous assessment policy in force to evaluate candidates in teacher education programs. Concordia has established four transition points to meet these mandates. The transition points and their requirements follow.

Admission to the University

Current standards, policies, and procedures for admission to Concordia University Chicago and the MAT Program must be met by all teacher education candidates.

Transition Point One: Admission to the College of Education

Candidates may not take Professional Instructional (Methods) courses without prior admission to the College of Education.

Application deadlines for admission to the College of Education:

February 15, June 15, October 15

The Teacher Education Admission Committee approves candidates for admission into the College of Education. To be considered for admission to the College of Education, the candidate must:

- Pass the Illinois Test of Basic Skills;
- Submit the completed application and supporting documentation to the Office of Field Experience in the College of Education;
- Complete the following prerequisite courses or their equivalents with a grade of C or better:
 - ENG-6140 Resources and Strategies of Teaching ECE
 - PSY-4101 Development Psychology: Infancy and Early Childhood
- Complete a minimum of 20 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval on or before deadline date;
- Earn a minimum GPA of 3.0 for all coursework taken in the MAT program;
- Submit a current program plan to Office of Field Experience;
- Submit three assessment of candidate's dispositions to the Office of Field Experience;

- Pass Checkpoint #1 of the Professional Portfolio;
- Submit the report of a fingerprint criminal background check to the Office of Field Experience.

Transition Point Two: Admission to the Professional Semester

The Professional Semester includes Student Teaching and coursework. Candidates may not student teach without prior admission to the Professional Semester. Application deadlines for admission to the Professional Semester:

February 15, June 15, October 15

The Teacher Education Admission Committee approves candidates for admission to the Professional Semester. To be considered for admission to the Professional Semester, the candidate must:

- Submit the completed Application to the Professional Semester and supporting documentation to the Office of Field Experience on or before the deadline date;
- Pass the appropriate Content Area Test(s) from the State of Illinois Testing System;
- Complete a minimum of 80 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval. The entire 100 hours must be completed prior to student teaching;
- Earn a minimum cumulative GPA of 2.5;
- Earn a GPA of 3.0 for all coursework taken in the MAT program;
- Submit an updated program plan to the Office of Field Experience;
- Submit four new assessment of candidate's dispositions to the Office of Field Experience;
- Pass Professional Portfolio Checkpoint #2;
- Complete First Aid/CPR Certification training and submit documentation of completion to the Office of Field Experience.

Transition Point Three: Completion of Professional Semester

To successfully complete the Professional Semester, the candidate must:

- Successfully complete Student Teaching;
- Complete all required coursework.

The *Professional Semester Handbook* provides details and guidelines for meeting the criteria for successful completion of the professional semester.

Transition Point Four: Completion of Program

To complete the Teacher Certification program successfully and be eligible for teacher certification in the State of Illinois, the candidate who has completed all program requirements including Student Teaching must:

- Pass the Illinois Assessment of Professional Teaching Test;
- Pass Professional Portfolio Checkpoint #3 (Capstone Experience)

MAT Elementary Education

DEGREE: Master of Arts in Teaching 39 semester hours

Master of Arts in Teaching (*Lutheran Teacher Diploma*) 59 semester hours

Degree Requirements

Complete 39 semester hours of coursework as indicated including the Master's Capstone Experience and all general education competency requirements. Students seeking Lutheran Teacher Certification must complete an additional 20 semester hours in prescribed theology courses.

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 Teaching degree and will be eligible to apply for an Initial Elementary (Type 03) teaching certificate.

GPA Requirements

A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.0 on all coursework taken toward the master of arts in Teaching.

All candidates graduating from certification programs must show evidence of passing scores on all tests leading to Illinois Certification in order to be considered a program completer. Refer to the *College of Education Handbook* for information related to additional program requirements.

General Education Competencies for the M.A.T. Programs

Communications Skills

- Three semester hours-English Composition II or equivalent
- Three semester hours-Fundamentals of Speech or equivalent

Mathematics

- Three semester hours above Intermediate Algebra

Natural Sciences (*one lab science course required*)

- Three semester hours-Biological Science
- Three semester hours-Physical Science

Humanities*

- Nine semester hours in at least two different areas

Social Sciences*

- Nine semester hours in at least two different areas

*One of the courses in these two areas must be classified as a Non-Western or Third-World course. Students also must complete American History or American Government from these areas.

Students also may demonstrate completion of advanced work in a specialty area common to the elementary school curriculum.

Students may meet competencies in each of these areas via the successful completion of appropriate coursework, through assessment of life experiences, i.e. credit for prior learning (CPL) or CLEP exams.

CLEP Credit

The University grants credit for the General Examination of the College Level Examination Program (CLEP). Students may receive three to twelve semester hours of credit based on the score achieved on the exam. In general, a

minimum score of 50 is required to receive three semester hours of credit. In all cases, Concordia will follow the ACE recommendation. This credit equivalency is granted only after the student has successfully completed at least 12 semester hours in residence. In addition, Concordia grants credit for the College Level Examination Program Subject Examinations. Students wishing to substitute CLEP credit for a Concordia course must consult with their Academic Advisor for CLEP/Concordia course equivalencies.

Since CLEP credit is considered transfer credit, the University reserves the right to determine the number and type of CLEP credits that can be accepted toward a student's degree.

Credit for Prior Learning

Concordia recognizes that college level learning and subsequent credit can be acquired in both the traditional classroom as well as non-traditional settings. Credit for prior learning may be presented in the form of ACE (American Council on Education) evaluated training/certifications, military training and/or Credit for Prior Learning (CPL) essays.

Students wishing to pursue Credit for Prior Learning are required to contact the CPL coordinator at Concordia. Students with educational experiences from service in the Army, Navy or Marines are encouraged to submit an AARTS or SMART transcript. Fee: \$200/topic.

Areas of Study

A grade of "C" or better must be achieved in all courses.

Prerequisite to Methods Courses (6 hours)

- EDU-6040 Classroom Teaching Skills
- EDU-6045 Theories of Learning and Cognition

Professional Courses (21 hours)

Required

- EDU-6035 Curriculum and Methods for Teaching Elementary and Middle School Art, Music, & PE
- EDU-6201 Teaching of Reading
- EDU-6425 Psychology and Methods of Teaching the Exceptional Learner
- EDU-6445 Research for Pre-Service Teachers
- EDU-6510 Standards Based Education

Choose one

- EDU-6415 Professional Responsibility and Ethics for Teachers
- THY-6400 The Christian in Society

Professional Instructional (Methods) Course (3 hours)

- EDU-6025 Teaching Science and Mathematics in the Elementary Classroom

Professional Semester (9 hours)

- EDU-6060 Classroom Management and Assessment
- EDU-6921 Student Teaching: Elementary Education

Capstone Experience

Standards-based portfolio with an oral defense

Clinical Experience 100 hours

Lutheran Education—all required for Lutheran Teacher Diploma (20 hours)

THY-2000 The Old Testament

THY-2200 Faith of the Christian Church

THY-3100 The New Testament

THY-3200 Christian Life

THY-3300 History of Christian Biography

THY-4410 World Religions

THY-4505 Spiritual Nurture of the Elementary School Age Child

Required Field Experience

The student must complete a minimum of 100 clock hours of field experience prior to student teaching structured to include guided observation, instructional support, individual tutoring, small group instruction and large/whole group instruction. The following courses provide a structural framework for clinical experiences:

EDU-6025 Teaching Science & Mathematics in the Elementary Classroom*

EDU-6040 Classroom Teaching Skills

EDU-6060 Classroom Management and Assessment*

EDU-6201 The Teaching of Reading

EDU-6425 Psychology and Methods of Teaching the Exceptional Learner

* Students must be admitted to the Professional Instructional Courses prior to taking these courses.

Middle School Endorsement

Middle School Endorsement in specific content areas may be awarded to students by entitlement if at the time of graduation the following criteria are met:

EDU-4500: Middle School: Assumptions and Curriculum

PSY-4105: Developmental Psychology: Middle Childhood, or

PSY-4110: Developmental Psychology: Adolescence

- Eighteen semester hours in an approved content area (methods courses may not count toward the required 18 semester hours). Students seeking endorsements after they have received their initial certification by entitlement will apply for endorsements directly through the State of Illinois.
- Mathematics majors are required to take MAE-4606 Teaching Secondary/Middle School Mathematics.

Special Education Endorsement

Special Education Endorsement (LBS 1, Limited) may be awarded to candidates by entitlement in addition to the Teaching Certificate at the time of graduation if the following criteria are met:

EDU-6425 Psychology and Methods of Teaching the Exceptional Learner

EDU-6350 Characteristics and Learning Needs of Students with Academic and Physical Challenges

EDU-6355 Instructional Strategies for Students with Academic and Physical Challenges*

EDU-6360 Characteristics and Learning Needs of Students with Learning and Behavior Disorders

EDU-6365 Instructional Strategies for Student with Learning and Behavior Disorders*

EDU-6370 Curriculum Based and Educational Measurement of Exceptional Learners*

Candidates must also 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 via the Regional Offices of Education. ISBE Form 73-52, official transcripts, and any fees must be submitted before endorsement is given. Upon approval, the student will obtain an LBS 1 Limited endorsement. This endorsement allows the endorsement holder to teacher Special Education students within the age and grade limits of their teaching certificate.

Monitoring Student Progress

Checklist for Assessment Transition Points

The State of Illinois, the State Board of Education, and the State Certification Board and accrediting agencies require that recognized institutions must have a continuous assessment policy in force to evaluate candidates in teacher education programs. Concordia has established four Transition Points to meet these mandates. The Transition Points and their requirements follow:

Admission to the University

Current standards, policies, and procedures for admission to Concordia University Chicago and the MAT Program must be met by all teacher education candidates.

Transition Point One: Admission to the College of Education

Candidates may not take Professional Instructional (Methods) Courses without prior admission to the College of Education. Application deadlines for admission to the College of Education:

February 15, June 15, October 15

The Teacher Education Admission Committee approves candidates for admission into the College of Education. To be considered for admission to the College of Education, the candidate must:

- Pass the Illinois Test of Basic Skills;
- Submit the completed Application and supporting documentation to the Office of Field Experience in the College of Education;
- Complete the following prerequisite courses or their equivalents with a grade of C or better:
EDU-6040 Classroom Teaching Skills
PSY-6505 Psychological Theories and the Educational Process
- Complete a minimum of 20 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval on or before the deadline date;
- Earn a minimum GPA of 3.0 for all course work taken in the MAT program;
- Submit a current program plan to Office of Field Experience;
- Submit three assessments of candidate's dispositions to the Office of Field Experience;
- Pass Checkpoint #1 of the Professional Portfolio;
- Submit the report of a fingerprint criminal background check to the Office of Field Experience.

Transition Point Two: Admission to the Professional Semester

The professional semester includes student teaching and coursework. Candidates may not student teach without prior admission to the professional semester. Application deadlines for admission to the Professional Semester:

February 15, June 15, October 15

The Teacher Education Admission Committee approves candidates for admission to the professional semester. To be considered for admission to the Professional Semester, the candidate must:

- Submit the completed application to the professional semester and supporting documentation to the Office of Field Experience on or before the deadline date;
- Pass the appropriate content area test(s) from the State of Illinois testing system;
- Complete a minimum of 80 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval. The entire 100 hours must be completed prior to student teaching;
- Earn a minimum cumulative GPA of 2.5;
- Earn a GPA of 3.0 for all coursework taken in the MAT program;
- Submit an updated program plan to the Office of Field Experience;
- Submit four (4) new assessment of candidate's dispositions to the Office of Field Experience;
- Pass Professional Portfolio Checkpoint #2;
- Complete First Aid/CPR Certification training and submit documentation of completion to the Office of Field Experience.

Transition Point Three: Completion of Professional Semester

To successfully complete the Professional Semester, the candidate must:

- Successfully complete student teaching;
- Complete all required coursework.

The *Professional Semester Handbook* provides details and guidelines for meeting the criteria for successful completion of the Professional Semester.

Transition Point Four: Completion of Program

To successfully complete the Teacher Certification program and be eligible for teacher certification in the State of Illinois, the candidate who has completed all program requirements including student teaching must:

- Pass the Illinois Assessment of Professional Teaching Test;
- Pass Professional Portfolio Checkpoint #3 (Capstone Experience)

MAT Secondary Education

DEGREE: Master of Arts in Teaching 39 semester hours

Master of Arts in Teaching (*Lutheran Teacher Diploma*) 59 semester hours

Degree Requirements

- Complete 39 semester hours of coursework as indicated including the Masters Capstone Experience and all general education competency requirements. Students seeking Lutheran Teacher Diploma must complete an additional 20 semester hours in prescribed theology courses.
- Previous coursework and 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 teaching degree and will be eligible to apply for an Initial Secondary (Type 09) teaching certificate.

GPA Requirements

A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.0 on all coursework taken toward the Master of Arts in Teaching.

All candidates graduating from certification programs must show evidence of passing scores on all tests leading to Illinois certification in order to be considered a program completer.

Refer to the *College of Education Handbook* for information related to additional program requirements.

General Education Competencies for the M.A.T. Programs*Communications Skills*

- Three semester hours-English Composition II or equivalent
- Three semester hours-Fundamentals of Speech or equivalent

Mathematics

- Three semester hours above Intermediate Algebra

Natural Sciences (one lab science course required)

- Three semester hours-Biological Science
- Three semester hours-Physical Science

*Humanities**

- Nine semester hours in at least two different areas

*Social Sciences**

- Nine semester hours in at least two different areas

*One of the courses in these two areas must be classified as a Non-Western or Third-World course. Students also must complete American History or American Government from these areas.

Students may meet competencies in each of these areas via the successful completion of appropriate coursework, through assessment of life experiences, i.e., credit for prior learning (CPL) or CLEP exams.

CLEP Credit

The University grants credit for the general examination of the College Level Examination Program (CLEP). Students may receive three to twelve semester hours of credit based on the score achieved on the exam. In general, a minimum score of 50 is required to receive three semester hours of credit. In all cases, Concordia will follow the ACE recommendation. This credit equivalency is granted only after the student has successfully completed at least 12 semester hours in residence. In addition, Concordia grants credit for the College Level Examination Program Subject Examinations. Students wishing to substitute CLEP credit for a Concordia course must consult with their Academic Advisor for CLEP/Concordia course equivalencies.

Since CLEP credit is considered transfer credit, the University reserves the right to determine the number and type of CLEP credits that can be accepted toward a student's degree.

Credit for Prior Learning

Concordia recognizes that college level learning and subsequent credit can be acquired in both the traditional classroom as well as non-traditional settings. Credit for prior learning may be presented in the form of ACE (American Council on Education) evaluated training/certifications, military training and/or Credit for Prior Learning (CPL) essays.

Students wishing to pursue Credit for Prior Learning are required to contact the CPL coordinator at Concordia. Students with educational experiences from service in the Army, Navy or Marines are encouraged to submit an AARTS or SMART transcript. Fee: \$200/topic.

One major area of specialization – 32 hours*Secondary Education Majors*

Art	Mathematics
Computer Science	Physical Education
Drama and Theatre	Science (Biology or Chemistry)
English/Language Arts/Speech	Social Science-History*

Areas of Study

A grade of "C" or better must be achieved in all courses.

Prerequisite to Methods Courses

- EDU-6040 Classroom Teaching Skills
- EDU-6045 Theories of Learning and Cognition

Professional Courses

Required

- EDU-6425 Psych and Methods of Teaching the Exceptional Learner
- EDU-6230 Reading in Middle/Secondary Schools
- EDU-6570 Teaching at the Secondary Level
- EDU-6445 Introduction to Research for Pre-Service Teachers
- EDU-6435 Introduction to Education

Choose One

- EDU-6415 Professional Responsibility and Ethics for Teachers
- THY-6400 The Christian in Society

Secondary Major

One Graduate Course in the Secondary Major
Professional Instructional (Methods) Courses

Choose the one related to your major:

- ART-6601 Teaching Art: Middle and Secondary Schools
- ENG-6602 Teaching English: Middle and Secondary Schools
- MAT-6606 Teaching Mathematics: Middle and Secondary Schools
- PES-6605 Instructional Strategies for Human Performance
- SBS-6619 Teaching Social Sciences at Middle/Secondary Level
- SCE-6618 Teaching Science: Middle and Secondary Schools
- THR-6609 Teaching Theatre: Middle and Secondary Schools
- CSE-6692 Teaching Computer Science: Middle and Secondary

Professional Semester

- EDU-6060 Classroom Management and Assessment
- EDU-6922 Student Teaching: Secondary Education

Capstone Experience

Standards-based portfolio with an oral defense

Clinical Experience

The student must complete a minimum of 100 clock hours of clinical experience, prior to student teaching, which are structured to include guided observation, instructional support, individual tutoring, small group instruction, and large/whole group instruction. The following courses provide a structural framework for clinical experiences:

- EDU-6040 Classroom Teaching Skills
- EDU-6060 Classroom Management and Assessment
- EDU-6425 Psychology and Methods of Teaching the Exceptional Learner
- EDU-6570 Teaching at the Secondary Level

Secondary Methods Courses

Lutheran Education – all required for Lutheran Teacher Diploma (20 hours)

- THY-2000 Old Testament
- THY-2200 Faith of the Christian Church
- THY-3100 New Testament
- THY-3200 Christian Life
- THY-3300 History of Christian Biography
- THY-4410 World Religions
- THY-4505 Spiritual Nurture of the Adolescent

Middle School Endorsement

Middle School Endorsement in specific content areas may be awarded to students by entitlement if at the time of graduation the following criteria are met:

- EDU-4500: Middle School: Assumptions and Curriculum
- PSY-4105: Developmental Psychology: Middle Childhood, or
- PSY-4110: Developmental Psychology: Adolescence
- Eighteen semester hours in an approved content area (methods courses may not count toward the required 18 semester hours).
- Mathematics majors are required to take MAE-4606 Teaching Secondary/Middle School Mathematics.

Students seeking endorsements after they have received their initial certification by entitlement will apply for endorsements directly through the State of Illinois.

Special Education Endorsement

Special Education Endorsement (LBS 1, Limited) may be awarded to candidates by entitlement in addition to the teaching certificate at the time of graduation if the following criteria are met:

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

Candidates must also 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 via the Regional Offices of Education. ISBE Form 73-52, official transcripts, and any fees must be submitted before 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 teaching certificate.

Monitoring Student Progress

Checklist for Assessment Transition Points

The State of Illinois, the State Board of Education, and the State Certification Board and accrediting agencies require that recognized institutions must have a continuous assessment policy in force to evaluate candidates in teacher education programs. Concordia has established four Transition Points to meet these mandates. The Transition Points and their requirements are listed below.

Admission to the University

Current standards, policies, and procedures for admission to Concordia University Chicago and the MAT program must be met by all teacher education candidates.

Transition Point One: Admission to the College of Education

Candidates may not take Professional Instructional (Methods) courses without prior admission to the College of Education. Application deadlines for admission to the College of Education:

February 15, June 15, October 15

The Teacher Education Admission Committee approves candidates for admission into the College of Education. To be considered for admission to the College of Education, the candidate must:

- Pass the Illinois Test of Basic Skills;
- Submit the completed application and supporting documentation to the Office of Field Experience in the College of Education;
- Complete the following prerequisite courses or their equivalents with a grade of C or better:
 - EDU-6040 Classroom Teaching Skills
 - PSY-6505 Psychological Theories and the Educational Process
- Complete a minimum of 20 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval on or before deadline date;
- Earn a minimum GPA of 3.0 for all coursework taken in the MAT program;
- Submit a current program plan to Office of Field Experience;
- Submit three assessment of candidate's dispositions to the Office of Field Experience;
- Pass Checkpoint #1 of the Professional Portfolio;
- Submit the report of a fingerprint criminal background check to the Office of Field Experience.

Transition Point Two: Admission to the Professional Semester

The Professional Semester includes Student Teaching and coursework. Candidates may not student teach without prior admission to the professional semester. Application deadlines for admission to the Professional Semester:

February 15, June 15, October 15

The Teacher Education Admission Committee approves candidates for admission to the professional semester. To be considered for admission to the professional semester, the candidate must:

- Submit the completed Application to the Professional Semester and supporting documentation to the Office of Field Experience on or before the deadline date;
- Pass the appropriate content area test(s) from the State of Illinois testing system;
- Complete a minimum of 80 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval. The entire 100 hours must be completed prior to student teaching;
- Earn a minimum cumulative GPA of 2.5;
- Earn a GPA of 3.0 for all coursework taken in the MAT program;
- Submit an updated program plan to the Office of Field Experience;
- Submit four new assessments of candidate's dispositions to the Office of Field Experience;
- Pass Professional Portfolio Checkpoint #2;
- Complete First Aid/CPR Certification training and submit documentation of completion to the Office of Field Experience.

Transition Point Three: Completion of Professional Semester

To successfully complete the professional semester, the candidate must:

- Successfully complete student teaching;
- Complete all required coursework.

The *Professional Semester Handbook* provides details and guidelines for meeting the criteria for successful completion of the professional semester.

Transition Point Four: Completion of Program

To successfully complete the Teacher Certification program and be eligible for teacher certification in the State of Illinois, the candidate who has completed all program requirements including student teaching must:

- Pass the Illinois Assessment of Professional Teaching Test;
- Pass Professional Portfolio Checkpoint #3 (Capstone Experience) Secondary Education Majors for MAT students
- Each major must include at least nine semester hours at the upper college-level including the three hours of graduate coursework required in the MAT-Secondary Program.
- The secondary major must carry a grade point average of no less than a 3.0 on a 4.0 scale.
- Candidates must pass the appropriate state subject matter test prior to admittance to the Professional Semester to take either EDU-6060 or student teaching.

These requirements are subject to change pending decisions and/or actions of the Illinois State Board of Education.

Art (Must Total 32 Hours)

Specific areas of art content are required for all Master of Arts in Teaching candidates pursuing the Secondary Education certificate with a major in art.

Required Content Areas

Overview course/Introduction to Visual Arts
 2-Dimensional Basics Studio
 Painting or Printmaking
 Drawing
 3-Dimensional Basics Studio
 Ceramics or Fiber Arts or Sculpture or Jewelry
 Non-Western Art History (candidate is responsible for knowledge in all areas of non-Western art)
 Western Art History

Computer Science (Must Total 32 Hours)

Specific content areas of computer science are required for all Master of Arts in Teaching candidates pursuing the Secondary Education certificate with a major in computer science qualifying the candidate for the Technology Education Endorsement.

Required Content Areas

Foundations of Information Systems
 Introduction to Programming
 IT Hardware and System Software
 Networks and Telecommunications
 Database Management
 Microcomputers in the Classroom
 Data Abstraction

Remaining Hours (may include but are not limited to)

Electronic Applications
 Analysis and Logical Design
 Management Information Systems

Drama & Theatre (Must Total 32 Hours)

Specific content areas of drama and theatre are required for all Master of Arts in Teaching candidates pursuing the Secondary Education certificate with a major in drama and theatre.

Required Content Areas

History of Theatre
 Stage Acting
 Stage Directing
 Directing a One-Act Play
 Stagecraft and/or Theatre Design
 Oral Interpretation of Literature and/or Readers Theatre
 Improvisation and/or Creative Dramatics
 A minimum of two dramatic literature courses

Other Accepted Areas of Study

Introduction to Theatre
 Advanced Speech Communication
 Interpersonal Communication
 Theatre Design Practicum
 Drama in Christian Worship

English/Language Arts/Speech (Must Total 32 Hours)

Specific areas of English/language arts/speech content are required for all Master of Arts in Teaching candidates pursuing the Secondary Education certificate with a major in English/language arts/speech. Expertise needed in:

Linguistics
 Literary Theory
 American Literature
 British Literature
 World Literature (including non-western literature)
 Non-print media-related studies
 Adolescent Literature (may use EDU-4400)
 Speech beyond the basic public speaking course required in general studies

Mathematics (Must Total 32 Hours)

Specific areas of math content are required for all Master of Arts in Teaching candidates pursuing the Secondary Education certificate with a major in math.

Required Content Areas

Calculus I
 Calculus II (including series and sequences)
 Calculus III (including multivariable vector calculus)
 Linear Algebra
 Geometry (beyond analytic geometry)
 Statistics or Probability
 History of Math
 Group, Ring, or Number Theory or Proof
 Discrete Math or Computer Science (excluding data processing)

Physical Education (Must Total 32 Hours)

Specific areas of physical education content are required for all Master of Arts in Teaching candidates pursuing the Secondary Education physical education major.

Required Content Areas

- Knowledge and Skill Acquisition (at least one course in each of the following for a total of at least six semester hours)
- Health-related fitness (e.g. condition, aerobic fitness exercise, stress management)
- Rhythm and dance
- Individual sports/activities
- Team sports

Scientific Foundations (at least nine semester hours distributed as follows)

Three semester hours earned in at least one of the following

- Human Anatomy
- Human Physiology

Six semester hours from at least two of the following

- Exercise Physiology
- Kinesiology or Biomechanics
- Motor Learning, Motor Behavior, or Motor Development

Curriculum and Instruction

(At least one course in each of the following, all of which must explicitly include an emphasis on both regular and special populations)

- Curriculum design in physical education
- Instruction strategies/methodology in physical education
- Assessment/evaluation of physical education (learning assessment and program evaluation)

Science: Biology

Specific areas of science content are required for all Master of Arts in Teaching candidates pursuing the secondary education science major: biology designation.

Required Content Areas (Must include a minimum of 32 hours.)

- General Biology I
- General Biology II
- General Chemistry I
- General Chemistry II
- Introduction to Physics
- Introduction to Earth Science
- Microbiology
- Cell & Molecular Biology
- General Ecology
- Genetics

Note: Most science courses are four hours each.

Science: Chemistry

Specific areas of science content are required for all Master of Arts in Teaching candidates pursuing the secondary education science major: chemistry designation.

Required Content Areas (Must include a minimum of 32 hours.)

- General Chemistry I
- General Chemistry II
- General Biology I
- General Biology II
- Introduction to Earth Science
- Introduction to Physics
- Organic Chemistry I
- Organic Chemistry II
- Biochemistry (3 hours)
- Analytical Chemistry
- Inorganic Chemistry

Note: Most science courses are four hours each.

Social Sciences

Specific areas of science content are required for all Master of Arts in Teaching candidates pursuing the secondary education social science major.

Core Content Areas

(Must include a minimum of 32 hours, including core courses. Required for all social science education majors)

- Introduction to Economics or Macroeconomics
- Geography of North America or World Geography
- World History since 1350
- Developmental Psychology of the Adolescent
- Introduction to Sociology
- History Designation (preferred designation for Illinois Teachers)
- The World to 1350
- History of Illinois
- Survey of American History
- An upper level American History course
- Early National & Antebellum America
- Contemporary America
- American Religious Experience
- Alternative Perspectives in American History
- An upper level European History course
- Age of Reform, 1400-1650
- Age of Reason/Revolution, 1650-1914
- Twentieth Century Europe
- Non-Western History
- Twentieth Century World History
- Non-Western Historical Studies

Political Science Designation

State and Local Government
 International Relations
 Modern Political Theory
 Political Parties and Elections or The American Presidency
 American Legal Process or American Law of Civil Liberties or
 American Law of Civil Rights
 Public Policy

Sociology/Anthropology Designation

Cultural Anthropology
 Minority Group Relations or Class/Status/Power
 Juvenile Delinquency or Social Deviance or Criminology

The remaining courses must be within the discipline of sociology (including any not taken above) excluding any methods courses, SOC-4905 Directed Research and SOC-4990 Internship in Sociology.

Geography Designation

Elements of Earth Science
 Geography of North America
 World Geography: Cultural Patterns
 The Developing World
 (One of the above will be taken in the social science core)
 Economic Geography
 Map Making and Design

Psychology Designation

Group Theory and Leadership
 Research Methods
 Physiological Psychology
 Abnormal Psychology
 Theories of Personality

Please note:

Any deficiencies noted may be met by completing the appropriate Concordia University Chicago coursework and/or approved transfer coursework and/or credit for prior learning if the experience of the student warrants it as evaluated by the department chair.



Master of Business Administration

Program Description

The MBA program is designed to develop students both personally and professionally into well-educated, ethical, competent business leaders. The curriculum ensures that students are prepared to deal effectively with critical issues in a changing, global business environment.

Program Objectives

Students will develop skills to allow them to effectively communicate in a variety of situations, including but not limited to, the following areas:

1. Group work
2. Presentation format
3. Written based forum
4. Technology based forums

Students will develop skills to make excellent decisions in an environment of complex problems and situations, including:

1. Reflective analysis
2. Critical thinking
3. Research methodology
4. Assess global and cultural influences
5. Evaluate ethical implications
6. Handling uncertainty

Students will develop management and leadership skills, including:

1. Use social structure around them to identify opportunities to create value, mobilize resources and organize to deliver successful results.
2. Manage and lead through high performance teams, corporate culture, strategic change, informal organization and across business units.
3. Assess influences of globalization and diversity.

Degree Requirements

Completion of 39 hours (with the exception of Accountancy, which is 48 hours) of coursework including the Capstone Experience. Courses are three credit hours unless otherwise noted.

Conceptual Framework (18 hours)

ACC-6200	Financial Accounting and Analysis
ECO-6100	Managerial Economics (two credit hours)
ECO-6200	Macroeconomic Analysis
MGT-6200	Global Managerial and Organizational Behavior (School Business Management does not include this course.)
MGT-6400	Ethical Strategic Leadership
MGT-6600	Seminar in Descriptive Statistics (one credit hour)
MKT-6100	Marketing Design and Strategy

MBA Concentrations

choose one (21 hours, unless otherwise noted):

Accountancy (30 hours)

Depth Courses

- ACC-6300 Managerial Accounting & Analysis
- MGT-6300 Corporate Finance

Breadth Courses

- MGT-6510 Management of Human Resources
- MGT-6520 Managers and the Legal Environment

Concentration Courses

- ACC-6xxx Intermediate Accounting I
- ACC-6xxx Intermediate Accounting II
- ACC-6xxx Audit
- ACC-6xxx Individual Tax
- ACC-6xxx Corporate Tax
- ACC-6xxx Advanced Tax

Capstone

- MGT-6990 Cases in Financial Analysis

Banking and Financial Institutions

Depth Courses

- ACC-6300 Managerial Accounting & Analysis
- MGT-6300 Corporate Finance

Breadth Courses

- MGT-6100 Operations Management
- MGT-6510 Management of Human Resources

Concentration Courses

- MGT-6310 Investments
- MGT-6320 Entrepreneurial Finance

Capstone

- MGT-6110 Competitive Strategy

Comprehensive

Depth Courses

- ACC-6300 Managerial Accounting & Analysis
- MGT-6300 Corporate Finance

Breadth Courses

- MGT-6100 Operations Management
- MGT-6510 Management of Human Resources
- MGT-6520 Managers and the Legal Environment

Concentration Courses

- MGT-6110 Competitive Strategy

Capstone

- MGT-6990 Cases in Financial Analysis

Health Care

Breadth Courses

- MGT-6100 Operations Management
- MGT-6510 Management of Human Resources

Concentration Courses

- HAL-6100 Health Care Systems I
- HAL-6150 Health Care Systems II
- HAL-6400 Health Care Finance and Economics
- HAL-6500 Public Policy in Health Care

Capstone

- MGT-6990 Cases in Financial Analysis

Leadership and Change Management

Breadth Courses

- MGT-6100 Operations Management
- MGT-6510 Management of Human Resources

Concentration Courses

- OLDR-6800 The Leader as Trainer, Mentor, & Coach
- OLDR-6810 Leader Development
- OLDR-6830 Leadership Communication & Decision Making
- OLDR-6840 Agents of Change

Capstone

- MGT-6990 Cases in Financial Analysis

Not-for-Profit/Church Management

Breadth Courses

- MGT-6100 Operations Management
- MGT-6510 Management of Human Resources

Concentration Courses

- ACC-6500 Financial Management of NFP Organizations
- MGT-6500 Fund Development and Management
- MGT-6530 Introduction of NFP Organizations
- MGT-6540 Board Governance/Management of Volunteers

Capstone

- MGT-6990 Cases in Financial Analysis

School Business Management (24 hours)

Depth Courses

- ACC-6300 Managerial Accounting and Analysis

Breadth Courses

- MGT-6100 Operations Management
- MGT-6510 Management of Human Resources

Concentration Courses

- EDL-6130 School Evaluation & Change Processes
- EDL-6211 Principles in Business Management
- EDL-7230 Educational Finance
- EDL-7250 Legal Issues for School Districts

Capstone

- MGT-6990 Cases in Financial Analysis

Sports Management

Breadth Courses

- MGT-6100 Operations Management
- MGT-6510 Management of Human Resources

Concentration Courses

- SPML-6010 The Essentials of the Law in Sports
- SPML-6020 The Economics of Sports
- SPML-6040 Sports Finance
- SPML-6060 Diversity in Sports

Capstone

- MGT-6990 Cases in Financial Analysis



Post-Masters Programs

Type 73 Certification

SCHOOL SERVICE PERSONNEL CERTIFICATE

WITH GUIDANCE AND COUNSELING ENDORSEMENT

Program Objectives:

The purpose of this program is to enable students with a master's degree to enroll in a certification program and meet certification/endorsement requirements. The objective of the Certification/ Endorsement program is to enable individuals to meet specific certification requirements not possible within their Master's program.

Admission Requirements

- A master's degree from a regionally-accredited college or university of higher education in school, counseling, another counseling or related field or an educational field.
- A transcript evaluation by Concordia University Chicago.
- Evidence that the Illinois Test of Basic Skills recently has been passed.
- Completion of 12 semester hours of psychology or sociology with a grade of "C" or better.

Certification and Endorsement Requirements

- A minimum of 21 semester hours of required coursework specifically selected to meet State Certification/Endorsement or program requirements must be completed at Concordia University Chicago.
- A minimum 3.0 GPA and Portfolio Checkpoint 1 are required before admittance into the Practicum.
- A transcript evaluation for the Certification/Endorsement.
- Successful completion of Portfolio Capstone.

Areas of Study

Human Growth and Development (3 hours)

CED-6035 Counseling and Human Development

Counseling Theory (3 hours)

CED-6010 Counseling Theory and Practice

Counseling Techniques

CED-6015 Counseling Interventions and Techniques

Group Dynamics (3 hours)

CED-6240 Group Work in Schools

Appraisal of Individuals (3 hours)

CED-6250 Fundamentals of Assessment or
PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

CED-6230 Evaluation and Research for Counselors or
PSY-6030 Research in Psychology

Professional, Legal and Ethical Responsibilities (6 hours)

CED-6000 Introduction to the Counseling Profession
CED-6045 Ethics, Law and Morality for Counselors

Social and Cultural Foundations (3 hours)

CED-6055 Multicultural Counseling

Lifestyle and Career (3 hours)

CED-6020 Career Counseling and Education

Professional Curricular (6 hours)

CED-6210 School Counseling: Program Development and Organization
CED-6220 Counseling and Consulting in Schools

Elective (3 hours)

Any graduate level course chosen in consult with your advisor.

Practicum/Internship (9 hours)

PSY-6982 Practicum
PSY-6992 Internship

Capstone Experience

Option #7: Portfolio and Oral Defense



Type 75 Certification

TYPE 75: General Administrative Certificate

Program Objectives

The purpose of this program is to enable students with a master's degree to enroll in a certification program and meet certification/endorsement requirements. The objective of the Certification/ Endorsement program is to enable individuals to meet specific certification requirements not possible within their master's program.

Admission Requirements

- A master's degree from a regionally accredited college or university.
- A transcript evaluation by Concordia University Chicago.
- Evidence that the Illinois Test of Basic Skills recently has been passed.

Certification and Endorsement Requirements

- A minimum of 50 percent of the semester hours of required coursework specifically selected to meet State Certification/Endorsement requirements must be completed at Concordia University Chicago. Once coursework has been specified, it cannot be changed without the approval of the program coordinator and the registrar.
- A minimum 3.0 GPA and Portfolio Checkpoint 1 are required before admittance into the Practicum. A transcript evaluation for the Certification/ Endorsement will be completed upon student request.
- Successful completion of Portfolio Capstone.

Note: While not a degree requirement, candidates seeking this degree will not be considered program completers until they have passed the mandated state certification test(s).

Time Limit

All credit toward the Certification/Endorsement program must be completed within five calendar years after registration for the first course. A petition for time extension may be filed with the Dean of the College of Education.

Program Procedures

- After transcripts have been evaluated, students will be assigned an advisor. Students are responsible for meeting with their advisor to lay out the timing of their program.
- Course registration is the responsibility of the student.
- Upon completion of coursework, the student is responsible for scheduling his/her State of Illinois examination.
- Once all certification/endorsement requirements have been met, the student is to make application for endorsement through the Office of the Registrar.

Type 75 Areas of Study for General School Administration

Instructional Leadership (12 hours)

- EDL-6100 Research in Education
- EDL-6120 Supervision and Improvement of Instruction
- EDL-6130 School Evaluation and Change Processes
- EDL-6240 Instructional Leadership

Management of Public Schools (9 hours)

- EDL-6210 School Finance and Business Management
- EDL-6220 School Organization and Human Resources
- EDL-6230 School Law

School and Public Policy (6 hours)

- EDL-6300 Ethics of School Leadership
- EDL-6984 Internship in School Leadership and Public Policy; Portfolio defense

Capstone Experience (3 hours)

- EDL-6983 Internship in School Leadership
- Capstone Option #7: Standards-Based Portfolio and Oral Defense for Type 75 Certification

The capstone for this program also requires that all candidates complete and successfully defend the portfolio related to this program.

Internship Guidelines

- Concurrent enrollment in the two internships is not permitted.
- EDL-6981 must be completed in a school apart from where the candidate is employed and in a context that offers an experience diverse from the candidate's experience.
- EDL-6982 can be completed in the school where the internship candidate is employed.
- The first internship may be done after the first semester of enrollment at Concordia University Chicago. The second internship may be done after the completion of 21 semester hours.

Superintendent Endorsement

TYPE 75 Certification with Superintendent Endorsement

Described below are the courses required for the Superintendent Endorsement attached to a Type 75 Certificate. The 30 semester hours of credit listed below must be beyond the master's degree level.

Admission Requirements

- Have a regionally-accredited master's degree.
- Have a Type 75 General Administrative Certificate.
- Have a minimum graduate GPA of 3.5.
- Have a minimum of two years of supervisory or administrative experience in a school.
- Supply evidence that the Illinois Test of Basic Skills has been passed recently.

Areas of Study for Superintendent Endorsement

Governance of Public Schools (6 hours)

- EDL-7100 The Superintendency
- EDL-7210 Policy Analysis

Management of Public Schools (9 hours)

- EDL-7220 Human Resource Administration and Bargaining
- EDL-7230 Educational Finance
- EDL-7240 Supervisory Theory and Practice

Educational Planning (6 hours)

- EDL-7120 Research-based Decision Making
- EDL-7140 Organizational Change

Departmental Electives – Select two (6 hours)

(One of these must be an ethics course if an ethics course was not taken previously at the master's degree level)

- EDL-7300 Ethics for Educational Leaders or
- THY-6400 The Christian in Society
- EDU-7100 Curriculum Theory and Design
- EDL-6250 Special Education Law and Policy
- EDL-7110 Strategies of Educational Leadership
- EDL-7250 Legal Issues for School Districts

Clinical Experience – 3 hours

- EDL-7891 Professional Career Training-Superintendent Track

Capstone

The capstone experience in the Superintendent Endorsement program is the completion of an internship as part of EDL-7891.

Note: While not a degree requirement, candidates seeking this degree will not be considered program completers until they have passed the mandated state certification test(s).

Doctoral Programs – Education

Early Childhood Specialization

DEGREE: Doctor of Education (Ed.D.) 63 semester hours

DEGREE: Doctor of Philosophy (Ph.D.) 69 semester hours

The on-campus Doctor of Education degree is offered with specializations in Early Childhood Education, Educational Leadership-Public School and Educational Leadership-Non-Public School. Coursework toward the Superintendent Endorsement of the State of Illinois may also be taken within the Educational Leadership-Public School specialization.

The Doctorate in Education is offered in partnership with Concordia University, Irvine, California.

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.

Up to 12 semester hours of post-master's work at another regionally accredited institution may be accepted toward doctoral degree programs upon approval of the student's advisor and the Dean of the College of Education. Graduate courses transferred must have a grade of B or better and must have been earned no more than seven years prior to admission to the doctoral program. Credits for transfer may not have been applied to a previous degree.

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 seven 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 Education.

Applicants for the doctoral program who desire more information regarding specific course requirements, comprehensive examinations, portfolio, dissertation, etc., should consult the *Doctoral Program Handbook*.

Program Procedures for Doctoral Students

1. Advisor

Students will be assigned a faculty advisor by the Dean of the College of Education. It is recommended strongly 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 contact 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: portfolio checkpoints, 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.

3. Comprehensive Examination

Application for the exam occurs upon completion of at least 42 hours of coursework with a minimum G.P.A. of 3.5, and in consultation with the faculty advisor. Please consult the *Doctoral Program Handbook* for specific procedures related to the comprehensive examination.

4. Doctoral Candidacy

Doctoral candidacy occurs upon successful completion of the comprehensive examination. Students must have candidacy status before the dissertation proposal defense and before enrollment in dissertation hours (DISS-7990).

5. Capstone Experiences

There are two capstone experiences in the doctoral program:

- A written comprehensive exam;
- The dissertation defense.

6. Dissertation

Students must complete 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-7990, candidates enroll in DISS-7991 to maintain continuous enrollment in the program. Please consult the *Doctoral Program Handbook* for specific procedures related to the dissertation.

7. Graduation

Candidates must apply for a graduation audit at least one semester prior to graduation. This form is available from the College of Education. 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. Deadlines for filing for graduation are listed on the "Intent To Graduate" form.

Program Components for the Doctor of Education Degree

(Students may begin their coursework upon acceptance into the program.)

Doctoral Program Core (30 hours)

Research and Statistics (9 hours)

- EDL-6105 Research Design
- EDL-6110 Quantitative Analysis
- EDL-6115 Qualitative Analysis

Additional Research requirements for Ph.D. (6 hours)

- EDL-7500 Mixed Methods Research

One of the following

- EDL-6116 Survey/Instrument Development
- EDL-7510 Advanced Topics in Statistics
- EDL-7520 Advanced Topics in Qualitative Analysis

Theology/Philosophy (6 hours)

- PHI-7000 Ways of Knowing

Select one

- EDL-6300 Ethics of Leadership, or
- THY-6400 Christian in Society (or other relevant course approved by advisor)

Dissertation (9 hours)*

- DISS-7990 Dissertation
- DISS-7991 Dissertation Supervision (no credit)

Foundation Courses – select two (6 hours)

- PSY-7400 Advanced Learning Theories
- EDU-7400 History and Culture of Education
- EDU-7890 Comprehensive Seminar

*Upon completion of the nine required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

Early Childhood Education Specialization (33 hours)

Select eight courses from a minimum of four of the seven areas (24 hours)

Child Growth and Development

- EDU-6130 Play Theory in Child Development and Education
- PSY-6500 Cognitive Development: Theory and Implication
- SOC-6110 Socialization Process
- PES-6400 Psychomotor Development in Early Childhood
- THY-6500 Moral, Ethical, and Spiritual Development of the Child

Leadership and Advocacy

- EDL-6120 Supervision and Improvement of Instruction
- EDL-6220 School Organization and Human Resources
- EDL-6330 Advocacy of Children's Rights
- EDL-6500 Administration of Early Childhood Education Programs
- EDL-7210 Policy Formation and Governance
- EDU-6190 Practicum in Early Childhood Education

Curriculum Implementation and Change

- EDL-6130 School Evaluation and Change
- EDU-6100 Development, Implementation and Evaluation of Early Childhood Curriculum
- EDU-6500 Curriculum Construction
- EDU-7100 Curriculum Theory and Design

International and Comparative Education

- EDL-6440 History of Western Education
- EDU-6170 International Perspectives on Early Childhood Education
- EDU-6410 Comparative Education

Collaboration, Interagency and Interdisciplinary Relationships

- EDL-6220 School Organization and Human Resources
- EDL-6310 Schools, Parents and Community Relations
- EDU-6160 Parent Involvement in Early Childhood Education
- SOC-6300 Contemporary Family Patterns
- SOW-6200 Interagency and Interdisciplinary Collaboration

Methodology and Appropriate Practices

EDU-6115 Infant and Toddler Program
 EDU-6120 Kindergarten Programming
 EDU-6140 Resources and Strategies for Teaching Early Childhood Education
 EDU-6200 Beginning Reading Instruction
 EDU-6205 Language and Reading Theory
 EDU-6285 Seminar in Emergent Reading and Writing
 EDU-6310 Thematic Approaches to Children's Literature

Assessment and Special Needs of Young Children

EDL-6250 Special Education Law and Policy
 EDU-6105 Observation and Assessment of Young Children
 PSY-6025 Assessment Techniques
 PSY-6115 Counseling through the Expressive Arts
 SOW-6210 Specialized Services for Exceptional Children

Required Courses

Field Experiences Requirements (both courses required). Generally, these courses are taken toward the end of the doctoral course of study.

EDU-7180 Field Work in Early Childhood Education
 EDU-7185 Field Work in Early Childhood Leadership

Evaluation Research Requirements (select one)

EDL-6130 School Evaluation and Change Processes
 SOC-6100 Methods of Evaluation Research

Portfolio

Portfolio preparation is infused throughout the program and is designed as an assessment of student progress toward meeting the professional standards appropriate to their specialization. Please consult the *Doctoral Program Handbook* for specific procedures related to the portfolio.

Comprehensive Examination

The comprehensive examination is a major step that leads to candidacy in the doctoral program. Successful completion of the Comprehensive Examination leads to doctoral candidacy. Please consult the *Doctoral Program Handbook* for specific procedures related to the comprehensive examination.

Dissertation

Students must complete 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-7990, candidates enroll in DISS-7991 to maintain continuous enrollment in the program. Please consult the *Doctoral Program Handbook* for specific procedures related to the dissertation.

Educational Leadership Specialization

DEGREE: Doctor of Education (Ed.D.) 60 semester hours

DEGREE: Doctor of Philosophy (Ph.D.) 66 semester hours

The on-campus Doctor of Education degree is offered with specializations in Early Childhood Education, Educational Leadership-Public School and Educational Leadership-Non-Public School. Coursework toward the Superintendent Endorsement of the State of Illinois also may be taken within the Educational Leadership-Public School specialization.

The Doctorate in Education is offered in partnership with Concordia University, Irvine, California.

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.

Up to 12 semester hours of post-master's work at another regionally-accredited institution may be accepted toward doctoral degree programs upon approval of the student's advisor and the Dean of the College of Education. Graduate courses transferred must have a grade of "B" or better and must have been earned no more than seven years prior to admission to the doctoral program. Credits for transfer may not have been applied to a previous degree.

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 seven 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 Education.

Applicants for the doctoral program, who desire more information regarding specific course requirements, comprehensive examinations, portfolio, dissertation, etc., should consult the *Doctoral Program Handbook*.

Program Procedures for Doctoral Students**1. Advisor**

Students will be assigned a faculty advisor by the Dean of the College of Graduate and Innovative Programs. It is recommended strongly 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: 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.

3. Capstone Experiences

There are two capstone experiences in the doctoral program:

- A professional portfolio defense;
- The dissertation defense

4. Comprehensive Examination

Application for the exam occurs upon completion of at least 42 hours of coursework with a minimum G.P.A. of 3.5, and in consultation with the faculty advisor. Please consult the *Doctoral Program Handbook* for specific procedures related to the comprehensive examination.

5. Doctoral Candidacy

Doctoral candidacy occurs upon successful completion of the comprehensive examination. Students must have candidacy status before the dissertation proposal defense and before enrollment in dissertation hours (DISS-7990).

6. Dissertation

Students must complete dissertation research as approved by the dissertation committee. Once dissertation work is begun, candidates must be enrolled continuously until program completion. After the completion of the required nine semester hours of DISS-7990, candidates enroll in DISS-7991 to maintain continuous enrollment in the program. Please consult the *Doctoral Program Handbook* for specific procedures related to the dissertation.

7. Graduation

Candidates must apply for a graduation audit at least one semester prior to graduation. This form is available from the College of Graduate and Innovative Programs.

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. Deadlines for filing for graduation are listed on the "Intent To Graduate" form.

Program Components for the Doctor of Education Degree

(Students may begin their coursework upon acceptance into the program.)

Doctoral Program Core (30 hours)

Research and Statistics (9 hours)

- EDL-6105 Research Design
- EDL-6110 Quantitative Analysis
- EDL-6115 Qualitative Analysis
- Additional Research requirements for Ph.D. (6 hours)
- EDL-7500 Mixed Methods Research

Choose one of the following:

- EDL-6116 Survey/Instrument Development
- EDL-7510 Advanced Topics in Statistics
- EDL-7520 Advanced Topics in Qualitative Analysis

Theology/Philosophy (6 hours)

PHI-7000 Ways of Knowing

Select one:

(this must be an ethics course if an ethics course was not taken previously at the master's degree level)

- EDL-7300 Ethics for Educational Leaders or
- THY-6400 Christian in Society (or other relevant course approved by advisor)

Dissertation* (9 hours)

- DISS-7990 Dissertation
- DISS-7991 Dissertation Supervision (no credit)

Foundation Courses, select two (6 hours)

- PSY-7400 Advanced Learning Theories
- EDU-7400 History and Culture of Education
- EDU-7890 Comprehensive Seminar

*Upon completion of the nine required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

Educational Leadership Specialization – Public School (30 Hours)

Leadership Core (6 hours)

- EDL-7110 Strategies of Educational Leadership
- EDL-7140 Organizational Change*

Governance of the Public School (6 hours)

EDL-7210 Policy Analysis*

Select one:

- EDL-6250 Special Educational Law and Policy
- EDL-6270 Contemporary Legal Issues
- EDL-6310 Schools, Parents, and Community Relations
- EDL-6340 Politics and Policies of Urban Schooling
- EDL-7100 The Superintendency*

Management of Public Schools – (9 hours)

EDL-7220 Human Resource Administration and Bargaining*

Select two:

- EDL-6210 School Finance and Business Management
- EDL-6215 Budgeting, Grant Writing and Third Source Funding
- EDL-7230 Educational Finance*
- EDL-7240 Supervisory Theory and Practice*

Educational Planning – (3 hours)

Select one:

- EDL-6120 Supervision and Improvement of Instruction
- EDL-7120 Research Based Decision-Making*
- EDU-7100 Curriculum Theory and Design

Elective – (3 hours)

Select one:

- EDL-6130 School Evaluation and Change Processes or
- EDL-7250 Legal Issues for School Districts or

Select any of the courses from the above lists that have not already been selected.

Professional Career Training – (3 hours)

Select one:

EDL-7891 Professional Career Training: Superintendent Track*

EDL-7892 Professional Career Training: Professional Track

*Students seeking the Superintendent's Endorsement of the State of Illinois must complete the courses in the program marked by an asterisk.

Educational Leadership Specialization – Nonpublic School (30 Hours)

Leadership Core (6 hours)

EDL-7110 Strategies of Educational Leadership

EDL-7140 Organizational Change

Governance (6 hours)

EDL-7210 Policy Analysis

Select one:

EDL-6310 Schools, Parents, and Community Relations

EDL-7130 Nonpublic School Organization and Leadership

Management (9 hours)

Select three:

EDL-6120 Supervision and Improvement of Instruction

EDL-6215 Budgeting, Grant Writing and Third Source Funding

EDL-6250 Special Education Law and Policy

EDL-6260 Legal Issues for Nonpublic Education

EDL-6970 Independent Research

EDL-7240 Supervisory Theory and Practice

Educational Planning (3 hours)

Select one:

EDL-6970 Independent Research

EDL-6980 Practicum in School Leadership

EDL-7120 Research Based Decision-Making

EDU-7100 Curriculum Theory and Design

Elective (3 hours)

Any of the courses from the above lists that have not already been selected.

Professional Career Training (3 hours)

EDU-7892 Professional Career: Training-Professional Track

Online Programs

Concordia University Chicago offers multiple online degrees through partnerships with other organizations and centers: Center for Integrated Teacher Education (CITE), Standards-Aligned Instructional Leadership (SAIL) and Sports Management Worldwide (SMWW). The programs listed below are programs offered at the time of printing. Detailed program information can be found in the online catalog at www.CUChicago.edu/catalogs/graduate/index

Master of Arts

Teacher Leadership

Sports Leadership





Course Descriptions

Accounting Courses

ACC-6200 Financial Accounting & Analysis (3 hours)

Introduction of key financial accounting concepts. Translate those concepts into an analysis of a firm's historical, current and prospective financial condition and performance. Emphasizes investment and credit decision-making based on financial statement information.

ACC-6300 Managerial Accounting & Analysis (3 hours)

The use of accounting information to effectively plan and control company operations. Emphasis on the use of financial information to make good business decisions. Cost concepts, measurement, allocation and analysis. Budgeting and control functions, cost of quality and capital investment decisions.

ACC-6500 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.

Art Courses

ART-6100 Western Art: Pre-History through Renaissance (3 hours)

The study of Western Art from Prehistoric time through the Renaissance. Field trips. Fee required.

ART-6105 Western Art: Post-Renaissance through Contemporary (3 hours)

The study of Western Art post-Renaissance through Contemporary. Field trips. Fee required.

ART-6140 Non-Western Art (3 hours)

Survey of visual art forms from non-Western areas including India, China, Japan, African, Oceania, and art of the pre-Columbian American and the native North American. Field trip. Fee required.

ART-6210 Painting Studio II (3 hours)

Advanced study of paint in the context of realism, abstraction and/or non-objective. Some larger scale and development of consistent imagery and/or work in a series. Variety of paints and mixed media will be explored. Prerequisite: ART-3210 or permission of instructor. Field trips. Fee required.

ART-6232 Printmaking Studio II (3 hours)

An advanced study of fine art printmaking. Historical, aesthetic and technical knowledge will be acquired with special emphasis on the development of consistent imagery through series, color, multiple plate, some larger scale and independent work will be included. Various media such as monotype, monoprint, intaglio, relief and mixed media will be explored. Prerequisite: ART-4231 or consent of instructor. Field trip. Fee required.

ART-6245 Digital Photography II (3 hours)

Advanced theory and procedure of digital photography as an art and commercial form are studied. Instruction includes advanced digital camera usage, advanced computer editing, and advanced photo presentation. Students supply their own digital camera. Prerequisite: ART-3245 or permission of instructor. Field trips. Fee required.

ART-6310 Ceramic Studio II (3 hours)

Advanced techniques in ceramic construction and experiments in both hand building and wheel throwing, firing techniques and introduction to glaze calculation. Prerequisite: ART-3310 or permission of instructor. Field trips. Fee required.

ART-6320 Sculpture Studio (3 hours)

Exploration and advancement of the three-dimensional form, utilizing a variety of material. Techniques of construction, modeling and casting. Field trips. Fee required.

ART-6330 Jewelry Studio (3 hours)

Techniques in the design and execution of jewelry including beading, metal working and enameling. Field trips. Fee required.

ART-6350 Artists' Books (3 hours)

Emphasis is placed on the book as an expressive art format. Students work in their chosen media to create one-of-a-kind, editions, and/or altered books. Book structures, paper, text, and imagery are explored as well as the book as a metaphor. Fee required. Field trips.

ART-6430 Fiber Arts Studio (3 hours)

Creation, processes, manipulation and surface design of cloth and paper to produce two- and three-dimensional surfaces will be considered. Historical, gender, and cultural content of fiber works covered. Field trips. Fee required.

ART-6450 Administration & Management: Visual Arts (3 hours)

Examination and integration of issues and practices of visual arts administration and management. Field trips. Fee required.

ART-6601 Teaching Art--Middle/Secondary (3 hours)**ART-6910 Topics in the Visual Arts (3 hours)**

Exploration of a specific range of issues, topics and/or media in visual art. Emphasis is on the investigation of visual art through an understanding of innovative concepts, historic or contemporary, as may be expressed through individuals and materials in the art-making experience. The course may emphasize a lecture or studio format depending on the topic. Maximum of six hours of credit. Field Trip. Fee required.

ART-6950 Independent Study (1-6 hours)

Laboratory fee is determined by type of study.

ART-6970 Independent Research (1-3 hours)**ART-6990 Thesis (3-6 hours)****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.

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 information 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 & 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)**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.

CSE-6692 Teaching Computer Science-Secondary (3 hours)

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 & 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 & 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.

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-6080 Group Counseling (3 hours)

Group development, dynamics, counseling theories, group counseling methods and ethical issues. Includes an experiential group and videotaped practice. Prerequisite: CED-6010 or consent of instructor.

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 and CED-6015.

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-6300 Clinical Mental Health Counseling (3 hours)

History and trends in community mental health. Program development and service delivery to diverse clientele. Intake and treatment plan interventions emphasizing current psychological criteria.

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 clienteles.

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 and CED-6015.

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.

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.

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.

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 24 semester hours in the program.

CED-6925 Internship: School Counseling (3 or 6 hours)

Supervised experience in one or more schools to acquire competence in the full range of counseling and guidance services, integrated with an on-campus classroom component designed to synthesize theory and practice. Students should consult the School Counseling Practicum and Internship Manual for additional information and requirements. Prerequisites: CED-6920 and all other specifically required courses.

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, 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.

Curriculum, Language & Literacy Courses**CCL-6320 Foundations & Ethics in Early Childhood Education (3 hours)**

Historical, philosophical, sociological, and theological foundations and ethics of current thought and practice in early childhood education. Critical examination of a variety of current models. Issues of mainstreaming, inclusion and cultural pluralism as they relate to the education of children from birth through grade three.

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.

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

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

DISS-7990 Dissertation (3 hours)

Scholarly work on a dissertation as approved by the dissertation committee. Taken on a pass/fail basis.

DISS-7991 Dissertation Supervision (0 hours)

This course will be taken by doctoral candidates who have completed the nine required semester hours of DISS-7990. Doctoral candidates must use this course to maintain continuous enrollment while working on their dissertation. Taken on a pass/fail basis.

Economics Courses

ECO-6100 Managerial Economics (2 hours)

Essential microeconomic concepts such as supply, demand, costs and optimal pricing. Study of how firms behave in the environments of competitive through monopolistic markets. Focus on applications. How economists think about business problems and the ability to apply economic tools to these problems.

ECO-6200 Macroeconomic Analysis (3 hours)

Theory of modern macroeconomics. Determination of macroeconomic variables including aggregate demand and supply, output, employment, prices and the interest rate. In the short and long run. Examples of macroeconomics policy in stabilizing the business cycle and promoting growth.

Educational Leadership Courses

EDL-6100 Research in Education

See FPR-6600.

EDL-6105 Research Design

See FPR-7900.

EDL-6110 Quantitative Analysis

See FPR-7610.

EDL-6115 Qualitative Analysis

See FPR-7700.

EDL-6116 Survey/Instrument Development

See FPR-7600.

EDL-6120 Supervision and Improvement of Instruction (3 hours)

A study and application of various educational supervisory models with emphasis on the instruction process.

EDL-6130 School Evaluation and Change Process (3 hours)

Examination and application of school program and curricular evaluation processes to school improvement. Examination and application of change processes and interventions.

EDL-6135 Organizational Development, Innovation, and Change (3 hours)

The examination and application of organizational development processes leading to change and innovation in educational organizations. An examination of leadership and entrepreneurship as it relates to building school systems and other learning institutions worldwide.

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 program.

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-6230 School Law (3 hours)

Analysis of legal issues as they affect teachers, students, programs and tort liability.

EDL-6240 Instructional Leadership (3 hours)

Elements of instruction leadership are examined emphasizing parent, staff and community collaborations including advanced 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-6260 Legal Issues for Nonpublic Education (3 hours)

Analysis of legal issues as they affect governance and management of nonpublic schools.

EDL-6300 Ethics of School Leadership (3 hours)

Analysis and application of normative ethical theories and the perspectives of care and the Christian life to moral issues.

EDL-6310 Schools, Parent, Community Relations (3 hours)

Processes and skills needed to develop effective communication programs linking schools, parents and community.

EDL-6320 Current Problems and Issues in Education (3 hours)

Issues and problems in public and nonpublic education; impact on classroom practices; exploration of policy arguments and strategies; individual research projects.

EDL-6340 Politics and Policies of Urban School (3 hours)

Theory and research of the interrelations of politics and policies and their influence on urban schooling. Emphasis is placed on the process of neighborhood ethnic, class, racial, economic and political identities. An exploration and analysis of social policy issues and their impact on urban schooling.

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-6700 Assuming Leadership Roles (3 hours)

Understanding and applying the knowledge, skills, and practices of effective school leadership.

EDL-6705 Leading Change (3 hours)

Applying leadership knowledge, skills, and dispositions in addressing problems impacting student learning.

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)

Examining school and teacher practices that enhance student achievement.

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-6730 Leading from Within (3 hours)

Understanding and applying the knowledge, skills, and dispositions of effective teacher leadership.

EDL-6740 Increasing the Capacity of All Learners (3 hours)

Examining school and teacher practices that enhance student achievement.

EDL-6745 Leadership Roles in Educational Organizations (3 hours)

Explores theories, research, policies, and practices that support effective school leadership.

EDL-6750 Leading Change for School Improvement (3 hours)

The analysis of school-wide change from different theoretical perspectives.

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 affect of human behavior on organizations.

EDL-6770 Leadership in Educational Organizations (3 hours)**EDL-6775 Leading School Based Professional Learning Communities (3 hours)**

Leading school based learning communities and their role in student achievement and school improvement.

EDL-6780 Leadership for School Improvement (3 hours)

Examines the accountability role of the school leader in facilitating school improvement processes.

EDL-6785 Role of Measurement & Assessment in School Improvement (3 hours)

The administrator's role and responsibility in continuous school improvement, accountability, assessment, evaluation, and measurement initiatives to enhance student achievement.

EDL-6790 Responsive School Leadership (3 hours)

The importance of responsive school leadership in continuous improvement initiatives, curricula development, standards based instruction and instructional supervision.

EDL-6795 Advanced Leadership for School Improvement (3 hours)

Integration of educational theory into practice through examination, critique, and modification of school improvement plans to provide staff and stakeholders with the assurance of continuous school improvement, ongoing internal review using a cycle of inquiry, and action based leadership by the school improvement team.

EDL-6800 Creating a Sense of Urgency for Student Expectations (3 hours)

Amplifying the urgency for high expectations for all students.

EDL-6805 Accomplished Teachers as Leaders (3 hours)

Examining leadership styles, behaviors, and paradigms as they related to professional roles and responsibilities.

EDL-6810 Creating Connections for Meaningful Learning (3 hours)

Understanding collaboration as a means for meeting the needs of all learners.

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-6820 Reflecting on Systemic Teacher Practice (3 hours)

Professional inquiry and action research as a systemic means of professional growth and improved classroom practice

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-6950 Independent Study in Educational Leadership (1-6 hours)**EDL-6970 Independent Research (3 hours)****EDL-6983 School Leadership Internship I (3 hours)**

An academic, year-long clinical experience at the K-12 level, requiring extensive, intensive and diverse assignments and administrative activities.

EDL-6984 School Leadership Internship II (3 hours)

An academic, year-long clinical experience at the K-12 level, requiring extensive, intensive and diverse assignments and administrative activities.

EDL-7100 The Superintendency (3 hours)

Administrative techniques and interrelationships of the district administrator with other administrators, school staff, school boards and different 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-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. Particular attention is given to applications regarding issues of educational policy.

EDL-7130 Nonpublic School Organization and Leadership (3 hours)

Analysis of models and strategies of effective nonpublic school leadership.

EDL-7140 Organizational Change (3 hours)

Application of change theory to large and small organizations. Leadership strategies for successful change implementation.

EDL-7200 Principal as Instructional Leader (3 hours)

This course will address the role of the principal as the instructional leader. Particular emphasis will be on school improvement as it relates to curriculum, instruction, assessment, technology, and 21st century learning skills.

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-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-7240 Supervisory Theory and Practice (3 hours)

Examine administrative and supervisory behaviors that foster the development of a positive organizational culture to facilitate and enable various constituencies to contribute to the development and realization of organizational goals. Provide candidates with the opportunity to develop supervisory skills for personnel, including those from diverse backgrounds.

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-7260 School/District Improvement Data Analysis (3 hours)

This course addresses school district and building leadership roles in creating an infrastructure and systems that focus on school/district improvement. Particular emphasis is on school improvement as it relates to accountability demonstrated through assessment design, data gathering and analysis. Candidates will learn how to utilize data to improve curriculum, instruction, multiple forms of assessment, and incorporate technology to meet the needs of the 21st century learner.

EDL-7300 Ethics for Educational Leaders (3 hours)

Ethical theories and practice of school district leadership.

EDL-7500 Mixed Methods Research (3 hours)

See FPR-7800.

EDL-7510 Advanced Topics in Statistics (3 hours)

See FPR-7620.

EDL-7520 Advanced Topics in Qualitative Analysis (3 hours)

See FPR-7710.

EDL-7891 Professional Career Training: Superintendent Track (3 hours)

Students complete an internship to fulfill a requirement for the State of Illinois Superintendent endorsement.

EDL-7892 Professional Career Training: Professional Track (3 hours)

Students complete a career-oriented, field-based experience.

EDL-7990 Dissertation (3 hours)**EDL-7991 Dissertation Supervision (0 hours)****Educational Technology Courses****EDT-6010 Integrating Technology Across the Curriculum (3 hours)**

An overview of current instructional technologies and their applications. The role of instructional design in the development of curriculum and the identification of strategies and pedagogical approaches to the integration of technology in the educational setting.

EDT-6020 Critical Education Practice and the Internet (3 hours)

Introduction of contemporary online practices found in today's classroom and outside of it as well. Online learning environments and the "digital divide" between what students do, have access to, in and out of school. The significance of the "gender gap" in computer science and the sociotechnical practices.

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-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)

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 in on K-12 schools.

EDT-6950 Independent Study in Educational Technology (1-6 hours)**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-6025 Teaching Science and Mathematics in the Elementary Classroom (3 hours)

Curriculum, methods and materials for the teaching of mathematics and science in the elementary school classroom. Application of subject area and teaching standards to curriculum, assessment and planning. Field experiences required. Prerequisite: Admission to the College of Education.

EDU-6027 Assessment: Bilingual Students (3 hours)**EDU-6035 Curriculum and Methods of Teaching Elementary/Middle School P.E., Music and Art (3 hours)**

Methods and materials for teaching art, music and physical education at the elementary school level. Emphasis on appropriate activities, instructional strategies, and the significance of these subject areas within the elementary school curriculum. Open to teacher candidates who have been accepted into the professional instructional courses or to in-service teachers. Field experience hours required.

EDU-6040 Classroom Teaching Skills (3 hours)

Discovery of a variety of instructional strategies for teaching and the beginning of the electronic portfolio process for initial certification for the College of Education. Enrollment is limited to graduate students working toward initial certification. Required for admission to the College of Education.

EDU-6045 Introduction to Theories of Learning & Cognition (3 hours)

This course will introduce pre-service teachers to learning theory and the research on cognition. Emphasis will be placed on connecting principles of learning theory to classroom practice and on the concept of developmentally appropriate instruction.

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-6095 Foundations of Early Childhood Education (3 hours)

Historical, philosophical, sociological, and theological foundations and ethics of current thought and practice in early childhood education. Critical examination of program models. Issues of mainstreaming, inclusion, cultural diversity, ethics and professionalism as they relate to the education of children birth through age eight.

EDU-6100 Development, Implementation, and Evaluation of Early Childhood Curriculum (3 hours)

Programs, standards, materials, resources for early childhood curriculum. Analysis of issues, trends, and current practices related to national and international models and programs. Experiences in curriculum design, development, implementation and evaluation.

EDU-6105 Observation and Assessment of Young Children (3 hours)

The various methods of child study, observation, portfolio development and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. In addition, current classroom practices and learning environments are explored to identify changes that benefit children, their families and communication between program and home.

EDU-6115 Infant and Toddler Programs (3 hours)

Programs for infants and toddlers in centers, homes and part-time agencies. Issues related to program provision for normal and exceptional children in a pluralistic society. An overview of early intervention services and issues. Field trips.

EDU-6125 Teaching Science and Math in the Early Childhood Classroom (3 hours)

Curriculum, methods and materials for the teaching of mathematics and science in the early childhood classroom. Application of subject area and teaching standards to curriculum, assessment and planning. Field experiences required. Course fee. Prerequisite: Admission to the College of Education.

EDU-6130 Play Theory in Child Development & Education (3 hours)

The study of play theory and stages. Examination of cultural, socioeconomic, age and gender differences in play. Emphasis on the value of play in childcare and education from birth through age eight. The role of adults in the support of children's play and its application to educational settings.

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-6140 Resources/Strategies of Teaching ECE (3 hours)

Curriculum materials, teaching methodologies and teaching environments to support optimal growth and development of young children from birth through grade three. Analysis of practice in light of current theories and cultural issues. Integrating technology into instruction and the beginning of the electronic portfolio process. Required for admission into the College of Education for initial certification candidates.

EDU-6150 Creative Processes for the Young Child (3 hours)

The study of and experiences in drama, music, creative movement and the visual arts. Teaching methods and their application in the early childhood classroom. Field trips. Fee required.

EDU-6160 Parent Involvement in Early Childhood Education (3 hours)

Analysis of issues, trends and current practices related to parent involvement in schools and child care programs.

EDU-6170 International Perspectives on Early Childhood Education (3 hours)

Trends, issues and emerging research in early childhood programs internationally. Comparison of educational philosophies and practices in selected countries. Overview of international early childhood organizations, models and movements.

EDU-6175 Identification & Education of Young Children with Special Needs (3 hours)

Identification of characteristics of young children with disabilities or at risk for developmental delays. Applicable laws, policies, and guidelines. Assessment, programming, and intervention techniques. Emphasis on collaboration with parents and professionals.

EDU-6180 Seminar in Early Childhood Education (3 hours)

Problems, challenges and issues confronting the early childhood professional. Individual and group study. Prerequisites: EDL-6100 and 21 hours of graduate work in early childhood education or permission of instructor.

EDU-6190 Practicum in Early Childhood Education (3 hours)

Supervised field experience. Exposure to the total range of services to young children and their families including administration and supervision of programs. Prerequisite: 24 hours of graduate work in early childhood education.

EDU-6200 Beginning Reading Instruction (3 hours)

An examination of the factors involved in the beginning literacy process. Focus on current theory and research relating to issues in literacy development in grades K-3.

EDU-6201 Teaching of Reading (3 hours)

The reading process, the commercial reading programs available, the needs and interests of children, the methods and procedures for instruction and the organizational patterns for effective reading motivation. Clinical reading required.

EDU-6205 Language and Reading Theory (3 hours)

Linguistic factors that influence the reading process, language acquisition, components of written discourse, bilingual education, the language arts and learning theory related to language. Implications for reading instruction based on current theory and research.

EDU-6210 Studies in Elementary School Reading (3 hours)

Principles, practices and problems in elementary school reading programs. Emphasis on application of current theory and research. Prerequisite: Undergraduate course in reading instruction or permission of instructor.

EDU-6211 Studies in Literacy (3 hours)

This survey course examines the correlates of effective literacy instruction. Emphasis on application of current theory and research to P-12 classrooms. (Not open to candidates in the MA: Reading program.)

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.

EDU-6225 Diagnosis of Reading Problems (3 hours)

Causes and types of reading retardation, procedures for working with problem readers, experiences in administering and interpreting standardized and informal tests. Prerequisite: EDU-6210 or equivalent.

EDU-6226 Remediation of Reading Problems (3 hours)

Focus on current research relating to common reading problems and their correction. Prerequisite: EDU-6225.

EDU-6230 Reading in Mid/Sec Schools (3 hours)

The reading process; selection and evaluation of classroom materials; and assessment of students. Prerequisite: Admission to the College of Education.

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 (4 hours)

The role of the reading professional in program development, implementation, supervision and assessment. Focus on ethics, censorship and vocation from a Christian perspective.

EDU-6295 Practicum in Reading Instruction (3 hours)

Field experiences in reading program selection, implementation, supervision and evaluation. Ordinarily, this should be the final course in the program. This course should be taken near the end of the program. Prerequisite: EDU-6226.

EDU-6296 Practicum in Remediate Reading II (3 hours)

Application of remedial techniques in a supervised, clinical situation. Prerequisite: EDU-6295. Limited to graduate students with a minimum of one-year teaching experience or consent of department chair.

EDU-6300 Research in Children's Literature (3 hours)

Examination of selected research in children's literature. In-depth study into children's literature. Research and implications for instruction.

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-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.

EDU-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. Field Experience required.

EDU-6360 Characteristics & Learning Needs of Students with Specific Learning Disabilities and Emotional Disabilities (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.

EDU-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.

EDU-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.

EDU-6400 Literature-Children/Adolescent (3 hours)

General survey of literature for children birth through adolescence; criteria for evaluation; trends and issues.

EDU-6410 Comparative Education (3 hours)

Educational systems in selected nations of the world. Historical background and economic, political, cultural and social conditions, which affect the educational system.

EDU-6415 Professional Responsibility and Ethics for Teachers (3 hours)

This course is an introduction to school law, professional responsibility, and ethics for pre-service teachers.

EDU-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.

EDU-6435 Introduction to Education (3 hours)

This course explores the origins of standards-based education in our American educational system. It introduces students to the knowledge, skills, attitudes and behaviors of effective teachers. The course also provides background to the context of contemporary education through an examination of historical, philosophical and political influences.

EDU-6445 Introduction to Research for Pre-service Teachers (3 hours)

This course will introduce pre-service teachers to the purpose, value and processes of educational research. An emphasis will be placed on how teachers will use research in their classroom practice.

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-6460 Foundations and Ethics in American Education (3 hours)

Analysis and application of ethical principles to historical issues in American education, including the relationship of Christian life to educational issues.

EDU-6500 Curriculum Construction (3 hours)

Educational objectives and the selection and organization of learning experiences. Contemporary types of curriculum organization, factors affecting curriculum, pertinent research.

EDU-6510 Standards-Based Education (3 hours)

A study of the standards movement in education with an emphasis on curriculum construction. Content standards with methodology of social studies education is also included.

EDU-6515 Contemporary Issues in Curriculum and Practice (3 hours)

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.

EDU-6520 Research Based Instructional Strategies (3 hours)

Reviews of research that support effective instructional strategies.

EDU-6525 Teacher as Practitioner (3 hours)

Knowledge and skills regarding effective teaching and instruction. Analysis of current and emerging research in pedagogy.

EDU-6526 Social and Cultural Linguistics/Diverse Student (3 hours)

This course takes a fundamental approach to enable teachers to develop competency for teaching diverse and/or marginalized students. This course will explore issues of language, culture and social class involved in teaching in American schools. This course aims to develop the necessary knowledge, skills, attitudes and awareness that are crucial for teachers to possess in order to meet the social and academic needs of diverse students in American schools.

EDU-6530 Curriculum Change & Development (3 hours)**EDU-6535 Teacher as Leader (3 hours)**

Effective teacher leadership in classrooms, schools and other social institutions. Comparative educational systems, organizational theory and school change and reform processes.

EDU-6540 Special Education Curriculum & Pedagogy (3 hours)**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 & Classroom Learning (3 hours)**EDU-6555 Seminar in Reflective Practice (3 hours)**

A capstone seminar that explores teaching as a reflective practice. Reflection on one's own beliefs and assumptions as they relate to teaching and learning.

EDU-6560 Technology & Effective Classroom (3 hours)

Application and use of educational technology to enrich and enhance instructional experiences for both the teacher and the learner.

EDU-6570 Teaching at the Secondary Level (3 hours)**EDU-6600 Theoretical Foundations Teaching Bilingual (3 hours)**

Examination of issues related to multilingual and multicultural education in the U.S. and other parts of the world with respect to its impact on classroom practices. Critical issues related to multilingualism and multiculturalism in the contexts of language, culture, race, ethnicity, identity, social class and political power between majority and minority cultures.

EDU-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.

EDU-6620 Teaching English Language Learners (3 hours)

Exploration of psychological, linguistic and cultural foundations in teaching English as a second or additional language. Examination of current trends in ESL teaching and instructional strategies that accommodate students in all levels of ESL/EFL settings.

EDU-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.

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-6920 Student Teaching: Early Childhood Education (6 hours)

Supervised experience in a Pre-K–3 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 Early Childhood Education program who have been approved for student teaching.

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.

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.

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-7100 Curriculum Theory & Design (3 hours)**

Exploration and analysis of curriculum theory and design for educational programs, early childhood through high school. Analysis, trends and current practices in the light of national and international models and educational programs. Study of curriculum theory in relationship to the processes of curriculum design, development, implementation and evaluation.

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. Structure 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-7400 History and Culture of American 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.

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-6100 Language Development of the Young Child (3 hours)

Normal patterns of native language acquisition of young children.

ENG-6150 Literature and Related Media for Adolescents (3 hours)

General survey of adolescent literature and related media materials for grades six through twelve 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, Morrison.

ENG-6540 Modern Drama (3 hours)

Development of Western modern drama. Dramatists include Ibsen, Chekov, Shaw, O'Neill, Pirandello, Williams, and Beckett.

ENG-6602 Teaching English in the Middle & Secondary School (3 hours)

Theories and methods for teaching English in the middle and secondary school. Practice in developing plans and materials.

ENG-6950 Independent Study (1-3 hours)

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.

FOL-6603 Methods for Teaching Foreign Language – Middle/Secondary Schools (3 hours)

Rationale, objectives, content, materials, strategies and evaluation of foreign language instruction on the middle and secondary level; observational and practical experiences.

Foundations, Policy and Research Courses

FPR-6000 Ethics & Foundations of American Education (3 hours)

Analysis and application of ethical principles to historical issues in American education, including the relationship of Christian life to educational issues.

FPR-6010 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.

FPR-6050 Philosophies of Education (3 hours)

Development of educational thought and practice on the basis of writings reflecting the philosophies and philosophical theories of past and present educational leaders. Evaluation in the light of contemporary trends in American education.

FPR-6150 History of American Educational Experience (3 hours)

Interpretation of the role of educational forces, processes and institutions as part of the historical development of America. Trends in the development of the American school are isolated and analyzed.

FPR-6200 Comparative Education (3 hours)

Educational systems in selected nations of the world. Historical background and economic, political, cultural and social conditions, which affect the educational system.

FPR-6300 Foundations of Bilingual/Bicultural Education (3 hours)

Critical issues related to bilingualism and biculturalism in the contexts of language, culture, race, ethnicity, identity, social class, and political power between majority and minority cultures. Programmatic considerations in K-6 and 7-12 education.

FPR-6350 Cross Cultural Studies: Teaching the Limited English Proficient (3 hours)

Analysis of the cultural, social, psychological, structural and sociopolitical processes effecting cross-cultural learning in schools and the larger society.

FPR-6400 Contemporary Issues in Curriculum & Practice (3 hours)

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-6410 Problems & Issues in Education (3 hours)

FPR-6440 History of Western Education (3 hours)

Development of Western education from an historical perspective. Education and schooling is viewed in relationship to cultural, social, economic and political trends in various historical periods. Attention to theories and practices.

FPR-6500 Social and Cultural Linguistics of the Diverse Student (3 hours)

This course takes a fundamental approach to enable teachers to develop competency for teaching diverse and/or marginalized students. This course will explore issues of language, culture and social class involved in teaching in American schools. This course aims to develop the necessary knowledge, skills, attitudes and awareness that are crucial for teachers to possess in order to meet the social and academic needs of diverse students in American schools.

FPR-6550 Politics & Policies of Urban Schooling (3 hours)

Theory and research of the interrelations of politics and policies and their influence on urban schooling. Emphasis is placed on the process of neighborhood ethnic, class, racial, economic and political identities. An exploration and analysis of social policy issues and their impact on urban schooling.

FPR-6600 Research in Education (3 hours)

Understanding of education research. Emphasis on interpretation of research and development of basic research skills for school improvement.

FPR-6620 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.

FPR-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.

FPR-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.

FPR-7000 History & Culture of American 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-7100 Political & 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 Education 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-7400 Policy Analysis (3 hours)

Educational policy-making at the macro (national, regional and state) and micro (local and institutional) levels. Selected educational policies.

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-7600 Survey/Instrument Development (3 hours)

This course introduces students to survey and instrument development including issues related to operationalizing variables, construction, sampling, coding, analysis and validation.

FPR-7610 Quantitative Analysis (3 hours)

An introduction to the quantitative analysis of data; including data coding and entry of data. PASW statistics will be used to explore descriptive and inferential statistics: using both non-parametric and initial parametric techniques. Formerly EDL-6110.

FPR-7620 Advanced Topics in Statistics (3 hours)

An introduction to advanced statistical concepts including multivariate analysis, linear models, hierarchical linear models, factor analysis and meta-analysis. Students will use published software packages and will learn to write basic syntax for custom analysis.

FPR-7700 Qualitative Analysis (3 hours)

An examination of qualitative research approaches used in educational and social settings, with a focus upon research design, field relations, data collection and analysis and writing from a qualitative perspective.

FPR-7710 Advanced Topics in Qualitative Analysis (3 hours)

This course will prepare students to utilize naturalistic inquiry in their own research, most immediately, the dissertation experience. Students will be able to reflect on choices of inquiry paradigms, the goodness of fit between the problem and the approach chosen to explore it, the selection of appropriate instruments and the role of the writer in the presentation of findings.

FPR-7800 Mixed Methods Research (3 hours)

This course explores the theory and practice of mixed methods research in program evaluation and applied educational research.

FPR-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.

FPR-7910 Methods of Action Research Inquiry in Schools (3 hours)

Principles and application of action research planning, implementation and reflection in educational environments. Exploration of collaborative, participatory and individual approaches to action research methods that can be utilized to improve schools.

Greek Courses**GRE-6110 Greek I (4 hours)**

The first semester of Koine Greek Grammar. Preparation for reading the New Testament and Septuagint in Greek.

GRE-6120 Greek II (4 hours)

The second semester of Koine Greek Grammar. Preparation for reading the New Testament and Septuagint in Greek. Prerequisite: GRE-6110.

GRE-6513 Readings in Greek (1 hours)

Readings from the Greek New Testament, Septuagint, and non-canonical Jewish and Christian texts. Review of basic vocabulary, morphology, and syntax. Selections change from year to year. Course may be repeated for credit. Prerequisites: GRE-6110 and GRE-6120 OR demonstrated competency as determined by either a placement exam or undergraduate transcript.

GRE-6514 Greek Readings (2 hours)

Readings from the Greek New Testament, Septuagint, and non-canonical Jewish and Christian texts. Review of basic vocabulary, morphology, and syntax. Selections change from year to year. Course may be repeated for credit. Prerequisites: GRE-6110 and GRE-6120

GRE-6950 Independent Study in Greek (1-3 hours)**Health Care Administration & 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.

HAL-6200 Leading People in Health Care Organizations (3 hours)

Knowledge and skills for understanding and effective leadership of people in health care organizations (human resources). Strategies for dealing with culture, diversity, teams, cross training, critical issues. Prerequisite: HAL-6100 and HAL-6150.

HAL-6300 Legal & Ethical Considerations in Health Care (3 hours)

Examination of the major legal issues encountered in the health care industry. Topics are principles of liability, contract negotiations, legal aspects of medical ethics, access to health care and legislative, regulatory and compliance protocols. Prerequisites: HAL-6100 & HAL-6150.

HAL-6400 Health Care Finance & 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 & HAL-6150.

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 & HAL-6150.

HAL-6600 Epidemiology for Health Care Organizations (3 hours)

Principles and practices of epidemiology, including descriptive epidemiology, outbreak investigation, analytic methods, surveillance with focus on field epidemiology. Prerequisites: HAL-6100 & HAL-6150.

HAL-6700 Marketing & Consumer-Driven Healthcare (3 hours)

Current trends in healthcare marketing. Strategies for consumer-driven marketing plans. Advantages of technology for marketing opportunities, such as branding, blogs, stealth ads, podcasts, websites, and corporate participation in social e-networks. Prerequisites: HAL-6100 & HAL-6150.

HAL-6800 Health Information Management (3 hours)

Strategic planning, implementation and management of information systems in the health care industry. Terminology, management strategies and utilization of information systems as key components in the delivery and assessment of health care. Prerequisites: HAL-6100 & HAL-6150.

HAL-6900 Health Care Administration Leadership Capstone (3 hours)

Opportunity to demonstrate professionalism as well as integration and application of health care leadership knowledge, competencies and skills sets through identification and in-depth analysis of contemporary health care research issues. Prerequisite: Completion of 30 hours of coursework of degree program.

Hebrew Courses

HEB-6101 Hebrew I (4 hours)

The first semester of biblical Hebrew grammar. Preparation for reading the Old Testament in Hebrew.

HEB-6102 Hebrew II (4 hours)

The second semester of biblical Hebrew grammar. Preparation for reading the Old Testament in Hebrew. Prerequisite: HEB-6101.

HEB-6500 Hebrew Readings (3 hours)

Readings from the Hebrew text of the Old Testament. Review of vocabulary, morphology, and syntax. Selections change from year to year. Instruction in Aramaic and exposure to other Northwest Semitic languages as appropriate given specific student competence in Hebrew. Course may be repeated for credit. Prerequisites: HEB-6101 and HEB-6102 OR basic competency in Biblical Hebrew as determined by a placement examination or undergraduate transcript.

HEB-6501 Readings in Hebrew (1 hours)

Readings from the Hebrew text of the Old Testament. Review of vocabulary, morphology, and syntax. Selections change from year to year. Course may be repeated for credit. Prerequisites: HEB-6101 and HEB-6102 OR basic competency in Biblical Hebrew as determined by a placement examination or undergraduate transcript.

Journalism Courses

JOU-6100 Magazine Journalism (3 hours)

The speciality of magazine article writing; understanding strategies for becoming published, and examining the national marketplace. Emphasis is on long-form writing, editing and magazine design and layout. Prerequisite: JOU-2100.

JOU-6910 Topics in Journalism (3 hours)

Selected current topics in journalism as they relate to various settings. Topics vary each time the course is taught.

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 which 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.

Leadership Courses**LDR-6105 Research Design (3 hours)****LDR-6110 Quantitative Analysis (3 hours)****LDR-6115 Qualitative Analysis (3 hours)****LDR-6116 Survey/Instrument Development (3 hours)****LDR-7500 Mixed Methods Research (3 hours)****LDR-7991 Dissertation Supervision (0 hours)****Management Courses****MGT-6100 Operations Management (3 hours)**

Business processes, procedures and strategies used to transform various inputs into finished goods and services. Intensive study of the strategy, design and operation of productive systems.

MGT-6110 Competitive Strategy (3 hours)

Formulation and analysis of business strategy. Objectives and policies that collectively determine how a business positions itself to create economic value. A study of strategy models, competitive advantage, above average returns and the strategic management process. Analyze an industry's competitive landscape and how globalization and technological changes shape it. Prerequisite: Completed 27 hours of MBA coursework.

MGT-6200 Global Managerial and Organizational Behavior (3 hours)

Examine interpersonal behavior related to organizational performance. Behavioral science motivation, social perception, group decision making, ethical leadership and multicultural behavior.

MGT-6300 Corporate Finance (3 hours)

Develop a framework for analyzing a firm's investment and financing decisions. Topics covered include discounted cash flow, capital budgeting techniques, portfolio analysis and the Capital Asset Pricing Model, security market efficiency, corporate financing and optimal capital structure; familiarity with accounting and statistical tools.

MGT-6310 Investments (3 hours)

Foundation for understanding a firm's access to funding and markets, financial theory and techniques used in quantitative analysis of financial asset prices and their application to investment decisions. Portfolio allocation and models of capital market equilibrium.

MGT-6320 Entrepreneurial Finance & Private Equity (3 hours)

Challenges and opportunities involved in creating and managing a new enterprise. Recognition and evaluation of business opportunities. Development, preparation and presentation of a business plan, including short-term and long-term financial plans. Sources for funding and managing an entrepreneurial organization.

MGT-6400 Ethical Strategic Leadership (3 hours)

Decision making, negotiations and ethics. Cultural impact on management strategy. Create value, motivate resources, leading and creating high performance teams. Integrating performance across business units.

MGT-6500 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.

MGT-6510 Management of Human Resources (3 hours)

The strategic role of human resource management in an organization. Hire, evaluate, train and manage employees to achieve organizational objectives. The impact of economic and legal issues on human resource management. Globalization and diversity in the workplace.

MGT-6520 Managers and the Legal Environment (3 hours)

The study of law from the perspective of current and future leaders. Practical knowledge of legal issues and principles. Strategies to minimize risk, create value and manage legal disputes.

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.

MGT-6540 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.

MGT-6600 Seminar in Descriptive Statistics (1 hour)

Statistical concepts and analytical tools for data driven decision making. Basic statistics, terminology and applications. Data collection and presentation methods. Measures of central tendency and variability. Probability distributions. Introduction to regression and correlations.

MGT-6990 Cases in Financial Analysis (3 hours)

Capstone Experience. Integrate knowledge and skills gained from the MBA program and apply them in a real business environment. Learn how to use teamwork to solve authentic business challenges. Students must have completed 30 hours of MBA coursework.

Marketing Courses

MKT-6100 Marketing Design and Strategy (3 hours)

Provides an understanding of marketing as the basis for general management decision-making and as a framework for analyzing business situations. Covers concepts, activities and techniques related to the planning and coordination of marketing functions, marketing policies and the analysis of marketing administration.

MKT-6500 Communications and Public Relations in a Not-for-Profit Organization (3 hours)

The role of public relations as it pertains to not-for-profit organizations. Advanced public relations skills, including research and analysis and strategic planning. Effective media relations; crisis communications. Promoting the organization through media plans, promotional events and strategic partnerships with government, corporations and the community.

Mathematics Courses

MAT-6200 Topics in Statistics (3 hours)

Introduction to basic statistical concepts and applications to the classroom.

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.

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. Prerequisite: MAT-1810.

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.

MAT-6500 Topics in Math for Teachers (1 hour)

MAT-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.

MAT-6950 Independent Study: Math (1-3 hours)

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 the Middle & 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.

MAE-6616 Teaching Middle School Mathematics (3 hours)

Methods, materials, sequencing and planning for the teaching of mathematical concepts, skills, applications, and problem solving to child in grades 6-8. Prerequisite: 6 semester hours of college mathematics. Acceptance to the College of Education.

MAE-6950 Independent Study in Math Education (1-3 hours)

MAE-6970 Independent Research in Math Education (3 hours)

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 MA 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 and MUS-4153 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 MA 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 MA 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.

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 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 MA in music program, passing grade on music history entrance exam.

MUS-6313 Baptism & Eucharist (3 hours)

Cross-listed with THY-6313.

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.

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 development 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 or MUS-4362 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.

MUS-6482 The Choral Program and Repertoire (2 hours)

A study of various choral programs at the elementary, middle and secondary school levels. A survey of techniques and materials in performance ensembles, co-curricular and extracurricular. Evaluation of repertoire and programming appropriate for each level. Assessment of musical learning. Research project. Prerequisite: MUS-3883 Basic Conducting and acceptance into the College of Education.

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.

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 MA 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 MA program.

MUS-6543 Organ Design & Registration (3 hours)

The tonal and physical properties of the pipe organ. Discussion of families of sound and individual voices. Principles of registration appropriate to various schools and historical periods of organ literature. Field trip. Presentation of research project. Prerequisite: MUSA Applied Organ at 2000 level.

MUS-6643 Literature of the Piano (3 hours)

A study of piano literature from the eighteenth century to the present with an emphasis on teaching the literature. Research in at least one style period. Prerequisite: MUSA-3601.

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.

MUS-6661 Practicum in Piano Pedagogy I (1 hour)

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.

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. May not be taken without prior or concurrent credit for MUS-6672.

MUS-6882 Instrumental Program and Repertoire (2 hours)

In-depth look at the structures of various instrumental programs in elementary, middle, and secondary school settings. Areas include both wind and string programs, individual instruction, chamber music, and performance ensembles, both the co-curricular and extra-curricular. Evaluation of repertoire and programming appropriate for each level. Assessment of musical learning. Prerequisite: MUS-3883.

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 hours 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.

MUSA-6621: Applied Organ - 4-6 hours

Prerequisite: MUSA-0600 Applied Piano at 3000 level.

MUSA-6631: Voice - 4-6 hours

Prerequisite: MUS-1661 Class Voice or MUS-2402 Vocal Techniques for the Music Educator.

Music Ensembles Courses**MUSE-6900 Kapelle****MUSE-6905 Women's Chamber Choir****MUSE-6910 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-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-6003 Knowledge Management Information Leadership (3 hours)

Strategic planning, implementation and management of information systems in the organizations. Terminology, management strategies and utilization of information systems as key components in the delivery and assessment of organizational issues and trends.

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)

Best practices in training, coaching and mentoring as means of creating and sustaining organization culture and climate.

OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization (3 hours)

The leader as the lead learner in the organization: promoting, cultivating and sustaining organizational and personnel development, leadership legacy and professional renewal initiatives.

OLDR-6820 Leadership: Politics, Power and Applied Ethics (3 hours)

Complexity of organizational politics, power, influence and ethical and moral implications identified through critical analysis and application.

OLDR-6830 Leadership Communication and Decision-Making (3 hours)

Effective communication skill sets and competencies used in organizational communication and decision-making in global and in real-world and virtual environments.

OLDR-6840 Agents of Change (3 hours)

The roles and processes in organizational intervention in relation to organizational culture, climate, communication, mental models, constructivism, diagnostic interaction, change theories.

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, PES-4101/BIO-4100, 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 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 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 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, PES-4630, PES-4640 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-6055 Developmental Psychology: Infancy and Early Childhood (3 hours)

Cognitive, emotional, physical, social, and spiritual growth during infancy and early childhood. Developmental theories and educational implications of developmental patterns.

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 which 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 prior to semester. On-campus classroom component required. Consult internship manual for further information.

PSY-6995 Internship: Human Services Administration (3 hours)**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 or PSY-6505 or equivalent master's level course in learning theory.

Reading, Language and Literacy Courses**RLL-7000 Trends & 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 or consent of instructor.

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 approved terminal degree or consent of instructor.

RLL-7020 Development and Evaluation of Literacy Programs (3 hours)

Standards, curriculum, research, materials, and resources for state-of-the-art literacy programs. Analysis of issues, trends and current practices related to models and programs in diverse settings. Experiences in curriculum construction, program design, development, implementation, and evaluation. Prerequisite: RLL-7010 and consent of instructor.

RLL-7030 Policy & Politics of Reading, Language and Literacy (3 hours)

A study of the connections between policy, politics and reading and literacy is the focus of the course. Candidates will explore the empirical evidence related to foundational theories. Practices for communication with policy makers, public officials and community members will be an integral part of this course. Prerequisite: Admission to the Ed.D. in Reading, Language and Literacy 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 the Ed.D. in the Reading, Language and Literacy 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 the Ed.D. in Reading, Language and Literacy program.

Social and Behavioral Sciences Course**SBS-6619 Teaching Social Science in Middle & Secondary Schools (3 hours)**

Curriculum, methods, and materials in social science at the middle and secondary school levels. Philosophy, structure, and operation of comprehensive American secondary and middle schools. Prerequisite: Acceptance into the College of Education.

Science Education Course**SCE-6618 Teaching Science in Middle & Secondary Schools (3 hours)**

Curriculum, methods and materials in science at the middle and secondary school levels. Philosophy, structure, and operation of comprehensive American secondary and middle schools. Prerequisite: Acceptance into the College of Education.

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 not-for-profit organizations, including a personal, reflective, self-study of servant leadership strengths and developmental goals.

SL-7010 Developing Human and Communal Capacity for Servant Leadership (3 hours)

Examination of how to be a healing influence in the lives of individuals and institutions; building communities in the workplace, commitment to the growth of self and others; the development of individual and communal service orientations.

SL-7020 Diversity Issues in Servant Leadership (3 hours)

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 introductory exploration of the philosophical, religious, and spiritual beliefs underlying servant leadership as well as the meaning of service and applications of servant leadership in contemporary society. Required prerequisite to other servant leadership specialization courses.

SL-7040 Issues in Leadership Calling & Transformation (3 hours)

An in-depth exploration of the individual initiative and call to prepare as a servant to become a leader. Issues of intentionality, empathy, awareness, justice, forgiveness, personal commitment, and ongoing personal growth are investigated in the context of servant leadership.

SL-7050 Listening, Learning & Speaking as a Servant Leader (3 hours)

An exploration in the development of effective communication skills, including active listening and effective speaking with and to individuals and groups as a servant leader; development and persuasive communication of vision, purpose, direction, and accomplishments based on ongoing self and organizational assessments.

SL-7060 Purpose, Choice & Reflection in Servant Leadership (3 hours)

An examination of the meaning and practice of visioning, values, goal articulation, reflection, and choice as well as applications in the context of personal and professional servant leadership practices, mission and vision development.

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 availability of organizational resources and developmental needs in service of the greater good, assess human capacity, collaboratively grow relationships, anticipate consequences, develop, implement and sustain a leadership agency.

SL-7080 Spirituality in Servant Leadership (3 hours)

The meaning of spirituality and service in specific religious and spiritual developmental contexts in relationship to one's personal beliefs, convictions, and practices for the greater good. Finding one's place and purpose in the world.

SL-7090 Using Technology to Advance Servant Leadership (3 hours)

An exploration and application of current technological tools, innovative uses, and dissemination strategies locally and globally to serve others in need agriculturally, educationally, medically, and organizationally.

Social Work Courses

SOW-6100 Ethical Issues in the Helping Professions (3 hours)

An analysis of ethical, legal, and professional concerns in the human services field, with special emphasis on developing an ethical decision making framework.

SOW-6310 Special Topics: Loss & Mourning (3 hours)

Examination of selected topics relative to losses experienced over the life cycle. Special emphasis on physical, emotional, social, and spiritual dimensions. Discussion of skills and strategies for counseling and support.

SOW-6400 Marital and Family Counseling (3 hours)

Principles and concepts in marital and family counseling; specific strategies and techniques in the interview process. Examination of ethical issues and relevant research in the field.

SOW-6500 Public Policies and Aging (3 hours)

Analysis of the policy making process and policy initiatives as these affect the elderly in society. Cross-listed with SOC-6500.

SOW-6510 Social Services for the Elderly (3 hours)

Special needs and problems of the elderly. The role of the professional helper in various services and levels of care.

SOW-6950 Independent Study (0.5-3 hours)

Sociology Courses

SOC-6100 Methods of Evaluation Research (3 hours)

Purposes, formulation, design, context, issues, constraints and uses of evaluation research. Illustrations from business, education, religious and social service studies.

SOC-6110 Socialization Processes (3 hours)

Theories and research pertaining to the processes by which an individual becomes a social being and participant in this society. Groups and institutions and the context of the acquisitions of motives, attitudes and functional role skills.

SOC-6120 Social Thought and Contemporary Issues (3 hours)

An examination of selected social theories and their application to contemporary issues of inequality, educational practices, religious belief, the self.

SOC-6140 Sociology of Health Care (3 hours)

Sociological analysis of health and illness. Meaning of health and illness. Health care structures and processes. Health care systems and ethics.

SOC-6160 Sociology of Aging (3 hours)

Examination of aging on individuals and societies-including social, cultural, and individual reactions to the 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.

SOC-6300 Contemporary Family Patterns (3 hours)

Patterned differences among families in the United States, including ethnic, racial, religious and class differences; variation in socialization practices; relationship between families and other agents of socialization.

SOC-6330 Death & Dying (3 hours)

Attitudes, customs, and beliefs regarding death; psychological, social, physical and spiritual issues; ministry to the dying and grieving.

SOC-6500 Public Policies & Aging (3 hours)

Cross-listed with SOW-6500.

SOC-6510 Diversity in Aging (3 hours)

Part of the Masters in Gerontology courses that 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.

SOC-6600 Sociology of Education (3 hours)

Sociological analysis of formal educational structures, their relationship to other social institutions, their internal functioning and effect on student-life chances.

SOC-6620 Cross-Cultural Studies: Teaching Limited English Proficient Students (3 hours)

Analysis of the cultural, social, psychological, structural and sociopolitical processes affecting cross-cultural learning in schools and the larger society.

SOC-6900 Seminar in Gerontology (3 hours)

Observation of and supervised practice in a community agency. Literature review and applied research. Prerequisite: 18 semester hours of graduate credit in the program, including SOC-6160.

SOC-6950 Independent Study in Sociology (0.5-3 hours)**SOC-6970 Independent Research (3 hours)****SOC-6980 Practicum in Gerontology (0-3 hours)**

Observation of and supervised practice in a community agency that serves the elderly.

Sports Management & Leadership Courses**SPML-6000 Organization & Administration of Recreation & 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)

The law, legal issues and professional ramifications in the field of sports management.

SPML-6020 The Economics of Sports (3 hours)

The role of economics in the sports industry. Specifically, economics related to the business of sports, revenue sharing, profit margins and marginal revenue product. Economic theory and the tools of quantitative analysis used in management decision making.

SMPL-6030 Sports Leadership and Ethics (3 hours)

Leadership and ethical practices in business decision-making in the field of sports management.

SPML-6040 Sports Finance (3 hours)

Fiscal responsibility and financial stewardship in the field of sports management.

SPML-6050 Leading in a Time of Change (3 hours)

Change theory, change processes, change agency in the field of sports leadership and management.

SPML-6060 Level the Playing Field: Diversity in Sports (3 hours)

Diversity in the field of sports in general and specifically in relationship to gender, race and various cultures.

SPML-6070 Sports Promotion (3 hours)

Explore and examine the relationship between the mass media and the sports industry. Topics include sports broadcasting, print media and the development of public relation tools such as media guides and press releases, effective principles, theories, practices and methods involved with all aspects of sports communications.

SPML-6080 Sports Communications (3 hours)

Explores and examines the core concepts and fundamental theories of effective communication and best practices in sports domain.

SPML-6090 Sports Administration (3 hours)

Emphasis on practical application of concepts, principles and practices between sports organizations and community associations and the role of sport leader and administrator.

SPML-6100 Sports Leadership Master's Project (3 hours)

Students propose, develop and write a master's project demonstrating research skills and understanding of sports leadership.

SPML-6110 Facilities and Events Management (3 hours)

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)

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)

Examines the social, political, cultural, philosophical, psychological, historical and practical aspects of sport history and evolution. Role of sport in contemporary society nationally and internationally.

SPML-6140 Research in Sports Studies (3 hours)

Explores and examines the different methodological approaches to researching contemporary issues in sports; research design and reporting; bibliography.

SPML-6150 Philosophy & Educational Value of Sport (3 hours)

This course will build on Foundations & Theoretical Perspectives and provide students 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 & 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, reporting for data driven decision-making.

SPML-6170 Current Issues in Recreation & 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 meeting the recreational needs of the general public from 5-85 years of age. Critical review and analysis of sport as a social phenomena and the impact on delivery of and participation in recreation and leisure activities.

SPML-6180 Foundations & Theoretical Perspectives of Recreation & 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 the recreation and leisure with an examination to the relationship to present day professional and social sports issues.

Theatre Courses**THR-6201 History of Theatre: Greek through Renaissance (3 hours)**

Study of Western theatre from ancient Greek and Roman societies through the Renaissance. Reading of significant play scripts in the context of their original productions. Attendance at plays as available. Student is responsible for the cost of the ticket.

THR-6202 History of Theatre: 18th Century to Contemporary (3 hours)

Study of Western theatre from 18th century societies to contemporary theatre and non-Western theatre as it influenced Western theatre. Reading of significant play scripts in the context of their original productions. Attendance at plays as available. The student is responsible for the cost of the ticket.

THR-6210 Contemporary Theatre (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.

THR-6240 The American Musical (3 hours)

Study of the growth and influence of the musical as a form of theatre and music. Study of representative scripts and music. Possible field trips. Student is responsible for ticket cost.

THR-6302 Advanced Acting (3 hours)

Equips the actor with advanced techniques and familiarizes them with major acting theories. Prerequisite: a beginning acting course.

THR-6304 Directing (3 hours)

Introduces the student to directing for the stage. Prerequisite: a beginning acting course.

THR-6310 Directing a One-Act (3 hours)

Selection and production of a one-act play under supervision. Prerequisite: a directing course and consent of department chair.

THR-6400 Stagecraft (3 hours)

Familiarize the student with the broad technical aspects of theatre, focusing on stage safety, set construction techniques, scenic painting techniques, special effects, lighting, wiring, and rigging.

THR-6401 Theatre Design (3 hours)

Overview and actual application of all major elements of theatrical design with particular focus on set, lights, properties, sound, and costume. Prerequisite: THR-6400 or permission of instructor.

THR-6609 Teaching Theatre in Middle & Secondary Schools (3 hours)

Curriculum, methods, and materials in theatre at the middle and secondary school levels. Philosophy, structure, and operation of comprehensive American secondary and middle schools. Prerequisite: Acceptance into the College of Education.

THR-6700 Playwriting (3 hours)

The art of dramatic writing for the stage. Turning personal and creative narratives into performable scripts with production in mind. Learning the major parts of a well-constructed play including effective exposition, plot as event, character development, and theatrical writing. Numerous opportunity to workshop plays.

THR-6710 Creative Dynamics (3 hours)

Potential uses of dramatic activity in the classroom, rehearsals and workshops, including the use of puppets.

THR-6810 Administration & Management: Theatre (3 hours)

Examination and integration of issues and policies specific to theatre administration. Field trips. Fee required.

THR-6910 Topics in Theatre (3 hours)

Selected current topics in theatre as they relate to various settings. Topics vary each time the course is taught.

Theology Courses**THY-6020 Psalms (B-OT) (3 hours)**

The hymnal of ancient Israel and its interpreters. Historical context, enduring liturgical and theological value.

THY-6021 Wisdom Writings (B) (3 hours)

An examination of the wisdom literature of the Old Testament: Job, Proverbs, Ecclesiastes and the Song of Songs. Biblical poetry, devotional literature and the major questions of life. A writing intensive course. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

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-6031 The Pentateuch (3 hours)

An examination of the major themes and events in the foundational books of the Old Testament including creation, sin, divine mercy, the messianic promise, the patriarchs, the early history of the people of Israel, the covenant and the Levitical priesthood and sacrificial system. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

THY-6040 The Intertestamental Period (B) (3 hours)

Covers the political, cultural and religious forces which 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-6050 History of Israel (B) (3 hours)

The origin and development of the Old Testament nation of Israel. Historical methodologies, the Ancient Near Eastern context, recurrent themes. Field trip. Prerequisite: THY-1100 or THY-2000 or consent of instructor

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-6125 Mediterranean Perspectives (3 hours)

A two-week field trip outside the United States. Investigation of historical, geographical, artistic, and theological aspects of the lands surrounding the Mediterranean Sea. May serve independent studies in history, geography, art or music.

THY-6150 The Four Gospels (3 hours)

The structure, purpose, and perspective of each of the New Testament gospels. The portrayal of Jesus by each evangelist. The literary relationship of Matthew, Mark, and Luke. The distinctive features of John.

THY-6160 Paul the Apostle (3 hours)

Study of Paul's life, apostleship, theology, and theological method on the basis of one or a group of Paul's letters, particularly Galatians, Romans and 1 and 2 Corinthians, within the wider context of the history and the theology of the early church.

THY-6170 Studies in New Testament Writings (3 hours)

The historical context, literary features, and theological perspectives of a variable group of New Testament writings outside the major Pauline letters, the four gospels and Acts, e.g., the letters from prison, catechetical documents and the Johannine writings.

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-6220 Baptism and Eucharist (S & CS) (3 hours)

Study of the theology and practice of the sacraments of Baptism and the Eucharist. Emphasis on how the differences between the major Christian traditions in understanding these two sacraments reflect their differences in theological methodology and worldview and on how these differences reflect differences in understanding the Gospel of Jesus Christ.

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 16th 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-6360 Women in the History of Christianity (H) (3 hours)

A study of the contributions of select female agents to the Christian tradition, typically including such diverse figures as Mary, the early Christian martyrs and ascetics, Hildegard of Bingen, Julian of Norwich, Katherina von Bora, Teresa of Avila, Madame Guyon and Elizabeth Cady Stanton. Readings from primary sources.

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-6410 World Religions (3 hours)

Exploration into the nature of religion providing a survey of history, teachings, and practices of selected religious groups, with attention to ethnic and cultural features associated with major world religions.

THY-6420 Worship and Witness (CS) (3 hours)

The historical and theological foundations of worship and witness, the inter-connection 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 (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-6530 Spiritual Nurture of the Young Child (3 hours)

Development of concepts and skills for the nurture of spiritual growth in the young child, with attention to the central truths of the Christian faith, child development, curriculum resources, parental responsibilities and the ministry of the Lutheran teacher. Prerequisites: THY-2010 or THY-3105; and THY-2210 or the consent of the instructor.

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 care giving, 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.

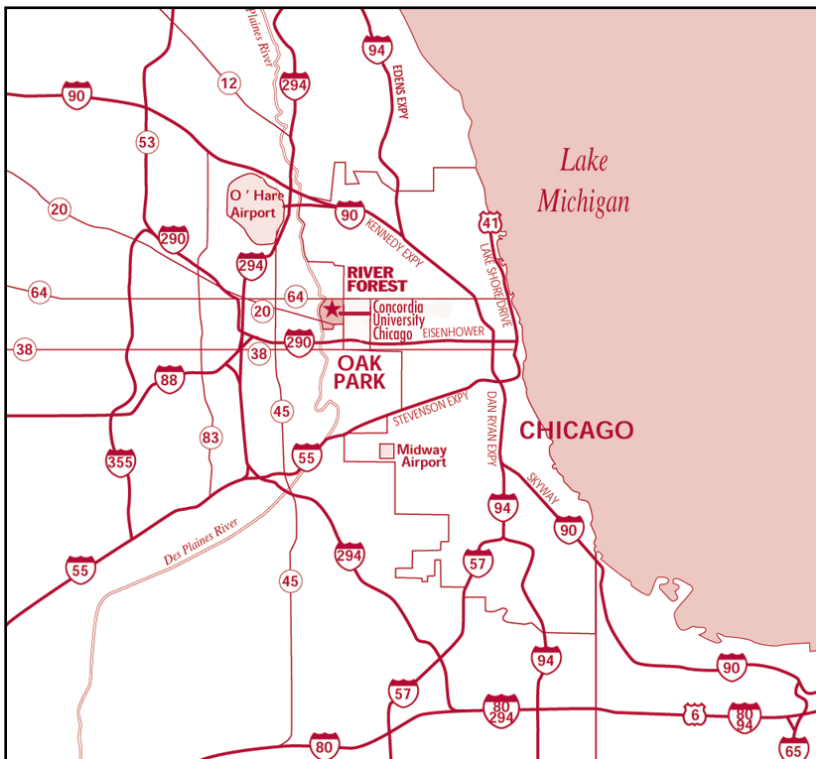
THY-6950 Independent Study (0-3 hours)**THY-6970 Independent Research (3 hours)****THY-6990 Master's Thesis (0-6 hours)****THY-6991 Internship: Deaconess (CS) (0 hours)**

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: \$1000 per semester. Additional costs for international internships. Contact Deaconess Office for current rates.

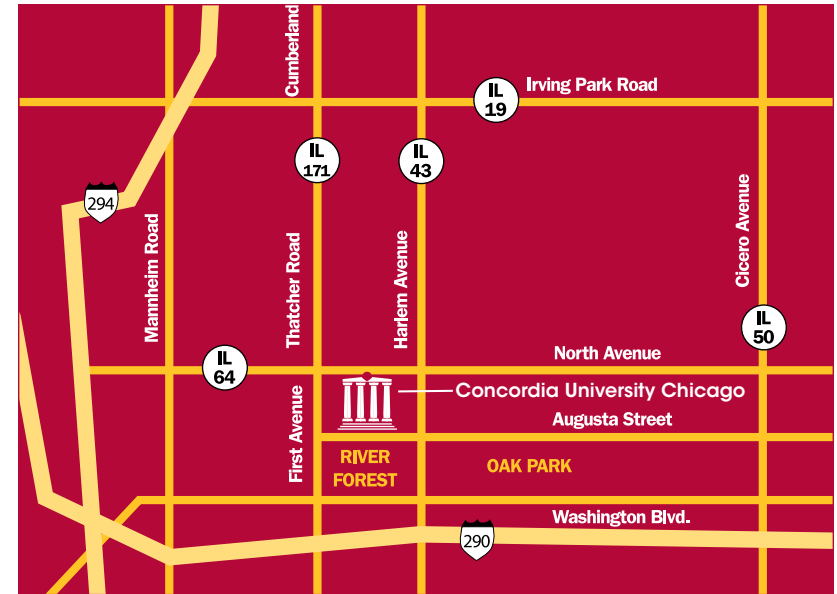
Area Maps



Getting to campus



River Forest Area



Driving Directions

Concordia is two miles north of the Eisenhower Expressway (Interstate #290) and one blockwest of Harlem Avenue (Ill. #43), between Augusta and Division streets in River Forest. RiverForest is 10 miles west of downtown Chicago.

Driving Directions From Chicago:

From the west:
Take I-88 east toward Chicago. Exit onto Route 290 east. Take the Harlem Avenue (Ill.43) exit north. (Note: It is a left-lane exit.) Take Harlem Avenue north to Augusta Street. Turn west on Augusta to the campus.

From the north:

Take I-94 south to 294 east toward Chicago. Exit at Irving Park Road east (Ill. 19). Drive east on Route 19 to Cumberland Avenue. Go south on Cumberland, which becomes First Avenue. Turn east on North Avenue (Ill. 64) to Harlem Avenue (Ill. 43). Drive south on Harlem to Division Street. Turn right (west) at Division, then left (south) on Bonnie Brae to the campus.

From the south:

Take I-55 north toward Chicago. Exit north onto First Avenue. Follow First Avenue to Roosevelt Road (Ill. 38). Take Roosevelt east to Harlem Avenue (Ill. 43). Take Harlem north to Augusta Street. Turn west on Augusta to the campus.

Campus Map

Concordia University Chicago

Main address: 7400 Augusta Street, River Forest, Illinois 60305-1499

Main telephone: 708-771-8300 • www.CUChicago.edu



**CONCORDIA
UNIVERSITY
CHICAGO**

1864



- A.** Undergraduate Admission and Financial Aid
- B.** Graduate Admission and Enrollment Services
- C.** Institute of Professional Studies

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| <ul style="list-style-type: none"> 1 Addison Hall (AD)
Academic Advising
Campus Safety and Security
Graduate Admission and Enrollment Services
Human Resources
Office of the Registrar
Student Business Services
University Lobby and Switchboard 13 Athletic Fields, Baseball and Softball (AF) 22 Brohm Hall (BR)
College of Business
Residence Hall 11 Concordia Athletic Training & Support Building/Concession Stand (CT) 14 Chapel of Our Lord (CA)
Werner Auditorium 5 Christopher Center (CC)
College of Education
College of Graduate and Innovative Programs
Early Childhood Education Center
Resource Center
Lobby Café 12 Cougar Stadium
Football Field
Ticket Booths, North and South
Walking/Running Track 6 Johnathan-David Hall (DA)
Residence Hall 8 Eifrig Hall (EI)
Natural Sciences and Geography Department 25 Football/Track Offices, 1123 Monroe (ON) 9 Geiseman Gymnasium (GM), North and South
Physical Activity and Wellness Center (PAW)
Swimming Pool 18 Gross Hall (GR)
Residence Hall 16 Koehneke Community Center (KCC)
Alumni Room
Bookstore
Charlie T's (café)
Conference Services and Facilities
Crossroads Cafeteria
Cougar Den
Oak Park-River Forest Room
Office of Student Leadership and Involvement 19 Klinck Memorial Library (KL)
Library Café | <ul style="list-style-type: none"> 3 Kohn Hall (KO)
Residence Hall 21 Krauss Hall (KR)
Career Services
Student Financial Planning
Student Services and Residence Life
Undergraduate Admission
Residence Hall (3rd Floor) 20 Krentz Center (KZ)
Bergmann Theatre
Board Room
CougarNet (Information Technology Services)
Development and Alumni Relations 15 Kretzmann Hall (KM)
Art Department
Ferguson Art Gallery
Music Department 2 Lindemann Hall (LN)
Residence Hall 23 Lutheran Education Association, 1107 Monroe (OS) 17 Mary-Martha Halls (MM)
Residence Halls 7 Spurgat Service Building (SB) 10 Tennis Courts (TC) 24 University Communications & Marketing, 1115 Monroe (OC) 4 West Annex (WA)
College of Arts and Sciences
Institute of Professional Studies 14 Werner Auditorium (Kretzmann Hall) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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- | | |
|-------------------------------------------------|------------------------------------------------|
| PARKING | |
| Free Visitor Parking (in yellow) | • KCC North Lot (Lot 5) |
| | • Krauss Lot (Lot 3) |
| University Permit Parking (restricted, in blue) | • David-Jonathan Lot (Lot 1) |
| | • Service Lot (Lot 6) |
| | • University Parking Structure |
| | • Bonnie Brae/Thomas (Lot 4) |
| | • Park District Lot |
| Hang-Tag Parking (restricted, in blue) | • Early Childhood Education Center Lot (Lot 2) |
| No CUC Parking | |
| University Permit Parking | |
| Visitor Parking | |
| Automatic External Defibrillators (AED) | |
| AED, March-Nov. only in this location | |
| AED, Geiseman Lower Level & 1st Floor | |

The Graduate Faculty

Anderson, Karin: Associate Professor of Psychology

B.A. Judson University, Elgin, Ill.; M.A. Wheaton College, Wheaton, Ill.; Ph.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2008.

Athar, Naveeda: Visiting Assistant Professor of Counselor Education

B.A. National Louis University, Lisle, Ill.; M.A. National Louis University, Lisle, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2008.

Bardy, Daniel J.K.: Associate Professor of Teacher Education

B.A. Northeastern Illinois University, Chicago; M.A. Northwestern University, Evanston, Ill.; M.A. Governors State University, University Park, Ill.; Ed.D. University of Northern Iowa, Cedar Falls, Iowa. At Concordia since 2006.

Bishop, Dan: Associate Professor of Psychology

B.A. Carthage College, Kenosha, Wis.; M.S. Concordia University, River Forest, Ill.; Psy.D., Argosy University, Chicago, Ill. At Concordia since 2005.

Blaess, Donna A.: Associate Professor of Leadership

B.A. University of Tampa, Tampa, Fla.; M.A. University of South Florida, Tampa, Fla.; Ph.D. University of Iowa, Iowa City, Iowa; A.A. Florida Culinary Institute, West Palm Beach, Fla. At Concordia since 2009.

Bonnar, Kathy M.: Assistant Professor of Counselor Education

B.A. University of Illinois Chicago, Chicago, Ill.; M.A. Concordia University, River Forest, Ill. At Concordia since 2010.

Brandon, Kevin: Associate Professor, Dean/Teacher Education

B.A. Oakland University, Rochester, Mich.; M.S. University of Michigan, Ann Arbor, Mich.; Ed.D. Concordia University, Mequon, Wis.; M.E. University of Wisconsin, Milwaukee, Wis.; MBA Dominican University, River Forest, Ill. At Concordia since 2009.

Bridge, Sue: Associate Professor of Leadership

Ed.D., Loyola University, Chicago, Ill., M.A., University of Virginia, Charlottesville, Va., B.A., University of Illinois, Champaign, Ill. At Concordia since 2007.

Bucchi, Paul: Visiting Assistant Professor of Leadership

B.S. University of Florida, Gainesville, Fla.; MBA Northcentral University, Prescott, Ariz.; Ph.D. Northcentral University, Prescott, Ariz. At Concordia since 2010.

Dellegrazie, Beth: Assistant Professor of Business

B.A., Loyola University, Chicago, Ill., M.B.A., Loyola University, Chicago, Ill. At Concordia since 2009.

Doering, Sandra: Professor of Education

B.A. Concordia Teachers College, River Forest, Ill., M.Ed. Phillips University, Enid, Okla., Ed.D. Oklahoma State University, Stillwater, Okla. At Concordia since 2008.

Dubois, Alton Clark: Professor of Social Work & Gerontology

B.A. Ohio Wesleyan University, Delaware, Ohio; M.S.W., Ph.D. University of Illinois, Chicago, Ill. At Concordia since 1992.

Eschelbach, Michael: Associate Professor of Theology and Greek

B.S. Eastern Michigan University, Ypsilanti, Mich.; M.Div. Concordia Theological Seminary, Fort Wayne, Ind.; Ph.D. Westminster Theological Seminary, Philadelphia, Pa. At Concordia since 2000.

Espinosa, Israel: Assistant Professor of Counselor Education

B.A. Elmhurst College, Elmhurst, Ill.; M.A. Illinois School of Professional Psychology, Chicago, Ill.; Psy.D. Illinois School of Professional Psychology, Chicago, Ill. At Concordia since 2010.

Gaul, Carol: Associate Professor of Teacher Education

B.A. Mundelein College, Chicago, Ill.; M.Ed., Ed.D. Loyola University, Chicago, Ill. At Concordia since 2005.

Gibson, Nancy P.: Associate Professor of Leadership

B.S. University of Illinois, Urbana, Ill.; M.S. University of Illinois, Urbana, Ill.; Ph.D. Illinois State University, Normal, Ill. At Concordia since 2010.

Graham, Brenda: Professor of Leadership

B.A. University of Arkansas, Pine Bluff, Ark.; M.A. Chicago State University, Chicago, Ill.; Ed.D. University of Arkansas, Little Rock, Ark. At Concordia since 2004.

Grant, Cynthia, Assistant Professor of Research

B.A. University of North Carolina, Chapel Hill, N.C.; MSW Loyola University, Chicago, Ill.; Ph.D. Loyola University, Chicago, Ill. At Concordia since 2009.

Grigsby, Yurimi: Assistant Professor of Education

B.A. East Tennessee State University, Johnson City, Tenn.; M.A.T. East Tennessee State University, Johnson City, Tenn. At Concordia since 2006.

Harder, Heather: Associate Professor of Education

B.S. Indiana University, Bloomington, Ind.; M.S. Indiana University, Bloomington, Ind.; Ph.D. Indiana State University, Terre Haute, Ind. At Concordia since 2009.

Hildebrand, John: Visiting Assistant Professor of Business

B.A. University of Scranton, Scranton, Pa.; M.Ed. DePaul University, Chicago, Ill. At Concordia since 2010.

Hollins, Louvenia: Assistant Professor of Instructional Design & Technology

B.A. Grinnell College, Grinnell, Iowa; Ms.Is. Roosevelt University, Chicago, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2010.

Hollywood, Kathryn: Associate Professor of Educational Leadership

Director of Partnerships and Distance Learning

B.A. St. John's University, New York, N.Y.; M.A. St. John's University, New York, N.Y.; Ed.S. Fordham University, New York, N.Y.; Ph.D. Fordham University, New York, N.Y. At Concordia since 2008.

Jandris, Thomas P.: Dean of the College of Graduate and Innovative Programs, Associate Professor of Education Leadership

B.S. Eastern Illinois University, Charleston, Ill.; M.Ed. Wayne State University, Detroit, Mich.; Ph.D. University of Minnesota, Minneapolis, Minn. At Concordia since 2006.

Konkol, Pamela J.: Assistant Professor of Teacher Education

B.S. Northwestern University, Evanston, Ill.; M.Ed. University of Illinois, Chicago. At Concordia since 2006.

Kwon, Sam: Assistant Professor of Instructional Design & Technology

B.S., M.S. Massachusetts Institute of Technology, Cambridge, Mass.; Ph.D. Northwestern University, Evanston, Ill. At Concordia since 2010.

Leli, Carol: Assistant Professor of Teacher Education

B.S. Northern Illinois University, DeKalb; M.A. Concordia University, River Forest, Ill.; Ed.D. Northern Illinois University, DeKalb. At Concordia since 2006.

Lin, Jie: Associate Professor of Education Leadership

B.S., M.S. East China Normal University, Shanghai, China; Ph.D. Texas A&M University, College Station, Texas. At Concordia since 2005.

Lusthoff, Craig, J.D., Associate Professor of Business

B.A. Valparaiso University, Valparaiso, Ind.; J.D. DePaul University, Chicago, Ill. At Concordia since 2009.

Maddocks, Amanda: Associate Professor of Leadership

B.S. Principia College, Elmhurst, Ill.; M.A. St. Xavier University, Chicago, Ill.; Ph.D. Loyola University, Chicago, Ill. At Concordia since 2005.

Meisels, Marlene: Associate Professor of Education

B.A. University of Illinois Chicago, Chicago, Ill.; M.Ed. University of Illinois Chicago, Chicago, Ill.; Ph.D., University of North Carolina, Chapel Hill, N.C. At Concordia since 2008.

Michie, Gregory S.: Professor of Foundations, Social Policy & Research

B.A. University of North Carolina, Chapel Hill, N.C.; M.Ed. University of Illinois at Chicago, Chicago, Ill.; Ph.D. University of Illinois at Chicago, Chicago, Ill. At Concordia since 2010.

Mizelle, Isaac Timothy: Associate Professor of Education Leadership

B.S. Atlantic Christian College, Wilson, N.C.; M.R.E. The Southern Baptist Theological Seminary, Louisville, Ky. Ph.D. Georgia State University, Atlanta, Ga. At Concordia since 2005.

Morgenthaler, Shirley K.: Distinguished Professor of Education

B.S.Ed. Concordia Teachers College, River Forest, Ill.; M.S. National College of Education, Evanston, Ill.; Ph.D. Erikson Institute and Loyola University, Chicago, Ill. At Concordia since 1974.

Nunez, Isabel: Assistant Professor of Teacher Education

B.A. University of Southern California, Los Angeles, Calif.; J.D. University of California, Los Angeles, Calif.; M.A. University of Birmingham, Birmingham, United Kingdom. At Concordia since 2006.

Pate, Ardelle: Associate Professor of Instructional Design & Technology

B.A. Valparaiso University, Valparaiso, Ind.; M.A. Northern Illinois University, DeKalb, Ill.; M.S. Kent State, Kent, Ohio; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2010.

Pawl, Kari: Assistant Professor of Curriculum, Language & Literacy

B.A. Barat College, Lake Forest, Ill.; M.A. National-Louis University, Evanston, Ill. At Concordia since 2010.

Przeklasa, Anthony: Associate Professor of Leadership

B.A., M.A. Northern Illinois University, DeKalb, Ill.; M.S.Ed. Chicago State University, Chicago, Ill.; Ph.D. Northwestern University, Evanston, Ill. At Concordia since 2004.

Reiseck, Carol: Associate Professor of Educational Leadership

B.A. Aurora University, Aurora, Ill.; M.B.A. Benedictine University, Lisle, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill.; At Concordia since 2004.

Ricketts, Ursula: Associate Professor of Education

B.S. University of Illinois Chicago, Chicago, Ill.; M.A. Governor State University, University Park, Ill.; Ed.D. Loyola University, Chicago, Ill. At Concordia since 2005.

Safer, L. Arthur: Professor of Leadership

B.A. Miami University, Oxford, Ohio; M.Ed. Xavier University, Cincinnati, Ohio; Ph.D. Northwestern University, Evanston, Ill. At Concordia since 2010.

Santin, Claudia: Associate Professor of Educational Leadership

Executive Director of Partnerships & Distance Learning
B.A. College of New Jersey, Trenton, N.J.; M.A. College of New Jersey, Trenton, N.J.; Ed.D. Nova Southern University, Ft. Lauderdale, Fla. At Concordia since 2008.

Schefelbein, Carol: Associate Professor of Teacher Education

B.S. Bradley University, Peoria, Ill.; M.Ed. National Louis University, Evanston, Ill.; Ed.D. Loyola University of Chicago, Chicago, Ill. At Concordia since 2005.

Schilling, Craig, A.: Associate Professor of Leadership

B.S. University of Maryland, College Park, Md.; M.S. Boston University, Boston, Mass.; C.A.S. Northern Illinois University, DeKalb, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2009.

Simon, Alan: Associate Professor of Education Leadership

B.A. University of Wisconsin, Madison, Wis.; M.S. National College of Education, Evanston, Ill.; Ed.D. University of Illinois, Urbana-Champaign. At Concordia since 2006.

Sims, Paul: Assistant Professor of Leadership

B.A. University of Waterloo, Ontario, Canada; M.Div. Aquinas Institute of Theology, St. Louis, Mo.; M.Ed. DePaul University, Chicago, Ill.; Ph.D. Loyola University, Chicago, Ill. At Concordia since 2009.

Skorek, Judy: Assistant Professor of Psychology

B.S. University of Illinois, Champaign, Ill.; M.S.Ed. Northern Illinois University, DeKalb, Ill.; Ph.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2007.

Smith, Amanda: Associate Professor of Education

B.A. University of Colorado, Boulder, Colo.; M.A. University of Akron, Akron, Ohio; Ph.D. University of Denver, Denver, Colo. At Concordia since 2010.

Soljaga, Dara: Associate Professor of Teacher Education

B.S. Ohio State University, Columbus, Ohio; M.Ed. Ohio State University, Columbus, Ohio; Ph.D. Ohio State University, Columbus, Ohio. At Concordia since 2006.

Steinmann, Andrew E.: Professor of Theology

B.S. University of Cincinnati, Cincinnati, Ohio; M.Div., Concordia Theological Seminary, Fort Wayne, Ind.; Ph.D. University of Michigan, Ann Arbor, Mich. At Concordia since 2000.

Stumme, Simeon: Assistant Professor of Education

B.A. Wittenberg University, Springfield, Ohio, M.A. Chapman University, Orange, Calif. At Concordia since 2008.

Theard-Griggs, Carolyn: Associate Professor of Curriculum, Language & Literacy

B.S. University of Illinois Champaign-Urbana, Champaign, Ill.; M.Ed. National-Louis University, Evanston, Ill.; Ed.D. Loyola University, Chicago, Ill. At Concordia since 2010.

Tomal, Daniel R.: Professor of Educational Leadership

B.S., M.A.E. Ball State University, Muncie, Ind.; Ph.D. Bowling Green State University, Bowling Green, Ohio. At Concordia since 1995.

Trybus, Margaret: Associate Professor of Education Leadership

B.F.A., B.A. Mundelein College, Chicago, Ill.; M.Ed. University of Illinois, Chicago, Ill.; Ed.D. Loyola University, Chicago, Ill. At Concordia since 2006.

Vlasak, Linda: Associate Professor of Education

A.A. Elgin Community College, Elgin, Ill., B.S., Southern Illinois University, Carbondale, Ill., M.A. DePaul University, Chicago, Ill., EdD. Loyola University, Chicago, Ill. At Concordia since 2008.

Warwick, Ronald: Professor of Educational Leadership

B.S. Loyola University, Chicago, Ill., M.Ed., Loyola University, Chicago, Ill., Ed.D. Indiana University, Bloomington, Ind. At Concordia since 2008.

Wellen, Lauren: Associate Professor of Education

B.A., M.A. Concordia University, River Forest, Ill.; Ph.D. Northern Illinois University. At Concordia since 1999.

Wente, Steven F.: Professor of Music

B.A., M.C.M. Concordia Teachers College, River Forest, Ill.; D.Mus. Northwestern University, Evanston, Ill. At Concordia since 1984.

Wilhite, Robert: Associate Professor of Educational Leadership

B.A. Southern Illinois University, Carbondale, Ill.; M.Ed. Loyola University, Chicago, Ill., Ed.D. Loyola University, Chicago, Ill. At Concordia since 2008.

Zillman, O. John: Professor of Psychology

B.A., M.A.Ed. Concordia College, River Forest, Ill.; Ph.D. University of Illinois, Chicago, Ill. At Concordia since 1989.

Zimmerman, Pamela: Associate Professor of Education

B.S. University of Illinois, Urbana, Ill.; M.S. Northern Illinois University, DeKalb, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2010.

Emeriti Faculty**Bartell, Marvin H., B.S. Ed., M.S., Ph.D.**

Distinguished Professor of Natural Science and Geography. At Concordia from 1968 to 2003.

Brockberg, Harold F.

Professor of Physical Education. At Concordia from 1956 to 1990.

Busse, Robert L., B.Mus., M.Mus.

Associate Professor of Music. At Concordia from 1957 to 1993.

Domroese, Kenneth A., B.S., M.S., Ph.D.

Professor of Natural Science. At Concordia from 1958 to 1997.

Dumler, Marvin J., A.B., M.S., Ed.D.

Professor of Psychology. At Concordia from 1958 to 1984.

Fahrenkrog, Darlene M.

Professor of Art. At Concordia 1963-69 and from 1978-2001.

Faszholz, Thomas O., B.A., M.Div., M.A.

Associate Professor of Physical Education. At Concordia from 1964 to 1999.

Flandermeyer, Roger H., A.B., A.M., Ph.D.

Professor of Geography. At Concordia from 1976 to 2001.

Froehlich, Charles D., B.A., B.D., S.T.M.

Professor of Theology and Classical Languages. At Concordia from 1962 to 1997.

Grotelueschen, Paul G., B.S., M.A.

Professor of Communication and Theatre. At Concordia from 1953 to 1999.

Heinitz, Kenneth L., B.A., M.Div., M.A., Ph.D., S.T.M.

Distinguished Professor of Theology. At Concordia from 1957 to 1993.

Hennig, Julia A., B.Mus., Deaconess, D.M.A.

Professor of Music. At Concordia from 1956 to 1996.

Herman, Alfred, B.S. Ed., M.Ed.

Associate Professor of Human Performance. At Concordia from 1968 to 2003.

Hillert, Richard, B.S. Ed., M.Mus., D.Mus. L.L.D.,

Distinguished Professor of Music. At Concordia from 1944 to 1990.

Jenne, Natalie R., B.A., M.A., D.M.A.

Professor of Music. At Concordia from 1960 to 1999.

Kirchenberg, Ralph J., M.S.

Professor of Natural Science and Geography. At Concordia from 1963 to 2003.

Klatt, Lois A., B.A., M.A., Ph.D.

Distinguished Professor of Human Performance. At Concordia from 1963 to 2003.

Kreiss, Paul T., B.S., Ed.M., Ph.D.

Professor of Foreign Language. At Concordia from 1960 to 1997.

Krentz, Eugene L., B.Th., B.D., M.Div., M.A., Ph.D.

President, Professor of Social Science. At Concordia from 1983 to 1995.

Kretzschmar, Judith C., B.S. Pe., M.P.E.

Associate Professor of Human Performance. At Concordia from 1968 to 2003.

Kurth, Lyle J., B.S., M.S., Ed.D.

Professor of Teacher Education. At Concordia from 1974 to 1998.

Kurth, Ruth, B.S., M.S., Ph.D.

Professor of Education. At Concordia from 1993 to 2003.

Laabs, Charles W., B.S.Ed., M.A.Ed.

Professor of Education. At Concordia from 1968 to 1994.

Latzke, Henry R., B.S.Ed., M.S.I.S., Ed.D.

Professor of Education, Director Library Services. At Concordia from 1960 to 1999.

Lehmann, William H. Jr., B.A., M.Div., M.A., Ph.D.

Distinguished Professor of Philosophy & Humanities. At Concordia from 1955 to 1993.

Lucht, Wayne E., B.S., M.Ed., Ph.D.

Distinguished Professor of Psychology. At Concordia from 1963 to 1991.

Martin, Walter W., B.S.Ed., M.A.

Professor of Art. At Concordia from 1957 to 1995.

Mueller, Delbert W., B.S., M.A., Ph.D.

Professor of Education. At Concordia from 1978 to 1993.

Nielsen, George R., B.S., M.A., Ph.D.

Distinguished Professor of History. At Concordia from 1959 to 1997.

Palmer, Rachel, B.S., M.S., Ed.D.

Associate Professor of Education. At Concordia from 1995 to 2003.

Pieper, Robert, B.S., M.A.

Registrar. At Concordia from 1979 to 1991.

Radke, Merle, B.S., LL.D., M.A., Ph.D.

Distinguished Professor of English. At Concordia from 1957 to 1987.

Rietschel, William C., B.S., M.Ed., Ed.D.

Professor of Education. At Concordia from 1974 to 2004.

Rimbach, Evangeline L., B.A., M.M., Ph.D.

Professor of Music. At Concordia from 1964 to 1997.

Schalk, Carl F., B.S.Ed., M.Mus., M.A.R., LL.D., L.H.D.

Distinguished Professor of Music. At Concordia from 1965 to 1993.

Schoepp, Leonard H., B.S., M.A., Ph.D.

Professor of Art. At Concordia from 1965 to 1997.

Smith, Curtis A., B.Ed., M.A., Ed.D.

Associate Professor of Educational Leadership. At Concordia from 1993 to 2001.

Spurgat, Frederick A., B.S.Ed., M.B.A., Ph.D.

Professor of Economics, Vice President for Administration. At Concordia from 1951 to 1998.

Toepper, Robert, B.S., M.A., AG.C., Ph.D.

Professor of Education and Business. At Concordia from 1979 to 2002.

Wilkie, Wesley, H., B.A., M.Div.

Associate Professor of Theology. At Concordia from 1964 to 1968, 1971 to 2003.

Young, Norman E., B.S.Ed, M.S. Ed.D.

Distinguished Professor of Mathematics, Provost Emeritus. At Concordia from 1966 to 2000.

Zimmer, R. Allen, B.S.Ed., M.A.Ed., Ed.D.

Distinguished Professor of Education. At Concordia from 1968 to 1995.

Zimmerman, Paul A., A.B., M.Div., D.D.

President. Professor of Theology and Science. At Concordia from 1973 to 1984



Degrees Conferred

Doctor of Education

May 7, 2010

Lisa M. Ginet
Barbara R. Wheeler

Janis A. Bylinski
Sean F. Byrne
Ann K. Bystedt
Amanda B. Callahan
Brian D. Callahan
Michele L. Callahan

Grace N. Cantu
Laura Carbajal
Fernando Carrillo
Brett M. Carroll
Enyth D. Carson
Claudia M. Casteel
Jennifer A. Cerney
Gina M. Ciangi
Michael Cibelli
Tracy J. Cobo
Sandra J. Coil
Jessica A. Colella
Esmeralda Cordova
James P. Coughlin

Lindsay J. Crane
Ryan T. Crissey
Nicole R. Crum
Courtney A. Daddino
Louis C. Davis
Markisha B. Davis
Robert A. Davis
Jeanine K.
DeHaven-Binger
Teresa DeSantiago
Kimberly A. Deutsch
Jenelle L. Dieterman
Paul D. DiGiulio
Jennifer C. DiSanti
Tracy A. Dockum
Julie A. Dodd
Michael P. Douglas
Amanda L. Eakins
Amber R. Earls
Brittany K. Egan
Erin N. Ekstrom
Eric M. Elftmann
Daryll L. Enison
Papedia Evans
Ryan P. Evans
Jane W. Everett
Michelle R. Felde
Stephanie R. Felker
Elizabeth L. Fischer

Peter J. Flaherty
Ryan L. Flowers
Thomas M. Foley
Amy M. Folta
Caroline A. Franek
Briana C. Fricke
Erik D. Friedman
Monica R. Frieson
Bridget E. Gainer
Bryan A. Gaines
Patricia D. Gallo
Megan K. Gardner
Montia D. Gardner
Christine M. Gauvain
Debra A. Gelso
April S. Giannosa
Carissa M. Gillespie
Jamie A. Glass
Sarah M. Gomez
Christine M.
Gonzalez-Swik
Debra L. Good
Nicholas A. Grabarek
Linda Grabowski
Kylie J. Gregor-Whitmire
Angela A. Gregory
Susan M. Griffin
Andrea N. Gunn
Rita M. Guritz
Heidi R. Habas
Kristin L. Haines
Kelly A. Hall
Julie E. Hallums
Angela Hankes
Kara E. Hanley
Brendan M. Harris
Susan R. Harris
Liana L. Hejny-Ploski
Sarah E. Heldt
Linda L. Heller
Scott L. Hendrickson
Claudia Hernandez
Vanessa Herrera
Colleen B. Hindman
Ellen M. Hoffenkamp
Sarah K. Hoffer
Cynthia R. Holliday
Ryan K. Hornback
Angela L. Huls

Jamie T. Iannotti
Adebisi O. Ige
Michelle T. Jablonski
Melissa A. Jensen
Tracey L. Jensen
Lars-Peter Johansson
Jeffrey J. Joyce
John T. Joyce
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Legal Notices

The material contained in this catalog is for information only and does not constitute a contract between the student and the University. The University reserves the right to revise policies, amend rules, alter regulations and change financial charges at any time in accordance with the best interest of the institution.

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 also is 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.

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 a student's education records, without the student's written consent except to personnel within the institution, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing student's 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 the student 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, Student Financial Planning, Office of Admission, 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 forty-five 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, and 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 institutional 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, 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 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 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.

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
Theatre

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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