

ConcordiaUniversityChicago

2010–2011 graduate catalog

Inspiring faith, learning and leadership.®





CONCORDIA UNIVERSITY CHICAGO

Graduate Catalog 2010-2011

7400 Augusta Street • River Forest, IL 60305-1499

grad.admission@CUChicago.edu

CUChicago.edu/graduate

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Welcome to Concordia!

Dear Friends:

In 1864, the year before the Civil War ended, some enterprising and devoted pioneers in Christian higher education founded the institution which stands today as Concordia University Chicago. Since its establishment, Concordia has built upon the firm foundation that they had laid – a distinctive kind of education focused on serving the Church and society.

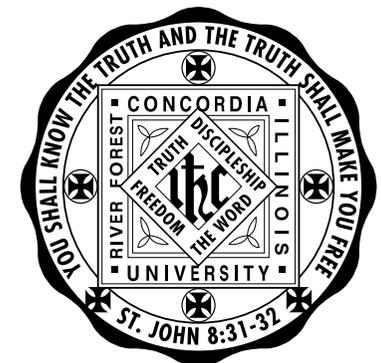
Whatever your specific vocational objective, please consider carefully the opportunities provided by a Concordia-Chicago education, including small classes, individual care and concern, a lovely, suburban location convenient to one of the world's great metropolitan areas, and above all, faculty, staff and students committed to growth as a community of both intellect and faith. Whether you come to us as a young adult, fresh out of high school, or as one who has accumulated knowledge through previous life experiences, we welcome your careful examination of our commitments and our offerings, with an eye toward joining us, both for your growth and for ours.

Please consider this my personal invitation to look us over through this catalog and, even better, in person on our campus. Education is a lifelong process, but for any one of us the opportunity to choose a college or university does not come often. It is worth careful examination and reflection.

Best wishes and God's blessing on your choosing and your studies, in life and in service!



John F. Johnson
President, Concordia University Chicago



University Contact Information

Main Switchboard

708-771-8300

Commuter Services

708-209-3475

Admission: Graduate

708-209-4093

grad.admission@cuchicago.edu

Correspondence Courses

708-209-3024

Admission: Outside Illinois

800-285-2668

877-CUChicago

877-282-4422

admission@cuchicago.edu

Learning Assistance

708-209-3042

Multicultural Affairs

708-209-3042

Admission: Undergraduate

708-209-3100

Registrar's Office

708-209-3165

Accelerated Degree Completion Program for Adults

708-209-3535

866-4MY-DEGREE

1-866-469-3347

Residence Life/Housing

708-209-3248

Academic Advising Services

708-209-3256

Student Business Services

708-209-3241

Academy for Professional

Church Workers

708-209-3621

Student Financial Planning

708-209-3113

Alumni Relations

888-258-6773

Student Services

708-209-3005

Athletics

708-209-3116

Teacher Certification

708-209-4081

Career Planning/Placement

708-209-3033

Transcripts

708-209-3165

Colloquy Program

708-209-3568

Academic Calendar 2010-2011

Summer 2010

May 17, 2010 – August 6, 2010

Term Begins	May 17, 2010
Last day to add a course	Day course begins
All registrations on record	Day course begins
Memorial Day holiday	May 31, 2010
Intent to graduate deadline	June 11, 2010, for August certification
Independence Day holiday	July 5, 2010
Term ends	August 6, 2010

Fall 2010

August 30, 2010 – December 17, 2010

Orientation	August 25, 2010
Opening Service	August 29, 2010
Semester begins	August 30, 2010
Last day to add a course	September 3, 2010
All registrations on record	September 3, 2010
Labor Day holiday	September 6, 2010
Census date	September 24, 2010
Mid-Term Break	October 22, 2010
Last day to withdraw	November 5, 2010
Thanksgiving Break	November 24 – 28, 2010
Final exams	December 13 – 17, 2010
Term ends	December 17, 2010
Commencement ceremonies	December 18, 2010

Spring 2011

January 10, 2011 – May 6, 2011

Orientation	January 8, 2011
Semester begins	January 10, 2011
Last day to add a course	January 15, 2011
All registrations on record	January 15, 2011
MLK Day – no daytime classes	January 17, 2011
Census date	February 4, 2011
Spring Break	March 5 – 13, 2011
Last day to withdraw	March 25, 2011
Easter Break	April 21 – 25, 2011
Final exams	May 2 – 6, 2011
Term ends	May 6, 2011
Commencement ceremonies	May 7, 2011

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

Doctor of Philosophy

Colleges

College of Arts and Sciences

College of Business

College of Education

College of Graduate
and Innovative Programs

Post Master's Programs

Certificate of Advanced Studies

Doctor of Education in
Early Childhood Education

Doctor of Education in School Leadership

Graduate Programs

Business Administration

Christian Education

Church Music

Community Counseling

Curriculum and Instruction

Early Childhood Education

Gender & Women's Studies

Gerontology

Human Services

Human Services/Administration

Human Services/Exercise Science

MAT in Early Childhood Education

MAT in Elementary Education

MAT in Secondary Education Music
Music

Psychology

Reading Instruction

Religion

School Counseling

School Leadership

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 1,200 undergraduate students and more than 3,700 graduate students. The low student-teacher ratio allows for smaller class sizes, creating a genuine, caring atmosphere where strong student-faculty relationships, facilitating learning and leadership development, are built.

Campus residence halls house approximately 600 students who come to our campus from large cities 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/documents/honorcode.pdf.



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 Web site 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 attended showing all previous undergraduate and graduate work. 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 attended showing all previous undergraduate and graduate work.
- 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/Principal 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 by 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.

E-mail 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. Effective September 1, 2010, 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.

FEES

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 1, 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. Visa will be accepted **ONLY** through September 1, 2010.

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	<u>Summer 2010</u>	<u>Fall 2010</u>	<u>Spring 2011</u>
<i>Classroom Based Programs:</i>			
On-campus/non-cohort masters*	\$585	\$585	TBD
On-campus/non-cohort doctoral*	\$625	\$625	TBD
Cohort masters Curriculum & Inst.**	\$410	\$410	TBD
Cohort masters School Leadership**	\$439	\$439	TBD
Cohort masters Reading**	\$469	\$469	TBD
Cohort masters School Counseling**	\$469	\$469	TBD
Cohort Educational Technology	\$439	\$439	TBD
Cohort masters Curr. & Inst. ESL**	\$410	\$410	TBD
Cohort masters C&I w/ESL Certification***	\$410	\$410	TBD
Cohort Master of Arts in Teaching**	\$461	\$461	TBD
Cohort masters Gerontology**	\$469	\$469	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 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: \$150 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 Web site at www.cuchicago.edu, download, complete the form, then mail to the Student Business Services Office for processing.

The tuition refund schedule for classes during the 2010-2011 academic year is as follows:

Fall 2010/Spring 2011 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

Find the most up-to-date version on the Web at:

www.cuchicago.edu/about_concordia/facilities_and_services/business_services/pdfs/fall_spring_add_drop.pdf

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.

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: \$8,000

Technology fee for all programs: \$9 per credit hour
(not to exceed \$115)

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: \$420 per year or \$210 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: \$105

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/

FEES

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 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.

24-hour Transcript Order: \$15 per order

[24-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.

24-hour Overnight Express Order: \$40 per order

24-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.

24-hour Fax Order: \$15 per Order

24-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.

24-hour Order: \$15 per order

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

24-hour Overnight Express Order: \$40 per order

24-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.

24-hour Fax Order: \$15 per Order

24-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 Web site 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.

Satisfactory Progress

A graduate student must maintain satisfactory progress to have eligibility for Federal Title IV, Illinois or institutional financial assistance. Other assistance also may be affected.

A graduate student must complete a masters degree within seven calendar years after registering for the first course counted toward the degree. All credit toward a Certificate of Advanced Studies must be completed within five calendar years after registering for the first course.

Credit toward the Doctor of Education degree must be earned within seven years of admission to the program and enrollment in the first course in the program.

A student's enrollment status (full-time or half-time) will be determined at the beginning of each semester and at the census date of each semester. The number of required, completed hours will be pro-rated for less than full-time status. Courses from which a student has withdrawn during the semester will be counted only for enrollment status, not in hours completed or GPA.

Pass/DF and Satisfactory/Unsatisfactory courses will be considered as regular courses for enrollment status and hours earned. Courses for graduate credit cannot be taken on this basis. The GPA calculation will be determined for earned grades only, not for grades of "W" or "I."

If a student receives an incomplete in a course and as a result the satisfactory progress requirement is not met, but could be if a passing grade is received, the student will be placed on Financial Aid Probation for the next semester during which financial aid may be received. However, the student must, at the end of the probationary term, meet the applicable satisfactory progress standards for that point in the student's program.

If a student fails to meet satisfactory progress standards, the student may receive financial aid for the next semester at the end of which the standards for that particular point in the student's program must be met. This is a financial aid probationary term. If at the end of the student's probationary term satisfactory progress standards are not met, the student's financial aid eligibility will be terminated. The student then will be classified as making unsatisfactory progress for the receipt of financial assistance. Satisfactory progress decisions pertaining to financial aid may be appealed in writing to the Director of Student Financial Planning.



Financial Aid Information

Making your education affordable and meeting the cost of a college education is a primary goal of Concordia University Chicago. Concordia's comprehensive financial aid program offers assistance to help supplement each family's contribution toward college expenses. While the responsibility for financing University costs rests with students and their families, Concordia assists with this obligation by providing financial aid packages to help meet the needs of its students.

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's family can provide for University expenses, taking into account such factors as current income, assets, family size and number in college.

After a careful study of the information on the FAFSA, the Office of Student Financial Planning determines the family's eligibility for financial assistance. If eligible, a student will receive a combination of scholarships and/or grants, campus employment and educational loans. This combination is called an award package.

All undergraduate students wishing to apply for financial assistance may submit the FAFSA any time after January 1 (but no later than April 1) for the coming school year. All need-based federal, state and institutional 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; Illinois residents are eligible for the Illinois Student Assistance Commission (ISAC) monetary awards. Most states will not allow their grants to be used out-of-state. Therefore, students should check with their school counselors if they are not sure of their state programs.

Lutheran church professional students are asked to apply to their churches and districts for assistance. They also may be eligible for Concordia's Church Professional Grant, which ranges from \$500 to \$2,000 per year.

Minority students who plan to enter the Lutheran church professional program may be eligible for additional Synodical funds. They also must file for federal and state grants if applicable.

Academic scholarships for returning students, usually ranging from \$500 to \$1,500, are available on campus. Most are based on academic achievements; some are based on need and/or program.

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. National Mutual Benefit, 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/opportunities to students attending Lutheran colleges and universities. Contact congregational/area representatives for further details.

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

New and transfer students may be eligible for merit-based awards, granted upon admission to the University, by the Office of Undergraduate Admission. These awards include the following: Pillars Scholarship, Regents Scholarship, Faculty Scholarship, Cougar Award, Maroon and Gold Award, Alumni Award, Music Scholarship, Presidential Honors Scholarship, Phi Theta Kappa and Business Enterprise Award.

Please contact the Office of Undergraduate Admission for specific information.

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.

Scholarships and Endowments

Many friends of the University have given gifts to establish named scholarships and endowments to support the student financial aid program at Concordia-Chicago. Recipients are selected by academic departments, the merit scholarship committee and the Office of Student Financial Planning.

Employment

To assist in meeting their educational costs, students may be given the opportunity to work on campus. Campus jobs are awarded on the basis of need and ability. For Concordia students, off-campus employment also is a viable option.

Student Loans

The Perkins, Stafford and unsubsidized Stafford Loan programs are made available by the state and federal government and administered by the University. Eligibility is determined by the FAFSA. The PLUS loan program, for parents of financially dependent students, also is offered for educational purposes. Many of these loans allow the student to borrow funds at low interest rates and repay them after the student has graduated from his/her intended program.

Standards of Satisfactory Academic Progress for Financial Assistance

A student must maintain satisfactory academic progress to have eligibility for Federal Title IV funds, state grants and/or Concordia financial assistance. Other aid, such as military benefits and merit scholarships, also may be affected.

The Standards of Progress include three elements: grade point average, course-completion rate and maximum time frame.

Grade Point Average: Undergraduate students are required to maintain a 2.0 grade point average by the end of their first year of full-time study (24-30 credit hours of coursework). A cumulative 2.0 grade point average must be maintained from that point forward.

Course Completion Rate: Undergraduate 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 CUC. 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: 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. Since the average number of credit hours needed to complete the bachelor's degree is 128 hours, students may not receive financial assistance upon attempting more than 192 credit hours. Students in degree programs requiring more than 128 credit hours may appeal to the Director of Student Financial Planning for an extension, if necessary.

Probation Status: A student who fails to meet the above standards of satisfactory progress will be placed on probation status for his/her next term of attendance. During the probation period the student is still allowed to receive his/her need-based financial aid. Certain merit scholarships, which require the student to maintain a specified grade point average, still may be affected.

Disqualification Status: A student who fails to meet the standards of 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, parent loans, CUC need-based and merit scholarships and CUC faculty/staff waivers.

Appeals for the Reinstatement of Financial Assistance: Disqualified students may appeal their status, if mitigating circumstances contributed to their inability to meet the required standards of satisfactory progress. Students should write a letter, addressed to the Standards of Satisfactory Progress Committee, explaining their circumstances and what has changed, which will allow for their success in the future. Students are expected to submit supporting documentation when applicable.

If the appeal is approved, students will be placed back on probation status for the next semester. Students need to meet the standards of satisfactory progress by the end of that semester or they will be placed back on disqualification status.

Additional Appeals: Students usually are allowed only one semester on probation after they have appealed due to mitigating circumstances. Additional appeals may be accepted if the student has made substantial gains in meeting the required standards, but may still fall short of meeting the cumulative grade point average or cumulative course completion. Students whose appeals have been denied may appeal again after they have met successfully the standards of satisfactory progress at CUC or show that they have attended and met the standards at another college.



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 CUC. 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. No more than 15 hours (21 in School Counseling) may be earned at the 4000-level in any master's or post-master's program. No 4000-level courses may apply to a doctoral program.

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 students 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:

<u>Grade</u>	<u>Rating</u>	<u>Quality Points</u>
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
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 Concordia Connect at the end of each academic term. Grades also can 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), will allow the student 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 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 the 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 2008 term can only be appealed through the end of the spring 2009 term).

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.

TRANSFER CREDIT

Transferability of Credits

Concordia University Chicago proudly is accredited by the Higher Learning Commission. The College of Education also is 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 Concordia University Chicago, up to six semester hours of transfer credit may be accepted from an accredited graduate school. (Up to nine semester hours may be transferred from a graduate school or seminary of The Lutheran Church–Missouri Synod.) Application to have transfer of credits apply to a graduate program or the Certificate of Advanced Studies (CAS) 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 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. All transfer credit must fall within the seven-year time limit for the degree. 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, Type 73 or Type 75 certification or 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 are non-transferable. Workshop credit earned at Concordia University Chicago will count toward program requirements, where applicable.

Correspondence Courses

Courses taken through correspondence study at Concordia 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 2-3 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 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 replicate, work from previous papers written for courses. The completed paper should follow 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 districts. 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.
- Must 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.
- Must 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 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 advisor 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.
- Must 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 defend successfully 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. A 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 Concordia-Chicago, 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, 7400 Augusta Street, 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 withdraw 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 withdraw 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 fourth week 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 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 have 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: 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).

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 end of the second week of the semester in which the degree is to be conferred. Deadlines for filing for graduation are listed on the "Intent To Graduate" form.

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 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 comprehensive 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 end of the second week of the semester in which the degree is to be conferred. Deadlines for filing for graduation are listed on the "Intent to Graduate" form.

PROGRAM PROCEDURE FOR CERTIFICATE OF ADVANCED STUDIES (CAS) STUDENTS

1. Advisor

Course registration is the responsibility of the student. The advisor will work out the Certificate of Advanced Studies tentative program sheet. This tentative program sheet must be approved by the appropriate dean. Consult this catalog for details of the Certificate of Advanced Studies program. Once approved, the program sheet must be followed unless revised by the advisor and approved by the appropriate dean.

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 notified and placed on academic probation.

3. Lecture/Forum

The student presents a 'lecture/forum' in consultation with the project advisor during the final semester of registration. (Ordinarily the student's advisor is also the project advisor.) The project advisor will submit to the School of Graduate Studies the Certificate of Advanced Studies Final Presentation Report Form. This form is used to indicate that the 'lecture/forum' was acceptable. The candidate is then recommended for receiving the Certificate of Advanced Studies pending the completion of all coursework.

4. Graduation

An "Intent to Graduate" form must be submitted to the Office of the Registrar no later than the end of the second week of the semester in which the degree is to be conferred. 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 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 University 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 of Illinois.

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 bachelors 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-Chicago. The fee will be applied toward tuition of the first course in which the student enrolls, if enrollment begins within one year from the time the fee was paid. When the evaluation is completed, the student has two options in the pursuit of teacher certification:

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

Option II- Complete a second Bachelor's Degree in one of Concordia'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 while serving as a graduate assistant.

The graduate assistant position consists of up to 19 hours of work each week. Compensation is equivalent approximately 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, a year or a 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 Concordia University System or through Dominican University and are available to Concordia University Chicago 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 University Chicago has agreements will be required to "stop out," that is, suspend their CUC registration for the period abroad. Such credits may transfer to the University 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, e-mail and web hosting, network disk space and print queue management. ITS also maintains over 200 e-mail 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 <http://connect.cuchicago.edu> – is a secure and personalized Web site 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/voice mail 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, résumé writing, video résumés and interview skills.

Handbooks

The *Graduate Student Handbook* contains information about student activities, policies, rights and responsibilities. For students in teacher certification programs, the *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

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

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

- SOC-4420 Marriage and the Family
- SOC-6630 Contemporary Family Patterns
- SOW-6400 Marital and Family Counseling
- SOW-4100 Ethical Issues in the Helping Professions
- 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

- 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

Certificate in Gerontology

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-4115 Developmental Psychology: Adulthood
 SOC-4160 Social Gerontology
 SOC-4330 Death and Dying
 SOC-6980 Practicum in Gerontology or
 PSY-6991 Internship in Community Counseling
 SOW-6500 Public Policies and Aging



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 3 credit hours.

Courses:

ACC-6500 Financial Management of Not-for-Profit Organizations
 MGT-4505 Introduction to Not-for-Profit Organizations
 MGT-4520 Board Governance and Management of Volunteers
 MGT-6500 Fund Development and Management
 MKT-6500 Communications and Public Relations in a Not-For-Profit Organization

Medical School Preparation Certificate

Program Description:

This 16 semester-hour certificate program is designed for under-prepared undergraduates and post-baccalaureate students seeking enrollment in medical school through an intensive review of pertinent material, research-oriented laboratory bench work experience. The program also will address behaviors and mindsets that are vital aspects for successful matriculation and retention in medical school. The curriculum consists of a series of review and experience-based augmentation courses in natural and physical science, laboratory bench work and clinical assessment presented in a linear format.

Required courses:

BIO-4511 Biotechnology (3 hours)
 MSP-4100 Medical Perspectives (6 hours)
 MSP-4120 Medical Ethics, Literature and Society (3 hours)
 MED-4XXX MCAT Prep Optional (0 hours)
 BIO-4XXX Pathophysiology

Post-Baccalaureate Special Education Certification

Certification: Type-10, Special Education - 73 hours

Degree Requirements

Complete 73 semester hours of coursework as indicated, including all general education competency requirements. Upon acceptance, 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 eligible to apply for a Special Education (Type 10) teaching certificate.

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

General Education Competencies

Communication Skills

3 semester hours – English Composition II or equivalent

3 semester hours – Fundamental of Speech or equivalent

2 semester hours – Electronic Communication Requirement

Choose a method:

CSC-1100 Electronic Communication (undergraduate course)

Web-based section of the above course

Timed, in-lab Electronic Communication exam (offered two times per semester)

(In preparation for this exam, students may attend any or all of a four-session, four-hour modular seminar to assist in improving the skills not currently possessed.)

Mathematics

Three semester hours above Intermediate Algebra

Natural Science (one lab science course required)

Three semester hours – Physical Science

Three semester hours – Biological Science

Humanities*

Nine semester hours in at least two different areas

Social Science*

Nine semester hours in at least two different areas

*One of the courses in these two areas must be classified as a non-Western course. Students also must complete American History or American Government from these areas. Student 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. General education competencies do not need to be taken prior to admission to the program.

Admission to the College of Education and to the Program

Special education post-baccalaureate candidates must meet all of the requirements of the College of Education of the University as a condition of admission along with additional specific requirements. These requirements include:

- A cumulative GPA of at least 2.5 in the following prerequisite courses:
 - EDU-2020 Principles and Technology in Education
 - PSY-2400 Educational Psychology
- Successful completion of the Illinois Certification Testing System Basic Skills Test.
- Completion of required intensive and extensive hours of field observations in special education and regular education classrooms and initiation of the special education program portfolio (Checkpoint 1).
- Submission of written substantiation of prior experiences in the education and special education fields.
- Completion of a written personal goal statement.
- Submission of a letter of recommendation from a professional in the teaching field.

Certificate Requirements

The student must maintain a minimum cumulative GPA of 3.0 in all professional coursework.

Candidates must complete 24 hours of coursework at Concordia prior to student teaching.

Candidates must take a minimum of 50 percent of the coursework in the program at Concordia University Chicago.

Areas of Study

Required Courses (5 hours)

EDU-2020 Principles and Technology in Education

EDU-2400 Educational Psychology

Required for Admission to the Professional Semester (53 hours)

EDU-3000 Multicultural Education

EDU-4100 Foundations/Ethics of American Education

EDU-4220 Reading the Content Areas

EDU-4550 Adaptive Technologies and Equipment

EDU-4551 Collaborative Educational Relationships with Families and Professionals

EDU-4552 Instructional Strategies for Students with Learning and Behavioral Disorders*

EDU-4553 Instructional Strategies for Students with Academic and Physical Challenges*

EDU-4554 Curriculum-Based and Educational Measurements of Exceptional Learners*

EDU-4555 Systems for Integrating Exceptional Learners*

EDU-4900A Literacy I*

EDU-4900B Literacy II*

- MAE-4901 Teaching Mathematics: Elementary*
- MAT-1412 Math Concepts II
- PSY-4105 Developmental Psychology: Middle Childhood
- PSY-4110 Developmental Psychology: Adolescence
- PSY-4410 Psychology and Methods of Teaching the Exceptional Learner
- PSY-4421 Characteristics/Learning Needs of Students Academically and Physical Challenged*
- PSY-4425 Characteristics/Learning Needs of Students Learning/Behavior Disorders*

Professional Semester & Clinical Experience (15 hours)

- EDU-4952 Classroom Managements: Special Education
- EDU-4960 Student Teaching: Special Education

The candidate must complete a minimum of 100 clock hours of field experience prior to application for the professional semester. These 100 hours may be acquired through documented previous work experience and structured guided observation, instructional support, individual tutoring, or small /large/whole group instruction. The courses identified with an asterisk (*) above provide field experience hours, which are scheduled during the typical school day.

MONITORING CANDIDATE PROGRESS

Transition Point #1

The following criteria must be met prior to enrollment in methods courses:

- Completion of a minimum of 20 hours of clinical experience
- Successful completion of the Illinois Basic Skills Test
- Criminal background check
- 3.0 cumulative Concordia GPA in program coursework

Candidates are responsible for completing all prerequisite coursework as listed in his/her catalog. All requirements must be met prior to application. Applications are submitted to the Office of Field Experience.

Transition Point #2

Prior to student teaching, the student must be accepted for admission (and registration) into the Professional Semester. Requirements for acceptance include:

- Completion of 85 pre-professional hours
- Successful completion of the Illinois Subject Matter tests for LBS I
- A 3.0 cumulative Concordia GPA in program coursework

Verification of Portfolio Checkpoint #2

First Aid and CPR Certification

Application for the Professional Semester must be submitted one semester before student teaching.

Transition Point #3

Prior to the awarding of the degree, the academic record of the student will be reviewed by the Office of the Registrar and Certification Officer to ensure that all requirements have been met by the student. Prior to program completion, students must pass the Assessment of Professional Teaching: K-12. In addition, Portfolio Checkpoint #3 will be verified.





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. Thirty-nine 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

- Completion of 12 semester hours of sociology or psychology with a grade of “C” or better.

Degree Requirements

Complete of 54 semester hours with no more than 18 hours at the 4000 level, and successful completion of the capstone experience.

Areas of Study

Human Growth and Development (3 hours)

PSY-6000 Counseling and Human Development, or
PSY-4115 Development Psychology - Adulthood

Counseling Theory (3 hours)

PSY-6010 Counseling Theory and Practice

Counseling Techniques (3 hours)

PSY-6120 Counseling Techniques and Interventions

Group Dynamics, Processing and Counseling (3 hours)

PSY-6015 Group Counseling

Appraisal of Individuals (3 hours)

PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

PSY-6030 Research in Psychology

Professional, Legal and Ethical Responsibilities (6 hours)

SOW-4100 Ethics

PSY-6035 Introduction to Professional Counseling

Social and Cultural Foundations (3 hours)

PSY-6005 Multi-Cultural Counseling

Lifestyle and Career Development (3 hours)

PSY-6020 Career Counseling

Practicum/Internship (9 hours)

PSY-6982 Practicum

PSY-6992 Internship

Substance Abuse (3 hours)

PSY-6105 Substance/Alcohol Abuse and Treatment

Family Dynamics (3 hours)

SOC-4420 Marriage and the Family, OR

SOW-6400 Marital and Family Counseling

Professional Curricular Experience and Maladaptive Behavior (3 hours)

PSY-6300 Community Mental Health Programs & Services

Electives: (6 hours)

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

Option 3: Written and Oral Examination over three readings assigned by a committee.

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 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

Program Core (24 hours)

Required (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

Select one (3 hours)

- SOC-6500 Sociology of Education
- EDU-4310 Foundations of Early Childhood Education

Select one (3 hours)

- PSY-6500 Cognitive Development: Theory and Implications
- PSY-4101 Developmental Psychology: Infancy and Early Childhood
- SOC-6110 Socialization Processes

Program Emphasis: Teaching

(Select 12 hours)

- 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-6500 Administration of Early Childhood Programs
- EDU 6160 Parent Involvement in Early Childhood Education
- EDU-6330 Advocacy and Children's Rights
- SOC-6300 Contemporary Family Patterns

Special Education

- EDU-4030 Curriculum-Based & Educational Measurement of Exceptional Learners
- EDU-4720 Meeting Diverse Needs of Children's Language Culture/ Development
- EDU-6330 Advocacy and Children's Rights
- PSY-4435 Identification and Education of Young Children with Special Needs



Educational Technology

Degree: Master of Arts 33 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.

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-6460 Foundations and Ethics in American Education
 EDU-6500 Curriculum Construction
 EDU-6545 Action Research for Practitioners

Gerontology

DEGREE: MASTER OF ARTS 33 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)

SOC-4160 Social Gerontology
 SOC-6100 Methods of Evaluation Research
 SOC-6900 Seminar in Gerontology
 SOC-6980 Practicum in Gerontology
 SOW-4100 Ethical Issues in the Helping Professions; or,
 THY-6400 The Christian in Society
 SOW-6510 Social Services for the Elderly
 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-4910 Social Work Practice Methods I
 SOW-4920 Social Work Practice Methods II
 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-4115 Developmental Psychology: Adulthood

PSY-6495 Administration of Human Services

SOC-4120 Sociology of Religion

SOC-4140 Sociology of Health Care

SOC-4330 Death and Dying

SOC-6300 Contemporary Family Patterns

SOW-4310 Loss and Mourning

Select two other courses from requirements or related requirements (6 hours)

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)

PSY-6300 Community Mental Health Programs and Services
SOW-4910 Social Work Practice Methods I, or
SOW-4920 Social Work Practice Methods II
SOW-4100 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)

PSY-4101 Developmental Psychology: Infancy and Early Childhood
PSY-4105 Developmental Psychology: Middle Childhood
PSY-4110 Developmental Psychology: Adolescence
PSY-4115 Developmental Psychology: Adulthood
PSY-4620 Psychology of Gender
PSY-6000 Counseling and Human Development
PSY-6500 Cognitive Development: Theory and Implications
SOC-4160 Social Gerontology
SOC-4330 Death and Dying

SOC-4410 Child, Family and Community
SOC-6110 Socialization Processes
SOC-6300 Contemporary Family Patterns
THY-6500 Moral, Ethical and Spiritual Development of the Child

Counseling - choose two courses (6 hours)

PSY-4201 Counseling Skills
PSY-4625 Behavior Assessment and Management
PSY-6005 Multicultural Counseling
PSY-6010 Counseling Theory and Practice
PSY-6015 Group Counseling
PSY-6035 Introduction to the Counseling Profession
PSY-6100 Brief Therapy
PSY-6105 Substance/Alcohol Abuse and Treatment
PSY-6110 Counseling for Selected Special Needs
PSY-6115 Counseling through the Expressive Arts
SOW-4310 Loss and Mourning
SOW-6400 Marital and Family Counseling

Research and Assessment - choose one course (3 hours)

PSY-4310 Statistics for the Behavioral Sciences
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-4505 Human Sexuality
PSY-4605 Abnormal Psychology
PSY-4610 Theories of Personality
PSY-4645 Psychology of Adjustment and Growth
PSY-6505 Psychological Theories and the Educational Process
SOC-4100 Sociological Theory
SOC-4150 Social Psychology
SOC-4420 Marriage and the Family
SOC-4430 Social Deviance
SOC-4610 Social Inequality: Minority Group Relations
SOC-4620 Social Inequality: Class, Status and Power
SOC-6120 Social Thought and Contemporary Issues

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

ART-4600 Introduction to Art Therapy
PSY-4440 Basic Sign Language
PSY-4501 Physiological Psychology
PSY-4630 The Interface Between Psychology and Christianity
PSY-4635 Industrial/Organizational Psychology

PSY-6020 Career Counseling and Education
 PSY-6495 Administration of Human Services
 SOC-4130 Sociology of Work and Occupations
 SOC-4140 Sociology of Health Care
 SOC-4150 Social Psychology
 SOC-4320 Juvenile Delinquency
 SOC-4510 Law and Society
 SOC-4630 Urban Society
 SOC-6910 Seminar: Social Institutions
 SOW-4000 Introduction to Social Welfare
 SOW-4200 Social Welfare Policies and Services
 SOW-4920 Social Work Practices Methods II

Capstone Experience

Choose from options 1 through 3.



Human Services - Administration

DEGREE: MASTER OF ARTS 33 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 (21 hours)

PSY-6030 Research in Psychology or
 SOC-6100 Methods of Evaluation Research
 PSY-6300 Community Mental Health Programs and Services
 PSY-6495 Administration of Human Services
 PSY-6995 Internship in Human Services (Administrative Emphasis)
 SOC-4200 Organizational Analysis or
 SOC-6105 SPSS Data Analysis
 SOW-4100 Ethical Issues in the Helping Profession or
 THY-6400 The Christian in Society
 SOW-4200 Social Welfare Policies and Services

Electives (12 hours)

Individually designed program in consultation with an advisor; the student may choose appropriate courses from psychology, sociology, social work, management, marketing or accounting.

Capstone Experience

Choose from options 1 through 3

Human Services - Exercise Science

DEGREE: MASTER OF ARTS 33 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
- No more than 15 hours may be earned at the 4000-level in any master's or post-master's program

Areas of Study

Required (12 hours)

PES-6100 Contemporary Issues in Health and Wellness
 PES-6991 Internship: Exercise Science
 PSY-4201 Counseling Skills, or
 SOW-4910 Social Work Practice Methods I, or
 SOW-4920 Social Work Practice Methods II
 SOW-4100 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)

*PES-4431 Physical Growth and Motor Development
 PSY-4110 Developmental Psychology: Adolescence
 PSY-4115 Developmental Psychology: Adulthood
 PSY-4610 Theories of Personality
 PSY-6000 Counseling and Human Development
 SOC-6110 Socialization Processes

Counseling - select one course (3 hours)

*PES-6200 Physical Activity for Mature Adults
 PSY-4205 Introduction to Counseling
 PSY-4625 Behavior Assessment and Management
 PSY-6010 Counseling Theory and Practice
 PSY-6015 Group Counseling
 PSY-6100 Brief Therapy
 PSY-6115 Counseling Through the Expressive Arts

Research and Assessment - select one course (3 hours)

*PES-4740 Measurement and Evaluation in Human Performance
 PSY-4310 Statistics for the Behavioral Sciences
 PSY-6030 Research in Psychology
 SOC-4700 Methodology in Social Research
 SOC-6100 Methods of Evaluation Research

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

*PSY-4501 Physiological Psychology
 PSY-4505 Human Sexuality
 *PSY-4510 Sports Psychology
 PSY-4620 Psychology of Gender
 PSY-4645 Psychology of Adjustment and Growth
 PSY-6105 Substance/Alcohol Abuse and Treatment
 *SOC-4110 Sociology of Sport and Leisure
 SOC-4140 Sociology of Health Care
 SOC-4150 Social Psychology
 SOC-4160 Social Gerontology
 SOC-4330 Death and Dying
 SOC-4420 Marriage and the Family
 SOC-6120 Social Thought and Contemporary Issues
 SOW-4330 Loss and Mourning

Electives (9 hours)

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

PES-4123 Nutrition for Human Performance
 PES-4200 Fitness Testing & Exercise Prescription
 PES-4410 Biomechanics
 PES-4415 Biomechanics and Injury Prevention
 PES-4420 Physiology of Exercise
 PES-4431 Physical Growth and Motor Development
 PES-4605 Instructional Strategies for Human Performance
 PES-4650 Physical Activity for the Exceptional Child
 PES-4730 Management of Physical Activity Programs
 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 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. (Note: at least 17 hours must be taken at the 6000-level.)

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-4133 Music Theory: Counterpoint
- MUS-4153 Music Theory: Form and Analysis
- MUS-4163 Orchestration and Arranging
- MUS-6133 Analysis and Compositional Techniques
- MUS-6143 Composing for the Liturgy

History (3 hours)

- MUS-4213 The Literature of the Organ
- MUS-4263 Twentieth Century Literature and Techniques
- MUS-4643 The Literature of the Piano
- MUS-6223 J.S. Bach and the Baroque
- MUS-6343 Music in the Age of Reformation
- MUS-6253 Choral Literature

Research (3 hours)

- MUS-6243 Music Research and Bibliography

Mission Support (2-3 hours)

- MUS-4313 Music for the Contemporary Church
- MUS-4362 Musical Heritage of the Church (2 hours)
- MUS-6333 Traditions of Christian Hymnody
- MUS-6353 Studies in Christian Worship: Theology and Music

Music Support Courses (10-11 hours)

Applied Music (Two hours minimum; at least two semesters of study at one hour each semester)

Any 4000 or 6000 level MUS or MUSA courses (8-9 hours)

Liberal Arts Courses (up to 11 hours)

Theology (3 hours)

Any 4000 or 6000-level THY course, except THY-6353 if taken as MUS-6353 under Mission Support above

Any 4000 or 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 the 4000 or 6000-level requirements under music support courses or liberal arts courses as approved by the student's advisor.

Psychology

DEGREE: MASTER OF ARTS 33 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 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 (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 should have 12 undergraduate credits in Biblical studies and Christian doctrine with a grade of "C" or better. Applicants deficient in these areas may be accepted with provisional status.

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

Courses listed below are those that are normally scheduled for the cohort. Occasionally a different course that falls within the category may be substituted, depending on the cohort.

- | | |
|-----------------------|--|
| Historical Theology | THY-6320 Early Christian Fathers |
| New Testament Studies | THY-6100 Parables of Jesus |
| Old Testament Studies | THY-6020 Psalms |
| Systematic Theology | THY-6313 Baptism and Eucharist |
| Religious Education | THY-6510 Moral, Ethical and
Spiritual Development of Children |

Research

- THY-6490 Research in Theology

Concentration

- THY-6030 Messianic Prophecies
- 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 (no more than nine hours at the 4000-level), 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 before taking practicum and/or internship:

PSY-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)

PSY-6000 Counseling and Human Development

Counseling Theory (3 hours)

PSY-6010 Counseling Theory and Practice

Counseling Techniques (3 hours)

PSY-6120 Counseling Techniques & Interventions

Group Dynamics, Processing and Counseling (3 hours)

PSY-6015 Group Counseling

Appraisal of Individuals (3 hours)

PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

PSY-6030 Research in Psychology

EDL-6100 Research in Education

Professional, Legal and Ethical Responsibilities (6 hours)

SOW-4100 Ethics

PSY-6035 Introduction to Professional Counseling

Social and Cultural Foundations (3 hours)

PSY-6005 Multi-Cultural Counseling

Lifestyle and Career Development (3 hours)

PSY-6020 Career Counseling

Professional Curricular Experience and Maladaptive Behavior (6 hours)

PSY-6210 School Counseling: Program Development and Organization

PSY-6220 Counseling and Consulting in Schools

Elective (3 hours)

Students may select any graduate level course from any department of the University. It is expected that students will consult with their advisor regarding the course elected.

Clinical Experience (9 hours)

PSY-6982 Practicum

PSY-6992 Internship

Capstone Experience

Option 7: Portfolio and Oral Defense

School Leadership

DEGREE: MASTER OF ARTS 30 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. For courses identified as 4000-level, candidates must receive a "B" or higher.

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 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 except those identified as 4000-level, in which candidates must receive a "B" or higher.

Prerequisite to Methods Courses (6 hours)

PSY-4101 Developmental Psychology: Infancy and Early Childhood

EDU-6140 Resources and Strategies of Teaching ECE

Professional Courses (23 hours)

Required

ENG-4100 Language Development of the Young Child

EDU-4310 Foundations of Early Childhood Education

EDL-6100 Research in Education

EDU-6150 Creative Processes and the Young Child

EDU-6201 Teaching of Reading

Choose one

EDU-6160 Parent Involvement in Early Childhood

SOC-4410 Child, Family, Community

Choose one

EDU-4410 Psych and Methods of Teaching the Exceptional Learner

PSY-4435 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-4410 Psychology and Methods of Teaching the Exceptional Learner

EDU-4421 Characteristics and Learning Needs of Students
with Academic and Physical Challenges

EDU-4426 Characteristics and Learning Needs of Students with
Learning and Behavior Disorders

EDU-4552 Instructional Strategies for Students with Learning
and Behavior Disorders

EDU-4553 Instructional Strategies for Students with Academic
and Physical Challenges

EDU-4554 Curriculum Based and Educational Measurement
of Exceptional Learners

Candidates must also pass the Illinois Content Area Test for Special Education. Students seeking endorsements after they have received their initial certification by entitlement will apply for endorsements directly through the State of Illinois.

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

PSY-4101 Developmental Psychology: Infancy & Early Childhood

PSY-4410 Psychology and Methods of Teaching the Exceptional Learner

PSY-4435 Identification and Education of Young Children with
Special Needs

SOC-4410 Child, Family and Community

Monitoring Candidate Progress

Checklist for Assessment Transition Points

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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 course work 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:

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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 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 - Elementary Education

DEGREE: MASTER OF ARTS IN TEACHING 39 hours

MASTER OF ARTS IN TEACHING (Lutheran Teacher Diploma) 59 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. For courses identified as 4000 level, candidates must receive a "B" or higher.

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 except those identified as 4000-level, in which candidates must receive a "B" or higher.

Prerequisite to Methods Courses (6 hours)

- EDU-6040 Classroom Teaching Skills
- PSY-6505 Psychological Theories and the Educational Process

Professional Courses (21 hours)

Required

- PSY-4410 Psychology and Methods of Teaching the Exceptional Learner
- EDU-6035 Curriculum and Methods for Teaching Elementary and Middle School Art, Music, & PE
- EDL-6100 Research in Education
- EDU-6201 Teaching of Reading
- EDU-6510 Standards Based Education

Choose one

- EDU-6420 History of the American Educational Experience
- EDU-6430 Philosophies of Education
- EDU-6440 History of Western Education

Choose one

- THY-6400 The Christian in Society
- EDL-6300 Ethics of School Leadership

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

PSY-4410 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-4410 Psychology and Methods of Teaching the Exceptional Learner

EDU-4421 Characteristics and Learning Needs of Students
with Academic and Physical ChallengesEDU-4426 Characteristics and Learning Needs of Students
with Learning and Behavior DisordersEDU-4552 Instructional Strategies for Students with
Learning and Behavior DisordersEDU-4553 Instructional Strategies for Students with
Academic and Physical ChallengesEDU-4554 Curriculum Based and Educational Measurement
of Exceptional Learners

Candidates must also pass the Illinois Content Area Test for Special Education. Students seeking endorsements after they have received their initial certification by entitlement will apply for endorsements directly through the State of Illinois.

*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:

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- 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 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;
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The professional semester includes student teaching and coursework. Candidates may not student teach without prior admission to the professional semester.

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- Earn a minimum cumulative GPA of 2.5;
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MASTER OF ARTS IN TEACHING (Lutheran Teacher Diploma) 59 Hours

Degree Requirements

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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. For courses identified as 4000-level, candidates must receive a “B” or higher.

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.

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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, Sociology/Anthropology, Political Science, Geography, or Psychology)

Areas of Study

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- PSY-6505 Psychological Theories and the Educational Process

Professional Courses

Required

- PSY-4410 Psych and Methods of Teaching the Exceptional Learner
- EDU-4220 Reading in the Content Areas
- EDU-6570 Teaching at the Secondary Level
- EDL-6100 Research in Education

Choose One

- EDU-6420 History of the American Educational Experience
- EDU-6430 Philosophies of Education
- EDU-6440 History of Western Education

Choose One

- THY-6400 The Christian in Society
- EDL-6300 Ethics of School Leadership

Secondary Major

One Graduate Course in the Secondary Major

Professional Instructional (Methods) Courses

Choose the one related to your major:

- ART-4601 Teaching Art: Middle and Secondary Schools
- ENG-4602 Teaching English: Middle and Secondary Schools
- MAE-4606 Teaching Mathematics: Middle and Secondary Schools
- PES-4605 Instructional Strategies for Human Performance
- SBS-4619 Teaching Social Sciences at Middle/Secondary Level
- SCE-4608 Teaching Science: Middle and Secondary Schools
- CTH-4609 Teaching Theatre: Middle and Secondary Schools
- CSE-4692 Teaching Computer Science: Middle and Secondary Schools

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 100 Hours**Lutheran Education - all required for Lutheran Teacher Diploma (20 hours)**

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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:

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- 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

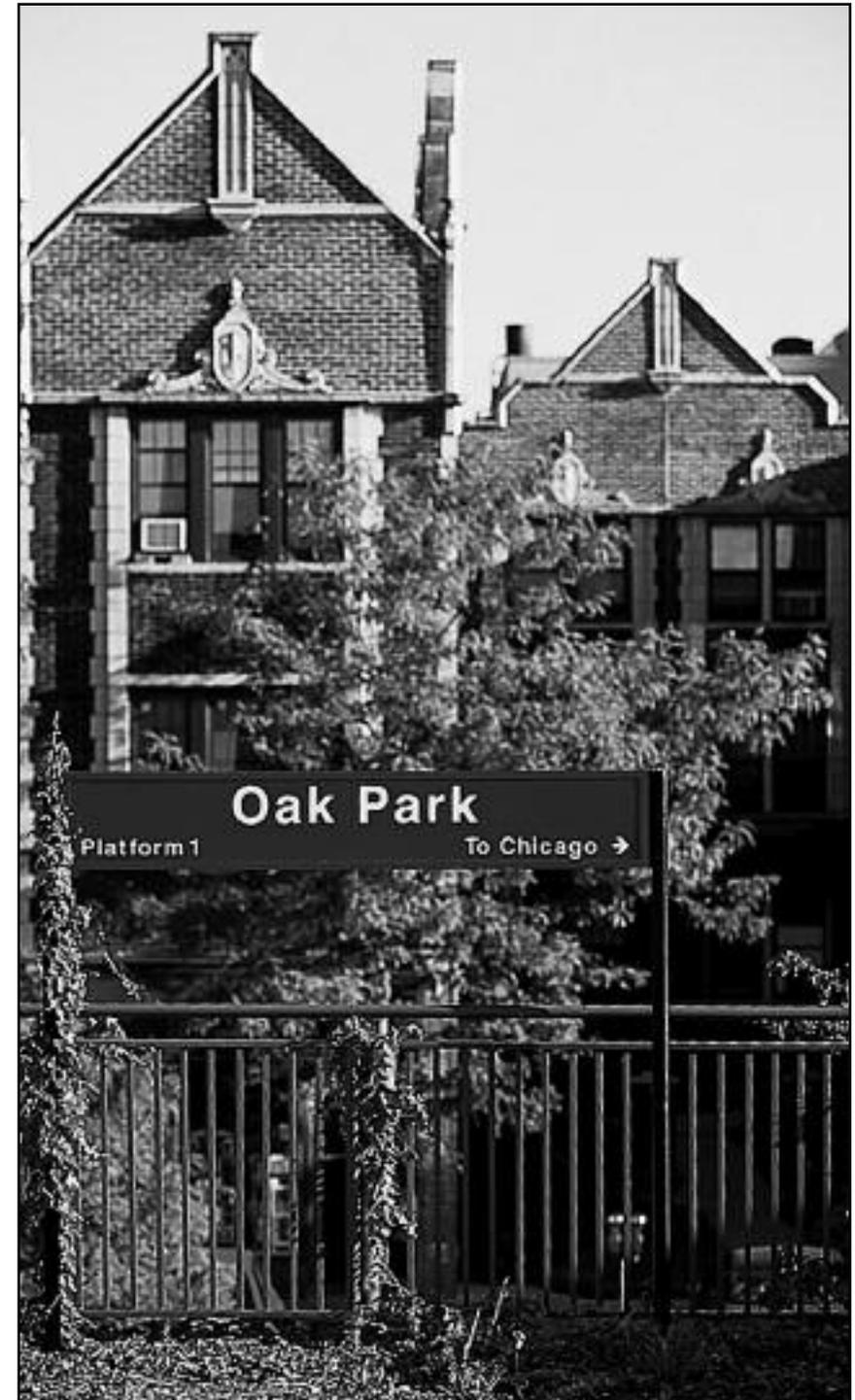
Elements of Earth Science
 Geography of North America
 World Geography: Cultural Patterns
 The Developing World
 (one of the above will be taken in the social science core)
 Economic Geography
 Map Making and Design

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 of coursework including the Capstone Experience. Courses are three credit hours unless otherwise noted.

Core Courses (27 hours)

- ACC-6200 Financial Accounting and Analysis
- ECO-6100 Managerial Economics (two credit hours)
- ECO-6200 Macroeconomic Analysis
- MGT-6100 Operations Management
- MGT-6200 Global Managerial and Organizational Behavior
- MGT-6400 Ethical Strategic Leadership
- MGT-6510 Management of Human Resources
- MGT-6600 Seminar in Descriptive Statistics (one credit hour)
- MGT-6990 Cases in Financial Analysis (Capstone Experience)
- MKT-6100 Marketing Design and Strategy

MBA CONCENTRATIONS AVAILABLE INCLUDE (12 hours):

General

ACC-6300	Managerial Accounting and Analysis
MGT-6300	Corporate Finance
MGT-6520	Managers and the Legal Environment
MGT-6110	Competitive Strategy

Banking and Financial Institutions

ACC-6300	Managerial Accounting and Analysis
MGT-6300	Corporate Finance
MGT-6310	Investments
MGT-6230	Entrepreneurial Finance and Private Equity

Not-for-Profit/Church Management

ACC-6500	Financial Management of Not-for-Profit Organizations
MGT-4505	Introduction to Not-for-Profit Organizations
MGT-4520	Board Governance and Management of Volunteers
MGT-6500	Fund Development and Management

School Business Official**National School Business Management***Required Coursework*

ACC-6200	Financial Accounting and Analysis
ACC-6300	Managerial Accounting and Analysis
ECO-6100	Managerial Economics
ECO-6200	Macroeconomic Analysis
EDL-6130	School Evaluation and Change Processes
EDL-6211	Principles of School Business Management
EDL-7230	Educational Finance
EDL-7250	Legal Issues for School Districts
MGT-6100	Operations Management
MGT-6400	Ethical Strategic Leadership
MGT-6510	Management of Human Resources
MGT-6600	Seminar in Descriptive Statistics
MKT-6100	Marketing Design and Strategy

Capstone Experience

MGT-6990	Cases in Financial Analysis
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Master of Church Music**DEGREE: MUSIC: CHURCH MUSIC 33 hours**

An integration of curricular studies and applied music in organ or voice oriented to the practical and professional requirements of the church musician. This program will provide opportunities for the student to:

- Broaden experience with and understanding of music in the church.
- Engage in scholarly research in the church's musical heritage.
- Adapt new forms of musical expression to the requirements of the parish.
- Extend one's capacities in musical creativity and performance.
- Enhance one's ability to enrich the worship life of the parish through music.

Entrance Requirements

- 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. (Note: at least 17 hours must be taken at the 6000 level.)

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-4133 Music Theory: Counterpoint
- MUS-4153 Music Theory: Form and Analysis
- MUS-4163 Orchestration and Arranging
- MUS-6133 Analysis and Compositional Techniques
- MUS-6143 Composing for the Liturgy

History (3 hours)

- MUS-4213 The Literature of the Organ
- MUS-4263 Twentieth Century Literature and Techniques
- MUS-4643 The Literature of the Piano
- MUS-6223 Johann Sebastian Bach and the Baroque
- MUS-6253 Choral Literature
- MUS-6343 Music in the Age of the Reformation

Research (3 hours)

- MUS-6243 Music Research and Bibliography

Church Music (13-14 hours)

Required:

- MUS-4313 Music for the Contemporary Church
- MUS-4362 Musical Heritage of the Church (2 hours)
- MUS-6333 Traditions of Christian Hymnody
- MUS-6353 Studies in Christian Worship: Theology and Music
Students must take 2-3 hours in either conducting or service playing.
- MUS-4322 Service Playing and Liturgical Leadership (2 hours)
- MUS-4483 Advanced Choral Conducting
- MUS-6362 Graduate Conducting (2 hours)

Performance Studies (4-6 hours)

- Major Instrument (4-6 hours)
- MUSA-6620 Applied Organ, or
- MUSA-6630 Applied Voice
- Other applied (0-2 hours)

Theology electives (0-3 hours)

- THY-4130 The Age of Reform, 1400-1650
- THY-4260 The Lutheran Confessions
- THY-4330 Martin Luther
- 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:

- MUS-4432 Approaches to Music Ed: Kodály (2 hours)
- MUS-4442 Approaches to Music Ed: Orff (2 hours)
- MUS-4452 The Children's Choir: Techniques and Materials (2 hours)
- MUS-4462 Choral Techniques and Pedagogy (2 hours)
- MUS-4512 Handbells in School and Worship (2 hours)
- MUS-4543 Organ Design and Registration
- MUS-6143 Composing for the Liturgy
- MUS-6253 Choral Literature
- MUS-6313 Baptism and Eucharist

MUS-6383 Current Issues in Church Music

MUSA-6110 Applied Composition (1-2 hours)

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.





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. PSY-6992 Internship: School Counseling must be included in these 21 hours. 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.

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 Graduate and Innovative Programs.

Areas of Study

School Service Personnel Certificate with Guidance and Counseling Endorsement

Human Growth and Development (3 hours)

PSY-6000 Counseling and Human Development

Counseling Techniques (3 hours)

PSY-6120 Counseling Techniques & Interventions

Group Dynamics, Processing and Counseling (3 hours)

PSY-6015 Group Counseling

Appraisal of Individuals (3 hours)

PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

PSY-6030 Research in Psychology or

EDL-6100 Research in Education

Professional, Legal and Ethical Responsibilities (6 hours)

SOW-4100 Ethics

PSY-6035 Introduction to Professional Counseling

Social and Cultural Foundations (3 hours)

PSY-6005 Multi-Cultural Counseling

Lifestyle and Career Development (3 hours)

PSY-6020 Career Counseling

Professional Curricular Experience and Maladaptive Behavior (6 hours)

PSY-6210 School Counseling: Program Development and Organization

PSY-6220 Counseling and Consulting in Schools

Elective (3 hours)

Students may select any graduate level course from any department of the University. It is expected that students will consult with their advisor regarding the course selected.

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 & 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 hours

DEGREE: DOCTOR OF PHILOSOPHY (Ph.D.) 69 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 semesters 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 hours

DEGREE: DOCTOR OF PHILOSOPHY (Ph.D.) 66 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

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

DOCTORAL PROGRAMS

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.asp.

Master of Arts

Teacher Leadership

Sports Leadership

Doctor of Education

Sports Management

Organizational Leadership

School Leadership

Teacher Leadership

Doctor of Philosophy

Leadership

Leadership: Sports Management Administration

Organizational Leadership

School Leadership

Teacher Leadership



Course Descriptions

Accounting

ACC-4200 Advanced Accounting 3 hours

Consolidated statements, inter-corporate investments, sales and profit, pooling, segments and foreign affiliates. Prerequisite: ACC-4120.

ACC-4300 Individual Tax Accounting 3 hours

Accounting for tax laws as it affects individuals. Prerequisite: ACC-3000.

ACC-4400 Business Tax Accounting 3 hours

Accounting for taxes in corporations, 180 partnerships and other business entities. Types of taxes as these apply to business form and operation. Prerequisite: ACC-4300.

ACC-4500 Cost Accounting 3 hours

Cost analysis, standard cost, overhead cost, joint and by-product cost. Variance analysis and cost control. Profit centers and transfer pricing. Prerequisite: ACC-3000.

ACC-6200 Financial Accounting and 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-4100 Western Art: Pre-history through Renaissance 3 hours

The study of Western art from prehistoric time through the Renaissance. Field trips: \$20.

ART-4105 Western Art: Post Renaissance through Modern 3 hours

The study of Western art post Renaissance to the present. Field trips: \$20.

ART-4140 Non-Western Art 3 hours

Survey of visual art forms from non-Western areas including India, China, Japan, Africa, Oceania, and art of the pre-Columbian American and the native North American. Field trips: \$20.

ART-4210 Painting Studio II 3 hours

Further study of paint in the contexts of image and abstraction. Some larger scale/independent works will be included. Acrylic and mixed media problems. Field trips. Laboratory fee: \$40.

ART-4231 Printmaking Studio I 3 hours

Methods and materials of fine art printmaking; includes monotype, monoprint, drypoint, intaglio (etching, collography, etc.), linoleum, woodcuts and experimental techniques. Field trips. Laboratory fee: \$50.

ART-4232 Printmaking Studio II 3 hours

Advanced study of various printmaking techniques, such as monotype, monoprint, drypoint, intaglio (etching, collography, etc.), linoleum, woodcut, serigraphy and experimental methods. Prerequisite: Printmaking I or consent of instructor. Field trip. Laboratory fee: \$50.

ART-4310 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. Laboratory fee: \$50.

ART-4320 Sculpture Studio 3 hours

Exploration of three-dimensional form, utilizing a variety of materials. Techniques of construction modeling and casting are covered. Films, slides and demonstrations. Laboratory fee: \$50.

ART-4330 Jewelry 3 hours

Techniques in the design and execution of jewelry, includes casting, fabrication, piercing and enameling. Laboratory fee: \$60.

ART-4420 Liturgical Arts Studio 3 hours

Emphasis is placed on the student becoming familiar with various methods, materials, and textiles used in church and worship settings. Development of skill in design and image-making for two- and three-dimensional applications. Laboratory fee: \$50.

ART-4430 Fiber Arts Studio 3 hours

Introduction to ways of enriching the surfaces of fiber by using printing techniques, appliqué, batik and weaving. Two- and three-dimensional surfaces will be considered. Field trips. Laboratory fee: \$50.

ART-4510 Desktop Publishing I 3 hours

Introduction to the use of computers as a graphic design tool. Applied problems in image creation and page layout. Survey of desktop publishing hardware and software. Laboratory fee: \$60.

ART-4520 Desktop Publishing II 3 hours

Introduction to the advanced uses of the computer as a graphic design tool. Applied problems in image creation and page layout using image manipulation and page layout applications. Prerequisite: ART-4510. Laboratory fee: \$60.

ART-4601 Teaching Art: Secondary/Middle Schools 3 hours

Analysis and demonstration of methods and techniques which apply to the development of confidence and art skill in the adolescent student. Philosophy, structure, and operation of high schools. Field trips. Prerequisite: A basic studio course. Laboratory fee: \$50. Cross-listed with EDU-4601.

ART-4611 Teaching Art: Elementary School 3 hours

Curriculum, methods and materials in teaching art in the elementary grades organized around discipline-based art education practices: art history, art aesthetics, art production, and art criticism. Required for K-12 art certification. Field experience required. Prerequisites: ART-1100, ART-1210, ART-1310 and admission into the College of Education. Field Trips. Laboratory fee \$35. Cross-listed with EDU-4611.

ART-4910 Topics in Contemporary Arts Studio 3 hours

Exploration of a wide range of contemporary issues and/or media in art. Emphasis is on developing art through an understanding of concepts and choice of materials in the art-making experience. May be repeated once for a maximum of six hours of credit. Field trip. Fee for field trip.

ART-6950 Independent Study 1-4 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-4120 Nutrition for the Young Child 3 hours**

The science of nourishing the body by providing proper nutrients for growth, development and maintenance of health. Focus on the correlation between good nutrition and optimum well-being throughout life. Special emphasis on the young child. Prerequisite: BIO-1100 or equivalent.

BIO-4210 Virology 3 hours

Principles of virology; structure and classification of bacteriophages; zoonoses and human viruses; emerging viruses, human pathogens and weapons of mass destruction. Prerequisite: BIO-3210.

BIO-4230 Bacterial Genetics **4 hours**

Principles of the molecular genetics of bacteria including horizontal gene transfer mechanism, gene expression and genetic modifications. Prerequisites: BIO-3220 and BIO-4225. Laboratory fee \$25.

BIO-4240 Life in the Biosphere **2-4 hours**

This course will take students to a unique location to explore the flora and fauna in multiple ecosystems. Utilize established research sites to understand past and future biogeochemical processes. Cross-listed with EAS-4240. Prerequisite: Eight hours of any CHE, BIO, EAS, NSCI. For EAS credit, EAS-1100 must be completed.

BIO-4511 Biotechnology **3 hours**

Principles and applications of modern molecular biology methods. Prerequisites: BIO-3210 or BIO-3220 with a C- or better.

BIO-4530 Embryology* **4 hours**

Explores the development of the human embryo from fertilization to birth. Prerequisite: BIO-2012 with a C- or better.

BIO-4720 ACCA – Biology **2 hours**

A limited number of biology courses are offered by the Associated Colleges of the Chicago Area at Argonne Laboratories. A maximum of four hours in BIO-4720 may be applied to a biology program. Consult the Department of Natural Sciences and Geography for details on specific courses.

BIO-4900 Seminar in Biology **2 hours**

Readings, discussion, preparation and presentation of topics in a selected biological area. Subject will be announced and may vary each time offered. A maximum of four hours in BIO-4900 may be applied to a biology program. Prerequisite: 12 semester hours of biology.

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-4900 Seminar in Physical Science** **2 hours**

Readings, discussion and oral and written presentations of current topics in selected areas of physical science. Prerequisite: 16 semester hours in physical science at the undergraduate level. Cross-listed with PHY-4900.

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.

Comprehensive Exam**COMP-7990 Comprehensive Exam** **3 hours****COMP-7991 Comprehensive Exam** **1 hour****COMP-7992 Comprehensive Exam** **2 hours**

Students demonstrate understanding, analysis and synthesis of key concepts taught in the courses they have completed in their doctoral program. Taken on pass/fail basis. Prerequisite: Completion of non-dissertation coursework.

Communication Courses**COM-4110 Advanced Speech Communication** **3 hours**

Public speaking as persuasion and dialogue. A performance course. Application of communication theory to the public speaking situation. Prerequisite: COM-1100.

COM-4220 Interpersonal Communication **3 hours**

Training and practice in interpersonal skills, including conversational, conflict management and assertiveness training.

COM-4230 Organizational and Team Communication **3 hours**

Principles and techniques of communication as applied to interactions within work, volunteer and informal organizations and teams.

COM-4240 Public Relations **3 hours**

Study and practice of public relations as a management function used to communicate with relevant internal and external publics in order to fulfill organizational goals.

COM-4250 Intercultural Communication **3 hours**

Principles and practices of communication as applied to interactions between people from different cultures.

COM-4310 Radio Broadcasting I **3 hours**

Radio broadcast management, writing and production. Also an emphasis on the effect of radio on the American culture. Laboratory hours required.

COM-4311 Radio Broadcasting II **3 hours**

Performance of a variety of music formats as on-air show host. Emphasis on personality development, show preparation and format execution. Laboratory hours required. Prerequisite: COM-4310.

COM-4321 Television Production I **3 hours**

Social impact of television on society. Basic laboratory experience in television production for broadcasting and non-broadcasting purposes. Laboratory hours required. Fee required \$60.

COM-4322 Television Production II **3 hours**

Social impact of television on society. Advanced laboratory experiences in television production for broadcast and non-broadcast purposes. Laboratory hours required. Prerequisite: COM-4321. Fee required \$60.

COM-4330 Film Appreciation 3 hours

Critical study of styles and forms of films produced as entertainment, art and education.

COM-4331 International Film History 3 hours

COM-4350 Administration and Management: Media Arts 3 hours

Examines and integrates issues and practices of media arts administration and management. Prerequisite: COM-1500. Field trips. Fee required.

COM-4447 Media Practicum I 0-.25 hours

COM-4448 Media Practicum II 0-.5 hours

COM-4910 Topics in Communication 3 hours

Selected current topics in communication and/or theatre as they relate to various settings. Topics vary each time they course is taught. A maximum of six semester hours may be applied to a communication program.

COM-4950 Independent Study in Communication 1-6 hours

COM-4980 Senior Project 3 hours

Independent work under the mentoring of a faculty member to synthesize and apply learning within the major. Required of all communication majors. Project must be approved by the department.

COM-4990 Internship in Communication 3-12 hours

Supervised involvement in a communications or theatre business work experience. Open to liberal arts majors in communications or theatre programs who have senior standing and departmental approval. Three hours may be applied to a liberal arts major in the department. Cross-listed with ENG-4511.

Computer Science Education

CSE-6120 Technology, Society and 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.

Counselor Education Courses.....

CED-6000 Introduction to the Counseling Profession 3 hours

Training, role and professional identity of counselors and other professions in the helping profession. Professional organizations, publications, certification and licensing. Roles and functions of counselors in various settings. Ethical and legal issues in counseling.

CED-6010 Counseling Theory and Practice 3 hours

Individual, couple and systems theories of counseling/psychotherapy. Examination of the helping process, client and counselors 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 Interventions and Techniques 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 are 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.

CED-6020 Career Counseling and Education 3 hours

Career counseling approaches through the lifespan. Career education viewed as developmental factors in elementary, secondary and post-secondary curricula. Occupational information sources and self-awareness emphasized.

CED-6035 Counseling and Human Development 3 hours

Assessment and therapeutic treatment of developmental issues throughout the lifespan. Emphasis on specific age appropriate therapeutic approaches. Prerequisite: CED-6015.

CED-6045 Ethics, Law and Morality for Counselors 3 hours

Addresses the competencies, attitudes and skills essential to 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 predominant American ethnic/racial groups. Emphasis on specific therapeutic approaches which are culture-sensitive. Students will gain awareness of their cultural/ethnic biases and the effect these have on the therapeutic relationship. Prerequisites: CED-6015 and CED-6010 or consent of instructor.

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-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-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-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 professional counselors. All sites must be approved by the University. Students should consult the *Practicum/Internship Manual* for further information and deadlines; 100 clock-hours required. Prerequisite: All coursework in program requirement areas should be taken either prior to or concurrently with practicum.

CED-6935 Internship: Clinical Mental Health Counseling **6 hours**
Supervised experiences at sites appropriate to the program and approved by the University. On-campus classroom component also required. Opportunities for both individual and group work; 600 clock-hours required. Students should consult the *Practicum/Internship Manual* for further information and deadlines. Prerequisite: Completion of all coursework in program requirement areas and practicum.

Director of Christian Education Courses

DCE-4300 Foundations of DCE Ministry **3 hours**
The DCE profession. History and roles of the DCE. Parish and staff relationships explored. Clarifying personal commitment to service in the congregational setting.

DCE-4320 Administration of Parish Education **3 hours**
Basic principles and 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. Prerequisite: DCE-2300.

DCE-4330 Youth Ministry Theory and 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-4340 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. Field work required.

DCE-4350 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-4351 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 in Christian Education** **1-6 hours****DCE-6985 Practicum in Christian Education** **3 hours****DCE-6990 Internship in Christian Education** **6 hours***Dissertation***DISS-7990 Dissertation** **9 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.

Earth Science Courses**EAS-4604 Environmental Education: Investigation and Instruction of Environmental Issues** **3 hours**

Concepts and resources for environmental instruction in schools, the public sector and business. Field trips required. Prerequisite: A college earth science course or permission of instructor.

Economics Courses**ECO 4690 Methods and Principles of Secondary Education: Economics** **3 hours**

Rationale, objectives, content, materials, strategies and evaluation of economics instruction on the secondary level, including appropriate observational and practical experiences. Philosophy, structure and operation of the comprehensive American high school. Cross-listed with EDU-4690.

ECO-6100 Managerial Economics **3 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** **3 hours**

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

EDL-6105 Research Design **3 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.

EDL-6110 Quantitative Analysis **3 hours**

An introduction to quantitative analysis of data; including data coding and entry of data. SPSS will be used to explore descriptive and inferential statistics, using both nonparametric and initial parametric techniques. This builds on SOC-6210; selected advanced techniques will be explored.

EDL-6115 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.

EDL-6116 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.

EDL-6120 Supervision and Improvement of Instruction 3 hours

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

EDL-6130 School Evaluation and Change Processes 3 hours

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

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 and 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 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.

EDL-6451 CARE-Action Ministry 1 hour

Development of a personal, biblically-based philosophy for Christian CARE-Action, gaining a greater awareness of CARE-Action opportunities locally, nationally and internationally; and congregation mobilization.

EDL-6452 Christian Mentoring 1 hour

Analysis of mentoring systems in today's society and in the church; identifies the foundational, biblical principles for a Christian mentoring program, and provides tools and resources for the development of a mentoring program in a congregation.

EDL-6453 Ministry and Culture 1 hour

Examination of cultures and subcultures, the multicultural, cross-cultural and ministerial challenges and opportunities present, encouraging a proactive approach to reading and ministering to people of other cultures.

EDL-6454 Personal Spirituality 1 hour

Development of personal disciplines and a vibrant relationship with God as reflected in daily life.

EDL-6456 Witness and Evangelism 1 hour

Examination of personal and corporate witnessing and evangelism, developing a personal philosophy for witnessing and evangelism and ways to mobilize a congregation in the area of witnessing and evangelism.

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-6610 Catechism/Confirmation Seminar 1 hour

Examination of history and current practices of confirmation; evaluation of confirmation practices in the light of their effectiveness and in comparison with biblical theology; exploration of strategies and curriculum and programming that will equip the student with skills and materials for vibrant, engaging, biblical, catechetical instruction.

EDL-6620 KidFaith Seminar 1 hour

Analysis of the developmental readiness of children, particularly ages 0-3, for faith development along with the exploration and development of strategies for parents and congregations.

EDL-6630 Parish Education Leadership 3 hours

Further understanding of leadership and the role it plays in developing an effective parish education program. Assessment and development of one's own leadership style and learning how to effectively develop the leadership skills of the laity in the parish.

EDL-6770 Leadership in Education Organizations 3 hours**EDL-6780 Leadership of School Improvement 3 hours****EDL-6950 Independent Study in Educational Leadership 1-6 hours****EDL-6970 Independent Research 3 hours****EDL-6981 Internship in School Leadership 3 hours**

A capstone fieldwork based internship, which offers a variety of substantial experiences over an extended period of time in a diverse setting supervised by university and site personnel in appropriate in-school/district diverse experiences. This should be the final course in the program. Prerequisite: The student must be in the School Leadership program and/or Type 75 General Administrative Certificate program. Students must consult with their advisor before registering for this course.

EDL-6982 Internship in School Leadership and Public Policy 3 hours

A capstone fieldwork based internship, which offers a variety of substantial school and public policy experiences supervised by university and site personnel in appropriate in-school/district diverse settings.

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-6985 Practicum in Christian Education 3 hours**EDL-6990 Internship in Christian Education 6 hours****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 school.

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 application 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-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-7300 Ethics for Educational Leaders 3 hours
Ethical theories and practice of school district leadership.

EDL-7500 Mixed Methods Research 3 hours
This course explores the theory and practice of mixed methods research in program evaluation and applied educational research.

EDL-7510 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.

EDL-7520 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.

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-6205: Educational Technology Hardware and Software 3 hours
Planning, configuring and maintaining computer/technology systems, including basic networks, for school laboratories, classroom clusters and other appropriate instructional arrangements. Primary focus is on K-12 schools.

Education Courses

EDU-4100 Foundations and Ethics of American Education 3 hours
Historical, social, political, economic, legal and cultural foundations of American educational development including philosophies and ethics.

EDU-4210 Emergent Reading and Writing 2 hours
Identification of development and readiness factors in pre-reading. Attention given to program development, evaluation and special pre-reading needs of individual children.

EDU-4310 Foundations of Early Childhood Education 3 hours
Historical, philosophical, sociological and theological foundations of current thought and practice. 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.

EDU-4220 Reading in Middle and Secondary Schools 3 hours

Reading for secondary education students. Emphasis on developing an understanding of the reading process; general appraisal of the readability of classroom materials, abilities, techniques and additional resources for helping reluctant and developmentally disabled readers.

EDU-4400 Literature for Children and Adolescents 3 hours

General survey of children's literature; birth through adolescence; criteria for evaluation; trends and issues. Cross-listed with ENG-4400.

EDU-4410 Psychology and Methods of Teaching the Exceptional Learner 3 hours

Identification of characteristics of exceptional learners; applicable laws and policies; educational program development based on empirically supported instructional techniques; assessment and record-keeping procedures; transition planning. Field experience required for education students.

EDU-4426 Characteristics/Learning Needs of Students Learning/Behavior Disorders 3 hours

Characteristics of students age 3-21 with learning disabilities and behavioral/emotional disorders. Impact of language disorders, processing deficits and behavioral/emotional and sensory disabilities on the cognitive, emotional, social and communication development of individuals with learning disabilities. Examine opportunities to support learning, social and personal needs of students.

EDU-4435 Identification and 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-4500 Middle School: Assumptions & Curriculum 3 hours

Introduction to middle school philosophy, structure and curricula. Emphasis on developmentally appropriate strategies and programs for middle level education. Required for middle school endorsement.

EDU-4550 Adaptive Technologies and Equipment 3 hours

Apply computers and related technology to persons with learning behavior, sensory, motor and communication disorders. Software evaluation and adaptation, alternative input and output modes, development of supportive resources and integration of computing into the individualized education program. Review and evaluation of available educational software, software applications and hardware adaptations. Lab hours on and off-campus required. Prerequisite: EDU-2010 or demonstration of equivalent proficiency. Fee required \$50.

EDU-4551 Collaborative Educational Relationships: Families and Professionals 3 hours

Strategies to promote productive family and professional relationships among adults who work with children with disabilities. Information and skills necessary to accommodate exceptional students placed in regular school settings. Development of transitional plans to aid students with disabilities in making a successful transfer from school to adult life and interactions with community and state agencies. Prerequisite: Admission to the College of Education.

EDU-4552 Instructional Strategies for Students with Learning and Behavior Disorders 3 hours

Organization and implementation of curriculum, materials and management to facilitate acquisition, maintenance and generalization of skills for students with learning disabilities. Organization of the classroom and school environment for teaching and facilitating social behavior and emotional needs of students with behavioral and emotional disorders. Instructional planning and design based on knowledge of the disability, student, the community and curriculum goals. Prerequisites: Admission to the College of Education; EDU-4426. Field experience required.

EDU-4554 Curriculum-Based and Educational Measurements of Exceptional Learners 3 hours

Diagnostic procedures that guide instruction with exceptional learners within the least restrictive environment. Difficulty in identification and measurement of exceptional learners including non-discriminatory testing. Use and analysis of standardized test and curriculum-based assessments. Assessment techniques to support the continuous development of all students. Field experience required. Prerequisites: EDU-4552 and EDU-4553.

*Middle School and Secondary Methods Courses***EDU-4603 Methods/Principles Teaching Middle/Secondary Schools: Foreign Language 3 hours**

Cross-listed with FOL-4603.

EDU-4604 Teaching Geography: Middle/Secondary Schools 3 hours

Cross-listed with GEO-4604.

EDU-4605 Teaching History: Middle/Secondary Schools 3 hours

Cross-listed with HIS-4605.

EDU-4606 Teaching Mathematics: Middle and Secondary School 3 hours

Cross-listed with MAE-4606.

EDU-4607 Teaching Music: Middle/Secondary Schools 3 hours

Cross-listed with MUS-4607. \$140 course fee.

EDU-4608 Teaching Science in Middle and Secondary Schools 3 hours
Cross-listed with SCE-4608.

EDU-4609 Teaching Speech: Middle/Secondary Schools 3 hours
Cross-listed with CTH-4609.

EDU-4616 Teaching Middle School Mathematics 3 hours
Cross-listed with MAE-4616.

EDU-4690 Methods and Principles of Secondary Education: Economics 3 hours
Cross-listed with ECO-4690.

EDU-4692 Teaching Secondary Computer Science 3 hours
Cross-listed with CSE-4692.

SBS-4619 Teaching Social Science at the Middle and Secondary Level 3 hours

EDU-4710 Creative Dramatics 3 hours
Cross-listed with CTH-4710.

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-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 experiences. Enrollment limited to graduate students working toward initial teacher certification.

EDU-6081 Professional Teaching Portfolio 1 hour
Preparation of a portfolio based on professional teaching standards. Prerequisite: Admission to the Transitions to Teaching program.

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 and 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-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 the light of current theories and cultural issues. Integrating of 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-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 the 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 the 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 Content Reading: Middle & Secondary Schools** **3 hours**
Reading for middle and secondary classroom teachers. Emphasis on developing an understanding of the reading process; general appraisal of the readability of classroom materials, abilities, techniques and additional resources for helping reluctant and delayed readers.
- EDU-6285 Seminar in Emergent Reading and 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 Remedial 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-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-6420 History of the 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.

EDU-6430 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.

EDU-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.

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 and 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 and 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-6600 Theoretical Foundations for Teaching Bilingual Students 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 as a Second Language 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-6630 Methods and Materials for Teaching Limited English Proficient Students 3 hours

Exploration of principles and methodology for planning, selecting, implementing and evaluating materials used for instructing LEP students. Issues of first and second language development and acculturation matters.

EDU-6911 Practice Teaching: Elementary and Middle School Education 6 hours

Paid supervised experience in a K-9 school setting of the partner district for a minimum of one academic year on a full-time basis under the guidance of a school mentor and a University supervisor. Seminars required. This class is open only to students admitted to the Teacher Corps program, hold a Type 39 certificate, have been assigned to a full-time position in a partner district school and have been approved for student teaching.

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 student 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 teaching 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 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 the prospective specialist 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 and 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. Structured experiences in the role of the early childhood professional in leadership settings. Varied individualized experiences based on the personal needs and interests of the doctoral student. Prerequisite: 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 less courses in the doctoral program.

English Courses

To correspond with course requirements of the English program, some courses are indicated as follows:

- (A) Pre-1914 American Literature
- (B) Pre-1785 British Literature
- (C) Pre-1914 British Literature
- (D) Post-1914 Literature
- (E) World Literature

ENG-4100 Language Development of the Young Child **2 hours**
Normal patterns of native language acquisition of young children. Prerequisite: ENG-2100 or equivalent. Co-requisite: EDU-4210.

ENG-4200 Greek and Roman Mythology (E) **3 hours**
Cross-listed with FOL-4200.

ENG-4310 Pre-Renaissance: 600-1500 (B) **3 hours**
Old English literature in translation. Development of Middle English language and literature with emphasis on Chaucer, medieval romances, mystery and morality plays.

ENG-4320 Renaissance: 1500-1660 (B) **3 hours**
Development of British literature during the Early Modern period. Emphasis on Spenser, Sidney, Donne, Milton, Marlowe.

ENG-4340 Romantic Period: 1785-1832 (C) **3 hours**
Revolt against neo-classicism; the rise of lyric poetry. Emphasis on Blake, Wordsworth, Coleridge, Byron, Mary and Percy Shelley and Keats.

ENG-4350 Victorian Age: 1832-1901 (C) **3 hours**
Effects of the erosion and loss of verities on thought, content and style. Emphasis on Carlyle, Tennyson, Browning and Arnold.

ENG-4360 Development of the English Novel (C) **3 hours**
A study of the English novel, emphasizing 19th century works. Developments in the functions and elements of the novel. Writers studied include Austen, Dickens, Eliot and Hardy.

ENG-4370 Shakespeare **3 hours**
Major plays in the development of Shakespeare. The more significant problems in Shakespeare criticism and interpretation. Cross-listed with CTH-4370.

ENG-4400 Literature for Children and Adolescents **3 hours**
Cross-listed with EDU-4400.

ENG-4410 Early American Literature (A) **3 hours**
Writings of exploration and colonization through the beginnings of the belletristic literature and the rise of romanticism. Writers include Bradford, Edwards, Franklin, Tyler, Cooper and Poe.

ENG-4420 American Renaissance (A) **3 hours**
Writings from the rise of romanticism and transcendentalism to the Civil War. Writers include Emerson, Thoreau, Douglass, Hawthorne, Melville, Whitman and Dickinson.

ENG-4430 American Realism and Naturalism (A) **3 hours**
Writings from the Civil War to World War I, with emphasis on the rise of realism and naturalism. Writers studied include Twain, Jewett, James, Howells and Chopin.

ENG-4510 Twentieth Century British Fiction (D) **3 hours**
Representative British fiction of the twentieth century. Writers such as Mansfield, Conrad, Joyce, Lawrence, Huxley, Greene and Woolf.

ENG-4520 Twentieth Century American Fiction (D) **3 hours**
Forms and themes in American fiction from World War I. Writers include Hemingway, Fitzgerald, Faulkner and Morrison.

ENG-4530 Twentieth Century Poetry (D) **3 hours**
Survey of twentieth century trends in British and American poetry from the beginnings of modernism to the present. Writers such as Frost, Yeats, Eliot, Stevens, Moore and Brooks.

ENG-4540 Modern Drama (D) **3 hours**
Development of Western modern drama. Dramatists include Ibsen, Chekhov, Shaw, O'Neill, Pirandello, Williams and Beckett. Cross-listed with CTH-4540.

ENG-4602 Teaching English: Middle/Secondary Schools **3 hours**
Philosophy, structure and operation of middle and secondary schools. Methods of and strategies for teaching English. Practice in developing plans and materials. Cross-listed with EDU-4602.

ENG-4710 Classical World Literature (E) **3 hours**
Selected literature from various countries of Europe, Asia and the Near East, from ancient Indian and Chinese literature to the time of the Reformation.

ENG-4720 Modern World Literature (E) **3 hours**
Selected classics from non-English cultures from 1650 to the present.

ENG-4910 Topics in Literature 3 hours

In-depth exploration of ideas and issues in the field of literary studies. Topics may include exploration in the works of a single author, analysis of a particular literary movement or time period, or new theoretical approaches to literary issues.

Prerequisites: Junior standing or above; fulfillment of the University's composition and oral communication requirements. Course may be repeated under different topics.

ENG-4980 Practicum in Teaching Composition 3 hours

Theories and practice of teaching composition. Practical experience in working with students under the guidance of an instructor. Permission of department chair.

*Foreign Language Courses***FOL-4100 Teaching English as a Second Language 3 hours**

Psychological, linguistic and cultural foundations in teaching English as a second language; current trends in ESL; strategies for instruction. May not be used in Spanish specialization, major and minor.

FOL-4603 Methods/Principles of Teaching a Foreign Language: Middle/Secondary School Level 3 hours

Rationale, objectives, content, materials, strategies and evaluation of foreign language instruction on the middle and secondary level; observational and practical experiences. Cross-listed with EDU 4603.

FOL-6110 Methods/Materials for Teaching Limited English-Proficient Students/Bilingual Programs 3 hours

Principles and methodology for planning, selecting, implementing and evaluating materials used for instructing LEP students. First and second language development and acculturation. Philosophy considering the learner, the general purpose of the instructional program, the content or subject matter and the learning process.

FOL-6120 Theoretical Foundations for Teaching Bilingual Students 3 hours

Exploration of the theoretical aspects of teaching English to non-English speaking students through bilingual approaches. Historical background and current status of bilingual programs.

*Foundations, 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-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-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-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 also are 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-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-7610 Quantitative Analysis 4 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-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
FPR-7800 Mixed Methods Research 3 hours
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. Formerly EDL-6105.

Geography Courses

- GEO-4100 Political Geography** 3 hours
 Factors which tend to unify or disrupt the territory of a political unit. World geopolitical patterns. Special focus on boundary problems. Prerequisite: A college level course on World or North American geography or consent of the instructor.
- GEO-4200 Economic Geography** 3 hours
 Spatial patterns and theories of production, exchange and consumption; industrial, agricultural and urban location. Field trips may be required. Cross-listed with ECO-4200.
- GEO-4300 World Urban Patterns** 3 hours
 Survey of urban forms and functions from a geographic perspective. The variety of urban landscapes as exemplified by the world's premier cities. Prerequisite: A college level course in geography.
- GEO-4400 Natural Resource Management** 3 hours
 Human use of the earth's resources, its land, minerals, air, water, vegetation and wildlife. Prerequisite: A college level earth or environmental science course or consent of the instructor. Field trips.
- GEO-4500 Map Making and Design** 3 hours
 Map making and interpretation skills. Introduction to Geographic Information Systems and computer mapping. Prerequisite: GEO-1100 or GEO-1200 or consent of the instructor. Cross-listed with EAS-4500.

Greek Courses

- GRE-4110 Greek I** 4 hours
 The first semester of Biblical Greek grammar. Preparation for reading the New Testament in Greek.
- GRE-4120 Greek II** 4 hours
 The second semester of Biblical Greek grammar. Preparation for reading the New Testament in Greek. Prerequisite: GRE-4110.
- GRE-4513 Readings in Greek** 1 hour
 Readings from the Greek text of the New Testament and other early Christian and Jewish literature. Review of vocabulary, morphology, and syntax. Selections change from semester to semester. Course may be repeated for credit. Prerequisites: GRE-4110 and GRE-4120.

- GRE-4514 Greek Readings** 2 hours
 Readings from the Greek text of the New Testament and other early Christian and Jewish literature. Review of vocabulary, morphology and syntax. Selections change from semester to semester. Course may be repeated for credit. Prerequisites: GRE-4110 and GRE-4120.

- GRE-6950 Independent Study in Greek** 1-6 hours

Hebrew Courses

- HEB-4101 Hebrew I** 4 hours
 Biblical Hebrew grammar; preparation for reading the Old Testament in Hebrew.
- HEB-4102 Hebrew II** 4 hours
 Biblical Hebrew grammar continued; preparation for reading the Old Testament in Hebrew continued. Prerequisite: HEB-4101.
- HEB-4500 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. Exposure to the Dead Sea Scrolls and textual criticism. Course may be repeated for credit. Prerequisite: HEB-4102.
- HEB-4501 Readings in Hebrew** 1 hour
 Readings from the Hebrew text of the Old Testament and other ancient Hebrew literature. 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 competence in Hebrew. Course may be repeated for credit. Prerequisites: HEB-4101 and HEB-4102.

History Courses

- HIS-4130 The Age of Reform** 3 hours
 A study of the chronic problems of the Late Medieval Church, the failure of reform movements inside the Church, the Protestant Reformation, the breakup of Protestant unity, the Catholic Reformation and the culminating age of religious wars in Europe. Cross-listed with THY-4130.
- HIS-4135 The Age of Reason and Revolution** 3 hours
 An inquiry into Europe's difficult transition to modern times and world power, its revolutions in thought, politics, industry and balance of power, its towering figures including Napoleon, Marx and Bismarck and its international rivalries.
- HIS-4140 Twentieth Century Europe** 4 hours
 An examination of Europe's most violent century, its horrendous experiments in dictatorship, its relative decline in the era of the Superpowers, the precipitous collapse of the Soviet Union and end-of-the-century attempts at integration.

HIS-4220 Early National and Antebellum America 3 hours

An examination of the formative period of American history from the founding of the United States to the mid-nineteenth century. Prerequisite: HIS-2200.

HIS-4240 Contemporary America 3 hours

An overview of the United States after World War II including major social movements, diplomatic policies and political changes. Prerequisite: HIS-2200.

HIS-4260 Alternative Perspectives in American History 3 hours

A topical survey of U.S. history that investigates the past from a “non-traditional” point of view. May focus on women’s, African American, Native American, family, labor or ethnic history. The topic will vary each time the course is offered and the course may be repeated for credit. Course methodology will be specific to the topic under consideration. Prerequisite: HIS-2200.

HIS-4300 Twentieth Century World History 3 hours

A survey of world history since 1900 with a special emphasis on comparative global history that examines the interaction between western and nonwestern societies, countries and cultures. Prerequisite: HIS-1320.

HIS-4310 Non-Western Historical Studies 3 hours

An in depth analysis of a specific nonwestern country or society, topical in nature. Students will examine the history of one particular nation or region through focused readings and research, while considering comparative analysis to better understand the globalization of the contemporary world. Prerequisite: HIS-1320.

HIS-4900 Senior Seminar 3 hours

Primary source-based research capstone. Required of liberal arts majors, recommended for secondary education social science majors with a history designation.

HIS-4910 Topics and Readings in History 3 hours

A focused study of a significant topic of current or enduring historical interest. Readings will include standard works, the findings of recent research and highlight points of scholarly dispute. The topic may vary each time the course is offered. Required of all history majors, junior standing recommended. Prerequisite for non-majors: Instructor approval. A student may repeat the course if the topic is different.

HIS-6950 Independent Study 1-6 hours**Higher Education Leadership Courses****HLDR-6800 Law and Higher Education 3 hours**

The legal environment of postsecondary institutions and specific legal issues that affect higher education.

HLDR-6810 Institutional Advancement & Development in Higher Education 3 hours

The role of institutional advancement in supporting the mission and vision of the higher education institution through the development of external funds, relationships with alumni and other external constituencies and communications support and public visibility.

HLDR-6820 Historical and Societal Issues in Higher Education 3 hours

The major social issues facing higher education, specific issues and trends, dominant themes of history and institutional impact.

HLDR-6830 Governance and Leadership in Higher Education 3 hours

The theoretical perspectives on higher education organizations, the organizational structure, management and leadership of colleges and universities and governance systems.

HLDR-6840 Fiscal and Social Responsibility in Higher Education 3 hours

The major financial and economic issues facing higher education, fiscal and social responsibility and stewardship.

Latin Courses**LAT-4110 Elementary Latin 4 hours**

Foundations of vocabulary, inflection and syntax of the Latin language in preparation for reading Ecclesiastical Latin.

LAT-4120 Ecclesiastical Latin 4 hours

Review of vocabulary, inflection, syntax. Readings from the vulgate, writings of the church fathers, hymns. The Roman government and the Christians. Prerequisite: LAT-4110.

Leadership Courses**LDR-6010 The Pursuit of Leadership Experience 3 hours**

Concepts, skills and strategies for the enhancement of personal and professional leadership. Fundamental leadership beliefs and assumptions; organizational performance and achievement. Personal mission and vision statements; team building skills to promote organizational change.

LDR-6020 Critical Issues in Leadership 3 hours

Law, ethics, diversity, negotiation, conflict resolution, mediation, social justice. Examination and analysis of legal, political and regulatory processes and issues: Intellectual property law, contract liability, internet security, negotiation, dispute resolution, conflict management and laws regarding electronic communication.

LDR-6030 Leadership Theories and Profession Practice 3 hours

Contemporary and classical leadership theories and their application to a variety of professional settings; examine and assess organization's leadership platform and practices.

LDR-6110 Quantitative Analysis 3 hours**LDR-6116 Survey/Instrument Development 3 hours****LDR-7010 Developing the Organization's Human Capital 3 hours**

Human resources policies and practices; administrative supervision strategies and effective communication techniques; job performance, employee development and deployment, diverse work force, employment law, organizational training and development.

LDR-7020 Leading the Knowledge Enterprise 3 hours

Identifying and leveraging the intellectual capital of an organization; promoting and facilitation knowledge sharing and innovation; intellectual assets, knowledge management strategy, knowledge management cycle and knowledge taxonomies.

LDR-7030 Promoting and Leading Change 3 hours

Strategies and tactics to enact change; dynamics of change and the change process, systems thinking, innovation and change theory; effective change management.

LDR-7040 Creating and Leading a Learning Organization 3 hours

Five disciplines of learning organizations; characteristics of learning organizations, growth cycles, building capacity and sustainability.

LDR-7050 Strategic Forecasting and Planning 3 hours

Strategic planning models, forecasting methods, trend analysis and futuring; problem-based learning, return on investment, organizational health and effectiveness, cost/benefit analysis, research and planning.

LDR-7500 Mixed Methods Research 3 hours**LDR-7899 Comprehensive Seminar 3 hours**

Students demonstrate understanding of key concepts taught in the courses they have completed in their doctoral program. Critical reflection of the theoretical constructs of leadership theory and practice utilizing higher order skills in the scholarly presentation of course emphases/specializations that complement the leadership discipline. The Comprehensive Seminar is intended to ensure that doctoral students have mastered knowledge of their discipline(s). Prerequisite: Completion of all non-dissertation coursework.

LDR-7990 Dissertation 3 hours*Management Courses***MGT-4510 Personal and Institutional Finance in Not-for-Profit Enterprise or Church 3 hours**

Why individuals make charitable gifts. Compensation of the not-for-profit executive director and management team. Financial management of the organization including cash flow, strategic planning, business development plans, capital budgeting and yearly operation budgets. Understanding the yearly audit, financial accountability and governmental reporting. Prerequisites: ACC-2000 and MGT-4200.

MGT-4530 Law, Policy, & Government Relations for Not-for-Profit Organizations 3 hours

Overview of laws, structure, management, behavior, accountability and tax exemption (particularly IRC 501 (c)) related to not-for-profit organizations.

MGT-4540 Grants and Contract Management & Development 3 hours

Giving theories. Development of needs analysis, grant proposal and program evaluation. Management of contracts and finances related to funded programs. Prerequisite: MGT-2000.

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-6230 Entrepreneurial Finance and 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-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-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 principals. 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 application.

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 hours)

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-4540 Marketing Communication 3 hours**

Integration of communication and marketing.

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 seventeenth century with a focus on the outstanding contributions and applications to the classroom.

MAT-6230 Topics in Problem Solving in Mathematics **3 hours**

Problem solving techniques with application to natural phenomena, games and puzzles. Principles of problem solving and analysis of tactics. Applications to the classroom.

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-6950 Independent Study in Math** **1-6 hours***Mathematics Education Courses***MAE-4606 Teaching Mathematics: Middle and Secondary Schools** **3 hours**

Curriculum, methods and materials in mathematics at the middle and secondary school levels. Philosophy, structure and operation of comprehensive American secondary and middle schools. Cross-listed with EDU-4606.

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-6950 Independent Study **1-3 hours****MAE-6970 Independent Research** **3 hours***Medical School Preparation Courses***MSP-4100 Medical Perspectives** **6 hours**

Introduce students to concepts studied in the first year of medical school. Overviews of medical terminology, anatomy and physiology, histopathology and physical examination skills.

MSP-4120 Medical Ethics, Literature, and Society **3 hours**

Study of ethical dilemmas faced by families and physicians when presented with illness and death.

Music Courses.....**MUS-4133 Music Theory: Counterpoint** **3 hours**

An introduction to the fundamentals of contrapuntal thought and species counterpoint; writing 16th century vocal counterpoint; analysis of 18th century keyboard counterpoint; principles of 20th century instrumental counterpoint. Prerequisite: A grade of C or higher in MUS-2123 or equivalent.

MUS-4153 Music Theory: Form and Analysis **3 hours**

Writing and analyzing aspects of late 19th century chromatic harmony. Introduction to musical forms and analytic techniques. Prerequisite: A grade of C or higher in MUS-2123 or equivalent.

MUS-4163 Orchestration and Arranging **3 hours**

A 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: MUS-2123 or equivalent.

MUS-4213 The Literature of the Organ **3 hours**

Organ music from the Renaissance to the present and its relationship to general history.

MUS-4263 Twentieth Century 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: Grade of C or higher in both MUS-3213 and MUS-3223 or equivalent.

MUS-4313 Music for the Contemporary Church **3 hours**

Planning music for the services of the church year. Study of the liturgical traditions and contemporary considerations. Prerequisites: MUS-2113 and MUS-2111.

MUS-4322 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. Prerequisite: MUSA-0620 at the 2000 level or MUSA-0600 at the 3000 level or equivalent.

MUS-4362 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.

MUS-4432 Approaches to Music Education: Kodály Methods and Techniques **2 hours**

Basic Kodály principles and practices discussed and demonstrated with examination and use of materials. Sample units adapting Kodály techniques to various classroom situations. Prerequisites: MUS-2111 and MUS-2113.

**MUS-4442 Approaches to Music Education:
Orff Methods and Techniques** **2 hours**

Basic principles and practices of Orff techniques and instruments. Application to classroom situations. Prerequisites: MUS-2111 and MUS-2113.

MUS-4452 The Children's Choir: Techniques and 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. Clinical experience. Field trips. Prerequisites: MUS-2111, MUS-2113, either MUS-1661 or MUS-2402.

MUS-4462 Choral Techniques and Pedagogy **2 hours**

Refinement of conducting technique and study of procedures appropriate to various musical styles. Exploration of solutions to problems of choral ensemble. Prerequisite: MUS-3883.

MUS-4472 Vocal Pedagogy for the Choral Conductor **2 hours**

Understanding the human voice and relating vocal techniques and methods to the needs of school/church choral directors. Group singing and observation required.

MUS-4483 Advanced 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. Prerequisite: A grade of C or higher in MUS-3883. Prerequisite or Corequisite: MUS-2402 or MUS-1661.

MUS-4512 Handbells in School and Worship **2 hours**

Use of handbells in school and parish activities. Development of handbell teaching techniques and survey of literature for the instrument. Prerequisites: MUS-2111 and MUS-2113.

MUS-4543 Organ Design and Registration **3 hours**

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. Prerequisite: MUSA-0620 at the 2000 level.

MUS-4643 The Literature of the Piano **3 hours**

A study of piano literature from the eighteenth century to the present. Emphasis on teaching the literature. Prerequisites: MUSA-0600 at the 3000 level, and either MUS-2203 or MUS-3123.

MUS-4652 Piano Pedagogy and 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. Field trips. Prerequisite: MUSA-0600 at 3000 level.

MUS-4661 Practicum in Piano Pedagogy I **1 hour**

Practical application of methods covered in MUS-4652 through observation and supervised teaching in the Preparatory & Community Piano Program. (May not be taken without prior or preferably concurrent credit for MUS-4652.)

MUS-4672 Piano Pedagogy and 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. Field trips. Prerequisite: MUS-4652.

MUS-4681 Practicum in Piano Pedagogy II **1 hour**

Practical application of methods covered in MUS-5672 through observation and supervised teaching in the Preparatory & Community Piano Program. May not be taken without prior or concurrent credit for MUS-4672.

MUS-4883 Advanced Instrumental Conducting **3 hours**

Refinement of conducting techniques and the study of musical style, conducting experiences with various instrumental ensembles. Prerequisites: A grade of C or higher in MUS-3883 and 1 semester of applied (instrumental) at the 2000 level.

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-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-6313 Baptism and Eucharist **3 hours**

Cross-listed with THY-6313.

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-6362 Graduate Choral Conducting 2 hours

Refinement of choral conducting techniques and the study of musical style. Exploration of choral ensemble issues as it pertains to repertoire. Prerequisite: Grade of C or higher in MUS-3883 or equivalent. Prerequisites or Corequisites; MUS-2402, MUS-1661 or equivalent.

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-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.

Music Ensembles

Applied Music Program

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. degrees in Music and Curriculum and Instruction is delineated in the requirements for the degree programs.

Music Ensembles

MUSE-6900 Kapelle

MUSE-6905 Women's Chamber Choir

MUSE-6925 Men's Chamber Choir

MUSE-6930 Schola Cantorum

MUSE-6940 Wind Symphony

MUSE-6950 Jazz Band

MUSE-6960 University Band

MUSE-6980 Chamber Orchestra

MUSE-6990 University Handbell Choir

Organizational Leadership Courses

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.

Physical Education Courses

PES-4110 Fitness Activities and Technology **2 hours**

Analysis and laboratory experiences in the development of fitness activities for grades K-12 incorporating relevant technology for the physical education teacher.

PES-4123 Nutrition for Human Performance **3 hours**

Application of appropriate nutrition relative to exercise, the reduction of disease and weight control. Recipes for health and fitness. Prerequisite: Permission of instructor.

PES-4200 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. Computer applications.

Prerequisite: PES-3400 or equivalent.

PES-4410 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. Prerequisite: PES-3400.

PES-4415 Biomechanics and Injury Prevention **3 hours**

Study of forces developed in sport, exercise and dance activities as they relate to tolerances of the human body. Techniques of injury prevention. Prerequisite: PES-3400 or consent of instructor.

PES-4420 Physiology of Exercise **3 hours**

Scientific basis for the development of physical fitness and conditioning programs. Bioenergetics of human movement; physiological adjustment during and following exercise. Prerequisite: PES-3400.

PES-4431 Physical Growth and Motor Development **3 hours**

Physical growth, motor skill acquisition and motor performance from infancy through adolescence.

PES-4605 Instructional Strategies for Human Performance I **3 hours**

Learning theories, instructional styles and strategies for directing motor learning experiences. This course satisfies the middle and secondary school methods requirement in human performance. Prerequisite: Admission into the professional instructional courses. Note: Enrollment is open to all Liberal Arts students.

PES-4600 Elementary Physical Education **3 hours**

Motor development strategies, activities and program design for physical education in grades K- 6.

PES-4625 Individual and Dual Sports Activities **3 hours**

Analysis of skill and laboratory experience in the development of individual and dual sport activities. Rules and officiating techniques relevant to the sports included. Fee required \$20.

- PES-4635 Team Sport Activities** **3 hours**
Analysis of skill and laboratory experience in the development of team sport activities. Rules and officiating techniques relevant to the sports included.
- PES-4640 Dance Activities** **2 hours**
Intermediate and advanced skills and activities; instruction and program development for folk, square and social dance.
- PES-4650 Physical Activity for the Exceptional Child** **3 hours**
Nature, characteristics, needs of and activities for the exceptional child. Methods and materials for the development of physical education and other activity programs.
- PES-4660 Curriculum Design** **2 hours**
Theories and processes of curriculum development, implementation and assessment for the middle and secondary schools.
- PES-4662 Principles and Perspectives of Physical Education** **3 hours**
Nature and scope of physical education and sport, foundations and principles, careers and professional considerations.
- PES-4730 Management of Activity Programs** **2 hours**
Organization and administration of activity programs including physical education, health and wellness and athletics.
- PES-4740 Measurement and Evaluation of Human Performance** **3 hours**
Theory, practice and analysis of tests and evaluation procedures related to human performance.
- PES-4802 Movement Activities for the Young Child** **1 hour**
Developmentally appropriate movement experiences for young children; instructional strategies, program design, assessment. Prerequisite: PSY-4101. Clinical experiences required.
- PES-4980: Exercise Science/Fitness Management Practicum** **1-6 hours**
Supervised field experience. Application of assessment tools and development of programs in clinical settings. Prerequisites: PES-3400 and instructor permission.
- PES-6100 Contemporary Issues in Health and Wellness** **3 hours**
Discussion of current issues and trends relevant to health and wellness. Emphasis on self-assessment and application. Lifespan activity patterns for healthy lifestyles.
- PES-6200 Physical Activity for Mature Adults** **3 hours**
Activities, strategies and programming for the practitioner to enhance adult motor and fitness competence.
- PES-6950 Independent Study** **1-6 hours**
- PES-6970 Independent Research** **3 hours**

PES-6980 Practicum: Exercise Science and Fitness Management 3 hours

A supervised field experience. Application of assessment tools and development of programs in clinical settings. Prerequisite: Permission of instructor.

PES-6991 Internship: Exercise Science 3 hours

Supervised field experience. Application of assessment tools and development of improvement programs in a clinical situation. Prerequisite: Consent of department chair.

*Philosophy Courses***PHI-4910 Topics in Contemporary Philosophy 4 hours**

Advanced seminar on topics of current interest in philosophy. Prerequisite: Six hours in philosophy.

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.

*Physics Course***PHY-4900 Seminar in Physical Sciences 2 hours**

Cross-listed with CHE-4900.

*Political Science Courses***POS-4020 International Relations 3 hours**

Introduces and evaluates differing U.S. foreign policy responses in the international arena with opportunities existing for students to participate in role-playing foreign policy decision-making. Cross-listed with HIS-4020.

POS-4510 Law and Society 3 hours

Cross-listed with SOC-4510.

POS-6950 Independent Study 1-6 hours*Psychology Courses.....***PSY-4100 Developmental Psychology: Lifespan 3 hours**

Cognitive, emotional, physical, social and spiritual growth across the lifespan. Implications of developmental patterns for the helping and health professions covered.

PSY-4101 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-4105 Developmental Psychology: Middle Childhood 3 hours

Cognitive, emotional, physical, social and spiritual growth during middle childhood. Developmental theories and educational implications of developmental patterns.

PSY-4110 Developmental Psychology: Adolescence 3 hours

The pubescent and adolescent period of growth and development. Theories and problems of adolescence.

PSY-4115 Developmental Psychology: Adulthood 3 hours

Examination of ongoing development throughout adulthood; physiological and psychological changes; influence of medical, interpersonal and societal changes on the developing adult; examination of death and dying.

PSY-4125: Child and Adolescent Psychology 3 hours

Physical, cognitive, emotional, social and spiritual development from kindergarten through secondary school. Developmental patterns and educational/family implications identified. Appropriate for students preparing for K-12 certification.

PSY-4150 Social Psychology 3 hours

Cross-listed with SOC-4150.

PSY-4205 Introduction to Counseling 3 hours

Current counseling theories and issues; conditions for effective counseling in varied settings; multicultural concerns.

PSY-4210 Group Theory and Leadership 3 hours

Group structure and dynamics. Development of basic group skills applicable to a variety of group settings.

PSY-4310 Statistics for the Behavioral Sciences 3 hours

Introduction to statistical techniques and theory in the behavioral sciences. Emphasis on intuitive approach to theory and practical applications to problems of investigation. Cross-listed with ECO-4310 and SOC-4310.

PSY-4320 Research Methods **3 hours**
 Designs, materials and procedures used by the psychologist as a social scientist. Emphasis on data collecting and analysis and student research project. Prerequisite: PSY-4310.

PSY-4430 Affective Education in the Middle School **3 hours**
 Focus on understanding critical social/emotional issues of early adolescence. Strategies for integration of developmental and preventative guidance concepts into existing curricula and advisor-advisee programs. Emphasis on assisting students in understanding and accepting themselves. Prerequisite: PSY-4105 or PSY-4110.

PSY-4501 Physiological Psychology **3 hours**
 Relationship between physiological functions and human behavior. Emphasis on the nervous system and endocrine system as they relate to sensory processes, motor behavior, regulating systems and behavior disorders.

PSY-4505 Human Sexuality **3 hours**
 Biological, psychological, sociological and theological aspects of human sexuality. Anatomy, behavior and dysfunctions.

PSY-4510 Sports Psychology **3 hours**
 Application of psychological principles to sport behavior. Relationship of body and mind, theoretical models of understanding sport behavior and techniques of helping athletes cope with motivation and stress.

PSY-4601 Special Topics **3 hours**
 In-depth and timely study of topics or issues in psychology. Topics will be changed according to interests of instructors and needs of students. Contact instructor for current focus. (Repeat of course is possible with different content.)

PSY-4605 Abnormal Psychology **3 hours**
 Explores mental disorders of adults and children based on the present DSM including theories and research as to causes, symptomatology and treatment. Identifies the role of personnel including applications to education, health care and community focus in dealing with mental conflict and fostering mental health.

PSY-4610 Theories of Personality **3 hours**
 Description, theoretical interpretation and measurement of both normal and abnormal personality. Development and maintenance of personality. Compare and contrast different theories and techniques derived from models of personality development.

PSY-4620 Psychology of Gender **3 hours**
 The role of gender in the development of the individual, including biological, psychological and cultural components.

PSY-4625 Behavior Assessment and Management **3 hours**
 Principles, techniques and practical issues involved in behavioral assessment. Processes underlying behavioral change programs. Students implement a behavior management plan.

PSY-4630 The Interface Between Psychology and Christianity **3 hours**
 The current and historical relationships between psychology and the Christian faith; the philosophical underpinnings of science and scientific psychology; the diverse roles of Christians as helping professionals. Prerequisites: PSY-2000; PSY-4610 or PSY-4645; and at least 9 other semester hours in psychology.

PSY-4635 Industrial/Organizational Psychology **3 hours**
 Principles of psychology relevant to understanding and solving problems in business and industry. Emphasis on scientific methods to study problems, theories of leadership, motivation and human resource management.

PSY-4640 History and Systems of Psychology **3 hours**
 Historical and philosophical roots of the field of psychology. Examination of past and present schools of the discipline.

PSY-4645 Psychology of Adjustment and Growth **3 hours**
 Basic views in psychology concerning individuals from a wellness perspective.

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 the behavioral sciences. Emphasis on understanding 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**
 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 and Aging 3 hours

Designed to introduce students to substantive issues in the interdisciplinary study of adult development and aging drawing from the disciplines of human development, psychology, education, sociology and the cognitive sciences. It is based on the premise that aging is a lifelong process which cannot be understood as an isolated phenomenon but is a function of the social, physical changes that accompany psychological development as well as social and historical context in which an individual ages.

PSY-6110 Counseling for Selected Special Needs 3 hours

Focus on two or three topics with selected counseling circumstances involving special needs in pre-crisis and post-crisis situations such as divorce, abuse/neglect, disabilities, AIDS, unemployment or others. Contact instructor for current topics. Prerequisite: PSY-4201.

PSY-6115 Counseling Through the Expressive Arts 3 hours

Use of various expressive arts (such as drama, music, art, poetry/creative writing, dance, photography and puppetry) in the counseling process with children and adults. Prerequisite: PSY-4201. Fee: \$14.

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 the Educational Process 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 an opportunity 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 statistic, data entry, analysis of results, development of discussion sections. Preparation for doctoral work in psychology and careers in academic or research settings. Prerequisites: PSY-6030 and FPR-6110.

PSY-6950 Independent Study 1-3 hours**PSY-6970 Independent Research 3 hours****PSY-6990 Thesis 3-6 hours****PSY-6993 Internship: Psychology 3 hours**

Supervised involvement in a work experience which utilizes psychology in a meaningful manner. Open to students in psychology majors, minors or specializations with senior college standing. Requires approval by the department at least one semester in advance.

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 masters' level course in learning theory.

SBS-4619 Teaching Social Science: Middle and Secondary Level 3 hours

Practical preparation for teaching the social sciences at the middle and secondary schools. Field experience required. Cross-listed with EDU-4619. Prerequisite: Admission to professional instructional courses.

*Science Education Courses***SCE-4618 Teaching Science in Middle and 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. Cross-listed with EDU-4618.

SCE-4802 Teaching Science to the Young Child 1 hour

Development of basic skills for the teaching of science in early childhood education. Emphasis on the selection of appropriate topics, materials, techniques and resources used in the teaching-learning process.

COURSE DESCRIPTIONS

Social Work Courses

SOW-4100 Ethical Issues in the Helping Professions **3 hours**

An analysis of ethical, legal and professional concerns in the human service field, with special emphasis on developing an ethical decision-making framework.

SOW-4200 Social Welfare Policies and Services **3 hours**

Identification, examination and evaluation of social problems, welfare policies and service delivery systems. Field trips may be required. Prerequisite: SOW-4000 or permission from the instructor.

SOW-4310 Loss and Mourning **3 hours**

Examination of the various kinds of losses experienced over the course of the life cycle, with special emphasis upon physical, emotional, social and spiritual dimensions; grief reactions and the mourning process. Discussion of skills and strategies for counseling and support.

SOW-4910 Social Work Practice Methods I **3 hours**

Introduction to the social work practice; application of social work theories to intervention with individuals, families, groups and communities. Prerequisite: SOW-4000 or permission of instructor.

SOW-4920 Social Work Practice Methods II **3 hours**

Skill-building in social work practice; examination of selected client populations and service delivery issues. Prerequisite: SOW-4000 or permission of the instructor.

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 **1-6 hours**

Sociology Courses

SOC-4100 Sociological Theory **3 hours**

A study of the scientific analysis of social phenomena. An exploration of the varieties of sociological theories.

SOC-4110 Sociology of Sport and Leisure **3 hours**

Sociological study of the role of leisure, play and sport in the society. Relationship of sport to other social institutions, cultural values and social behavior.

SOC-4120 Sociology of Religion **3 hours**

Social processes related to religion, including individual, organizational and institutional expressions of religious phenomena. Empirical analysis of the correlates and consequences of religion and spirituality for persons and collectivities. Cross-listed with THY-4420.

SOC-4130 Sociology of Work and Occupations **3 hours**

Examines the influence of work on personal and social identity, conflicts in work, the place of work in the larger society. Not open to students with credit in CSOC-4130.

SOC-4140 Sociology of Health Care **3 hours**

Sociological analysis of health and illness. Meanings of illness and health. Health care structures and processes. Health care systems and ethics.

SOC-4150 Social Psychology **3 hours**

Interpersonal relations, attitude formation and change as a result of group membership and group dynamics. Applications in business, communication, education, social services, counseling and law. Cross-listed with PSY-4150.

SOC-4160 Social Gerontology **3 hours**

Impact of aging upon individuals and societies; social, cultural and individual reactions to the aging in the society. Field trips may be required.

SOC-4200 Organizational Analysis **3 hours**

An analysis of formal organizations, with special emphasis upon their structure, processes, environments.

SOC-4320 Juvenile Delinquency **3 hours**

Defining delinquency; nature and frequency; theoretical explanations; juvenile law, courts and corrections; preventing delinquency. Field trips.

SOC-4330 Death and Dying **3 hours**

Attitudes, customs and beliefs regarding death, ethical and theological issues; ministry to the dying and grieving.

SOC-4410 Child, Family and Community **3 hours**

Process of socialization and enculturation of the child from birth to age ten; family and community relationships; observation and analysis of the effects of culture upon young children. Cross-listed with SOW-4410.

SOC-4420 Marriage and the Family 3 hours

Cross-cultural, historical and institutional analysis of marriage and family. Diversity in family patterns and functions. Sociological theories and current research involving topics such as love, mate selection, marital adjustment, child rearing and divorce.

SOC-4430 Social Deviance 3 hours

Sociological study of the processes and factors producing deviant behavior and the societal reaction against deviance. Emphasis on theoretical perspectives and empirical research addressing the definition of and reaction to deviant behavior.

SOC-4510 Law and Society 3 hours

Law as a social construction. Sociological perspectives on law. The relationship between law and other social institutions. Law and Morality. Law and equality.

SOC-4520 Criminology 3 hours

Processes involved in making laws, breaking laws, and reacting to the breaking of laws; explanations of crime, criminal codes, law enforcement, the courts, corrections and crime prevention. Field trips.

SOC-4610 Social Inequality: Minority Group Relations 3 hours

Issues in the formation and adjustment of minority groups. Emphasis on prejudice, discrimination, race and the immigration experience of persons and communities from European and Third-World cultures.

SOC-4620 Social Inequality: Class, Status, and Power 3 hours

Who gets what and why? A theoretical and empirical analysis of the unequal distribution of wealth, power and prestige.

SOC-4630 Urban Sociology 3 hours

An examination of cities and suburbs from a sociological perspective, with special emphasis upon urban ecology, lifestyles and problems; Third-World urbanization patterns; and urban planning. Field trips may be required.

SOC-4700 Social Research Methods 4 hours

An introduction to research methods for studying social phenomena. Includes introduction to computer-aided statistical analysis of data and qualitative data assessment techniques.

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-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-6500 Public Policies and 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 effecting 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-4160.

SOC-6980 Practicum in Gerontology 3 hours

Observation of and supervised practice in a community agency that serves the elderly.

*Spanish Courses***SPA-4100 Latin American Cultures and Civilization 3 hours**

History of Latin America from the pre-Columbian culture to the present day, examining landmark political events in society, literature and the arts. Course conducted in Spanish. Prerequisite: SPA-3010 or equivalent.

SPA-4110 Studies in Latin American Literature 3 hours

Representative Latin American authors, with special attention given to historical and social events. Course conducted in Spanish. Prerequisite: SPA-3020 or equivalent.

SPA-4115 Latin American Short Stories 3 hours

Representative works of the major Latin American short story writers. Course conducted in Spanish. Prerequisite: SPA-3020 or equivalent.

SPA-4210 Hispanic Cultures in the United States 3 hours

History of Hispanic immigration. A study of Mexican, Cuban, Puerto Rican and other Latin American cultures in the United States through literature, history and media sources. Prerequisite: SPA-3010 or equivalent.

SPA-4300 Studies in Spanish Literature 3 hours

Study of representative literary works, with an emphasis on the manner in which they reflect the historical, social and cultural events and reality of Spain. Course conducted in Spanish.

*Sports Management and Leadership Courses***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.

SPML-6030 Sports Leadership and Ethics 3 hours

Leadership and ethical practices in business decision-making in the field of sports management.

SPML-6040 Sport 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 Communication 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 an 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.

*Theatre Courses.....***THR-4200 History of Theatre 3 hours**

Study of Western and non-Western theatre from ancient Greek and Roman societies through modern theatre. Reading of significant play scripts in the context of their original productions.

THR-4210 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. Cross-listed with ENG-4620.

- THR-4220 Modern Drama** **3 hours**
 Cross-listed with ENG-4540.
- THR-4240 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 fee for field trips; student is responsible for ticket cost.
- THR-4300 Acting and Directing Studio I** **3 hours**
 Basic techniques of acting and directing in realist theatre. Intensive laboratory experience. Laboratory required.
- THR-4301 Acting and Directing Studio II** **3 hours**
 Advanced techniques and styles of acting and directing. Intensive laboratory experience, working toward a public performance. Laboratory required. Prerequisite: COM-4428.
- THR-4310 Directing a One-Act Play** **3 hours**
 Selection and production of a one-act play under supervision. Prerequisites: COM-4429 and consent of department chair.
- THR-4320 Shakespeare** **3 hours**
 Cross-listed with ENG-4370.
- THR-4400 Stagecraft** **3 hours**
 Intended to familiarize the student with the broad technical aspects of theatre, this class will focus on stage safety, set-construction techniques, scenic painting techniques, special effects, lighting, wiring and rigging.
- THR-4401 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-4400.
- THR-4609 Teaching Theatre: Middle/Secondary Schools** **3 hours**
 Methods of and strategies for teaching middle and secondary school theatre. Practice in developing curriculum, plans and material; classroom observations and clinical experiences. Cross-listed with EDU-4609.
- THR-4700 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 opportunities to workshop plays.
- THR-4710 Creative Dramatics** **3 hours**
 Potential uses of dramatic activity in the classroom, rehearsals and workshops, including the use of puppets. Cross-listed with EDU-4710.

- THR-4810 Administration and Management: Theatre** **3 hours**
 Examination and integration of issues and policies specific to theatre administration. Prerequisite: THR-2120. Field trips. Fee required.
- THR-4910 Topics in Theatre** **3 hours**
 Selected current topics in communication and/or theatre as they relate to various settings. Topics vary each time they course is taught. A maximum of six semester hours may be applied to a theatre program.
- THR-4950 Independent Study in Theatre** **1-6 hours**
- THR-4980 Senior Project** **3 hours**
 Independent work under the mentoring of a faculty member to synthesize and apply learning within the major. Required of all theatre majors. Project must be approved by the department.
- THR-4990 Internship in Theatre** **3-12 hours**
 Supervised involvement in a communications or theatre business work experience. Open to liberal arts majors in communications or theatre programs who have senior standing and departmental approval. Three hours may be applied to a liberal arts major in the department.

Theology Courses

To correspond with the requirements of the theology programs, the courses are indicated as follows:

- (B-OT) Biblical Studies: Old Testament
- (B-NT) Biblical Studies: New Testament
- (S) Systematic Theology
- (H) Historical Theology
- (CS) Christianity in Society
- (RE) Religious Education

- THY-4000 History of Israel (B-OT) (H)** **3 hours**
 The origin and development of the Old Testament nation of Israel. Historical methodologies, the Ancient Near Eastern context, recurrent themes. Field trip. Cross-listed with HIS-4000. Prerequisite: THY-1100 or THY-2000 or consent of instructor.
- THY-4010 The Prophets of Israel (B-OT)** **3 hours**
 Prophecy and the prophetic movement. Its origin, development, purpose, methodology, message and impact. Prerequisite: THY-1100 or THY-2000 or consent of instructor.
- THY-4020 Wisdom Writings (B-OT)** **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. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

THY-4031 The Pentateuch (B) 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 the instructor.

THY-4100 The Four Gospels (B-NT) 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. Prerequisite: THY-3100.

THY-4110 Paul the Apostle (B-NT) 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, I and II Corinthians, within the wider context of the history and the theology of the Early Church. Prerequisite: THY-3100.

THY-4210 Theological Movements in American Lutheranism (H) (S) 3 hours

An investigation of the key theologians, theological movements and controversies, and intersynodical organizations, especially of the 19th and 20th centuries that have contributed to the diverse theological character of contemporary Lutheranism in America. Prerequisites: THY-1200, THY-2200 or 2960; or consent of instructor.

THY-4230 Defense of the Christian Faith (S) 3 hours

The nature, objectives and importance of defending the truthfulness of the Christian Faith in the contemporary pluralistic world. Lutheran theological principles that inform the apologetic task. Analysis of various apologetic approaches. Prerequisites: THY-1200, THY-2200 or THY-2960; or consent of instructor.

THY-4240 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. Prerequisites: THY-1200, THY-2200 or THY-2960; or consent of instructor.

THY-4250 Studies in Christian Doctrine (S) 3 hours

Selected articles of faith explored on the basis of Scripture, the *Lutheran Confessions* and other theological sources with particular attention to issues and problems raised by the wider context of Christian writing and thought. [The particular topic(s) to be studied in a given semester will be identified after a colon in the course title in the Master Schedule.] Prerequisites: THY-1200, THY-2200 or 2960; or consent of instructor.

THY-4330 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. Prerequisite: THY-3300 or THY-4300, or consent of instructor.

THY-4360 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. Prerequisite: THY-3300 or THY-4300, or consent of instructor.

THY-4380 History of Biblical Interpretation, 200-1600 (B) 3 hours

Introduction to the development of hermeneutical and exegetical traditions within Christianity from the early church to the Reformation. Extensive primary source readings in ancient, medieval and Reformation Biblical exegesis. Prerequisites: THY-2000 or 3100; and THY-3300 or 4300; or consent of instructor.

THY-4390 Topics in the History of Christianity 3 hours

Selected persons, themes or problems in the history of Christianity. Prerequisite: THY-3300 or THY-4300; or consent of instructor.

THY-4400 Worship and Witness (CS) 3 hours

The historical foundations, essence and forms of worship in the Christian church. The interconnection of worship and witness, and the influences of sociological and cultural change.

THY-4410 World Religions (CS) 3 hours

Introduction to the nature of religion with emphasis on primal religious expression. The origin, teachings, spread and influence of major living religions.

THY-4420 Sociology of Religion (CS) 3 hours

Cross-listed with SOC-4420.

THY-4430 Biblical Perspectives on Gender and Relationships (B, CS) 3 hours

Study of gender identity and relationships between male and female according to a biblical perspective. Biblical texts, case studies, current trends and counseling approaches are examined.

THY-4450 Ministry to the Family (CS) 3 hours

An exploration of family dynamics in our contemporary American society. Various models of ministry to families are reviewed. Strategies for initiating and sustaining a parish program of ministry to families. Special attention is given to the role of the family in a person's faith development.

THY-4500 Spiritual Nurture of the Young Child (RE) 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-2000 or 3100; and THY-2200 or permission of instructor. (Not to be taken in addition to THY-4505 or THY-4510.)

THY-4505 Spiritual Nurture of the Elementary School Age Child (RE) 3 hours
Principles, organization, materials and practices of teaching Christian faith in the elementary school, a review of the history of Lutheran education and the office of the Lutheran teacher. Prerequisites: THY-2000 or THY-3100, and THY-2200, or consent of the instructor. (Not to be taken in addition to THY-4500 or THY-4510.)

THY-4510 Spiritual Nurture of the Adolescent (RE) 3 hours
Principles, organization, materials and practices of nurturing the faith of the adolescent in the Lutheran high school, a review of the history of Lutheran education and the office of the Lutheran teacher. Prerequisites: THY-2000 or 3100; and THY-2200, or consent of the instructor. (Not to be taken in addition to THY-4500 or THY-4505.)

THY-4520 Religious Education of the Adult (RE) 3 hours
Principles, organization, materials and practices of adult religious education. Prerequisites: THY-2000 or 3100 and THY-2200, or consent of instructor.

THY-4560 Confirmation Theology and Practice (CS) (RE) 3 hours
Theology and historical foundations of the rite of Confirmation in the Lutheran Church and a survey of contemporary practices.

THY-4600 Deaconess Foundations (CS) (H) 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: \$35. Prerequisites: THY-2200, THY-3200, and recommended THY-4230.

THY-4611 Ministry to Women (CS) 3 hours
Identification and application of beliefs, attitudes and skills of the beginning deaconess. Focus on spiritual care giving, practice in teaching Bible studies, application of Law/Gospel, volunteer coordination and mercy ministries. Field trips. Fee: \$35. Prerequisites: THY-4600, PSY-4201.

THY-4620 Deaconess Seminar (CS) 2 hours
Evaluation and analysis of the internship experience. Preparation for the call into deaconess ministry. Exposure to ministry resources and opportunities. Prerequisite: 24 hours of THY-4990.

THY-4630 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. Attendance required at scheduled seminars to review students' reports and discuss ministry issues. Pass/fail. Deaconess students complete four semesters of field experience. Fee: \$75. Additional transportation fees possible. Prerequisites: Application to the Deaconess program and three 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-6030 Messianic Prophecies (B-OT) 3 hours
The development of the Old Testament faith in the coming Messiah. Principles of interpretation and sources of alternate viewpoints. Detailed examination of selected prophecies.

THY-6040 The Intertestamental Period (B) 3 hours
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. Cross-listed with HIS-6040.

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-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.

COURSE DESCRIPTIONS

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-6353 Studies in Christian Worship:
Theology and Music (CS) (S) 3 hours**

Study of the interrelationship between theology and music as it has developed in Christian worship, thought and practice from the early church to the present. Cross-listed with MUS-6353.

THY-6400 The Christian in Society (CS) 3 hours

Christian vocation in contemporary, pluralistic culture. The role of faith, ethical decision-making and the life of service in the diverse social structures of the world and Church. Particular attention given to education and the helping professions. This course may not be taken to fulfill requirements in Section A, Theological Foundations, or the Master of Arts in Religion program.

THY-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-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-6950 Independent Study 1-6 hours

THY-6970 Independent Research 3 hours

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B.A. University of Tampa, Tampa, Fla.; M.A. University of South Florida, Tampa, Fla.;
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B.A. Oakland University, Rochester, Mich.; M.S. University of Michigan, Ann Arbor, Mich.;
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Ed.D., Loyola University, Chicago, Ill., M.A., University of Virginia, Charlottesville, Va.,
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Associate Professor of Human Performance. At Concordia from 1968 to 2003.

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Distinguished Professor of Music. At Concordia from 1944 to 1990.

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Professor of Music. At Concordia from 1960 to 1999.

Kirchenberg, Ralph J., M.S.

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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.

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Professor of Education, Director Library Services. At Concordia from 1960 to 1999.

Lehmann, William H. Jr., B.A., M.Div., M.A., Ph.D.

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Martin, Walter W., B.S.Ed., M.A.

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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.

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Professor of Economics, Vice President for Administration. At Concordia from 1951 to 1998.

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Distinguished Professor of Mathematics, Provost Emeritus. At Concordia from 1966 to 2000.

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Master of Arts

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Victor Moore
Mari Morales
Jeff Moreland
Susan Morgan
Carmen Morin
Maureen Morrison
Ryan Mott
Cher Muehring
Beth Mulsoff
Jeremiah Mulvihill
Linda Murdock
Kristine Murphy

Nicole Musial
Christina Myros
Patricia Nackoney
Alan Nakamoto
Farooq Nasser
Aleli Navarrete
Sarah Naydenoff
Margaret Ndiaye
Joyce Nelson
Michelle Nero
Denise Nickel
Martina Norton
Cathleen Notter
Kathleen Notter
Julie Novosel
Tatiana Novy
Jill Obermaier
Stephanie Obermyer
Georganne O'Brien
Maria Ochoa
Mary O'Donnell
Patrick O'Neil
Daniel Ophus
Andrew Orgler
Jessica Orgler
Walter Ornelas
Nancy Osorio-Nyholm
Lynn Otterson
Matthew Ouwinga
Jennifer Pacquer
Carly Pagels
Teresa Pankiewicz
Bradley Parker
Stephen Parker
Benita Parrott
Mark Pattison
Samantha Pavesich
Ayanna Pearson
Laura Peil
Denise Penczek
Sahira Perez
Jarren Pester
Diane Peterson
Joshua Peterson
Michelle Peterson
Jaime Petras
Carla Petricca
Gerri Pharher
Robert Phelan
Annie Pickett
Bradley Piech
Nichole Pietro
Allison Pleser
Lori Plump

Doris Post
Wanda Power
Paul Preuss
Susanna Pries
Joanne Prokopios
Veronica Ramos-Barrera
Nancy Regul
Mary Rehfield
Susan Reynolds
Brenda Richardson
Joan Rickert
Sherry Riemersma-Luke
Denise Robbins
Leslie Roberts
Alan Robinson
Carol Roche
Susan Rohlwing
Kelly Rose
Abigail Rosenberger
Kathleen Ross
Cynthia Rousseau
Kristin Roy
Thomas Ruby
Lois Rudnick
Lujda Rufo-Valle
Sonia Ruiz
Amanda Rylek
Dawn Sakanis
Karoline Salvador
Blanca Sanchez
Maricela Sanchez
Marysol Sandoval
Leslie Sartore
Christine Scarpino
Michele Schaffer
Steven Schanz
Andrea Schmidt
Jennifer Schmidt
Elizabeth Schneider
Leslie Schock
Stephanie Schoen
Steven Schoen
Julie Scholma
Noah Schroer
Nicole Schroeter
Shana Scott-Moody
Sara Sechen
Kimberly Selleck
Robert Serio
Stephanie Sewasciuk
Renee Shalvis
Christi Shaner
Amy Shanker
Anthony Sheehan

Sara Shuster	Tracy Wahl	Kathleen Bialek	Audrey Dzhurov
Michael Sibert	Donna Waitkus	Walter Blair	Heidi Edwards
Angela Sidell	Susan Walden	Pamela Blodgett	Julie Ekman
Kimberly Sievers	Kathleen Walery	Constance Bloom Huber	Erin Falinski
Brad Sikora	Tanya Walery	Barbara Boarini	Melissa Faron
Zoe Sikorski	Delbert Washington	J.R. Bocian	Mario Fernandez
Pamela Silverston	Jennifer Webb	Anne Bonfield	Janet Fink
Sivisay Sivichane	Todd Webster	Evan Borkowski	Kelly Firkus
George Skalsky	Jessica Wedam	David Boven	Laura Fischer
Michelle Smith	Jeanne Weiss	Barbara Boysen	Kristen Fragakis
Carolyn Sobotka	Traci Weiss	Kathleen Bracken	Elizabeth Frake
Agnes Soch	Laura Weldon	Lindsay Brubaker	Joanna Freibaum
Mandy Soske	Dell Westbrook	Laurie Bryant	Erik Fritzsche
Garrett Soto	Bethany White	Avivah Buie	Neal Fuchs
Femi Spearman	Mary Ann White	Charmian Bultema	Virginia Garcia-Flores
Erin Stachnik	Patricia Whitehouse	Steven Busekros	Stacey Georgopoulos
Brittany Stahl	Benjamin Williams	Kristine Bushman	Robyn Glass
Marcella Stateman	Derrick Williamson	Sandra Bylut	Sinead Godfrey
Saida Steele	Kristin Wind	Maggie Byrne	Gina Gomezdelacasa
Chris Steinmann	Richard Winokur	Kari Calabresa	Angelica Gonzalez
Katie Stevens	Kathleen Wirtz	Aldo Calderin	Efrain Gonzalez
Jacquelyn Sticca	Monica Wolowiec	Daniel Calenberg	Melissa Goodwin
Michael Stiglitz	Julie Wolst	Judy Callaghan	Patsy Grady
Rebecca Stiglitz	Audrey Woodley	Mari Callahan	Susan Gronwick
Kristin Stipek	Monica Workman	Iris Kerbis Cantor	Shenetha Gunn
Sheila Streets	Jaclyn Wright	Marie Carlisle	Virginia Gutowski
Ryan Subler	Lisa Xagas	Elizabeth Carlson	Abbie Gutzmer
Gretchen Sutherland	Alice Yoon	Ariel Carrillo	Patrice Hall
Teshia Sutterlin	Terri Zachary	Roxana Cervantes	Amanda Harfst
Linda Svejcar	Christopher Zack	Scarlett Chandler	Elizabeth Harl
Jennifer Szlembarski	Kristin Zage	Leticia Chessani	Kelly Harrington
Lisa Tanner	Clinton Zellmer	Kathleen Clark	Melissa Hayes
Andrea Taylor	Anna Marie Zolecki	Laura Clark	Ann Henning
Joanna Terracciano	Julie Zonca	Amy Collins	Roshaunda Henson
Margie Threadgill	Rosanne Zuccaro	Linda Colson	Blanca Hernandez
Colleen Tierney		Joi Conley	Paula Hill
Kathleen Tierney	December 13, 2008	Michael Cott	David Hintz
Theresa Tinsley	Brigid Addanki	Theresa Coy	Alesia Hollis
Karen Toland	Nelly Alcauter	Laura Cruz	Sonya Hooks
Eduardo Toledo	Karina Alegria	Victoria Cummings	Jill Hooper
Laura Topczewski	Laura Alegria	Nicole Currie	Keith Houghteling
Ronald Towner	Francis Alexander	Marjorie Custodio	Don Huddleston
Shemaiah Trotter	Brian Amsler	Laura Cutro	Katharine Huemann
Tracey Turner	Denine Anderson	Stacy Davis	Nelida Hurtado
Chris Twomey	Kristin Appiah-Word	Gwendolyn Davis-Loyd	Jessica Huyser
Joy Valentine	Jon Baffico	Sara Deddo	Tamica Jackson
Bethany Vasilie	Michelle Bahr	Alma Delgado	Tiffany Jackson
Natalia Venturini	Kyla Bailenson	Katherine Dhamer	Anthony James
Carrie Villacres	Diane Ballowe	Stacy Diamond	Phillip Jenicek
Dominique Villalobos	Jennifer Barrera	Katherine Diomede	Alicia Jenkins
Jennifer Villanueva	Annie Basic	Sara DiVita	Frederick Josey
Laura Visser	Brian Beam	Melissa Donile	Anna Kahl
Chris Vivone	Brenda Becker	Kellie Donnelly	Cindy Kang
Cheryl Vonch	Scott Becker	Parry Doogan	Sean Karaffa

Margaret Karnes	Victoria Milam	Harriet Rasmussen	Melissa Tarrant
Donna Kasper	Susan Milchhoefer	Jennifer Redding	Vashti Taylor
Megan Keller	Michael Miller	Jacqueline Reed	Lindsey Thomas
Melinda Keller	Marshall Mitchell	James Reed	Laura Thorpe
Nadia Khadri	Kimberly Mollerdingo	Katherine Reed	Miriam Torres
Nancy Kim	Melissa Mollner	Michelle Richards	Allison Tracey
Casey Kinsella	Laura Monahan	Belinda Roberts	Adela Tudor
Candace Koenigs	Lindsay Moore	Eleanor Roberts	Lisa Twomey
Natalie Komo	Bertha Moreno	Linda Robertson	Nicholas Valenziano
Steven Korney	Kelly Muhr	Christina Roiniotis	Katherine Valleau
Donna Kosowski	Carolyn Muir	Carmen Romo Contreras	Yesenia Varela
Michelle Kotwica	Meghan Murphy	Estela Rosales	Julie Vater
Mary Krebs	Sara Murphy	Stephen Rose	Jovita Villanueva
Jenny Kronas	Deanne Murray	James Rossetti	Stacy Voras
Erika Kronborg-Mogil	Nancy Nevarez	Megan Rossetti	Kathryn Wagner
Barbara Krzyminski	Bonnie Newkirk	Carol Rudnik	Cynthia Wahtola
Sarah Kunzer	Regina Nicholls	Raymond Ruiz	Tina Walker
Amy Kuras	Paulette Nichols	Leann Runyanwood	Justin Warnke
Emily Kurth	Nicole Niemasz	Jason Sage	Jessica Warzecha
Laura LaRue	Linda Nieto	Elizabeth Sax	Karoline Wegrecki
Amanda Laskey	Danielle Norini	Tracy Schafer	Lindsey Weiss
Melissa Lenhoff	Dana Obradovic	Lisa Schaffer	Lisa Welch
Charles Lesley	Brendan O'Brien	Kimberly Schendel	Matthew Weldon
Chris Livatino	Patience Odame	David Schroetter	Kenneth Wendorff
Crystal Lizon	Dana Oddo	Tiffany Schultz	Mallory Whalen
Jeffrey Lobo	Robert Ogdon Jr.	James Schweitzer	Benetrice Whitfield-Lucas
Rosa Loza	Jennifer Ohlman	Colleen Sciacca	Denise Wilcox
Nara Lucas	Sylvia Olson	Monica Sheedy	Leslie Williams
Heidi Lundquist	Megan Orlando	Diane Shelby	Nadia Williams
Carrie Lusk-Lonis	Mary O'Rourke	Yoo-Kyung Shim	Matthew Willock
Meghan Lynch	Jessica Orstead	Julie Silverberg	Laura Wilson
Kathleen Lyons	Janet Ostrowski	Kelly Skowronski	Robert Wise
Jennifer Magliano	Daniel Palmiter	Sarah Skrabacz	LaShaun Woodland
Joseph Mahoney	Gina Pansino	Jill Smith	Anne Woolwine
Melissa Malec	Laura Paquette	Joanie Smith	Tanyamarie Wurster
Cassandra Maniscalco	William Peach	Nerissa Smith	Michael Yena
Lydia Markham	Christine Pellum	Shontell Smith	Adeline Zimmer
Lynda Marquez	Cheryl Perry-Green	Bryan Snyder	Olga Zlobinskaya
Timothy Martin	Karen Peterson	Rachel Sonon	Johnnie Zurek
Joel Martinez	Kellie Petty	Joe Soss	Melissa Zurek
Marissa Martinez	Chinh Pham	Wendy Stambaugh	
Julie Massarsky	Towanda Phipps	Nicole Stancy	May 2, 2009
Latrese Mathis	Maria Photopulos	Gretchen Stanerson	Venita Abrams
Laura Matson	Nicole Pizzo	Nancy Stephens	Debra Acanfora
Terrence Mattia	Elizabeth Polerecky	Joseph Stepniewski	Joan Ackerman-Zimny
Anthony Maurice	John Portala	Rebecca Stewart	Lisette Acosta
Sally McBrine	Susan Porter	Cynthia Storino	Almazita Adamopoulos
David McDonough	Alyse Potesman	Terese Sullivan	Kyle Adams
Mary McGoldrick	Barbara Prohaska	Marie Sutherland	Lahnna Addington
Drew McGuire	Laurita Provancal	Catherine Svoboda	Lindsay Aldridge
Jennifer McLemore	Sarah Przytula	Heather Swenson	Krystal Allen
Julie McNeilly	Katie Quinn	Samuel Szajkovics	Tami Allen
Jane Melnick	Sarah Rabe	Rashad Talley	Patricia Altergott
Beverly Mendoza	Arturo Ramirez	Melissa Tamason	Susana Alvarado

DEGREES CONFERRED

Dawn Alvarez	Janice Coy	Elease Gilbert	Virginia Kogen
Antoine Anderson	Tracy Creamer	Joan Gilbert	Julie Kohl
Tonya Arnett	Laura Dahl	Megan Gilbert	Deborah Kowal
Arlita Bailey-Patterson	Michael Dahlinghaus	Flora Gomez	Katie Krajewski
Julie Bale	Sean Daleiden	Luis Gonzalez	Elaina Ktistou
Jacqueline Balogh	Mark Darnall	Maria Gonzalez	Deirdre Lacy
Rosalind Banks	Cassie Davis	Marjean Gonzalez	James Lale
Lyndsey Banser	Beverly Dawkins	Claudia Gorostieta	Richard Lapinski
Lisa Baran	Julie Deka	Melissa Grandt	Susan Lapinski
Elisa Baranowski	Teresa DeMayo	Darlene Green-Gates	Stacey LaScala
Sherry Bauschke	Steven Dessauer	Carrie Gregory	Peter Lasko
Kristin Becker	Paula DiBeasi	Sara Grunt	Anna Lathrop
Paige Bessick	Angela Dimitriou	Mariluz Guerrero	Thomas Lentine
Julia Bettis	Thomas Ditzler	Glenn Gutierrez	Caryn Lesniak
Vern Bettis	Jeff Dixon	Tammy Guyton	Meredith Leuck
A. Lindsay Bewick	Antoinette Dobric	David Hale	Linda Lewandowski
Jessica Bezold-Plencner	Jean Domyancic	Lynn Halfpenny	Thomas Lind
Kristin Bialk	Mayra Donnellan	Robyn Hallstrom	Carolyn Linder
Andrea Bippus	Marci Douglas	Covette Hamilton	Nicole Lindgren
Collin Black	David Drews	John Hardey	Kate Lonergan
Nicole Bodie	Patricia Duffy	Gregory Harris	Kerin Lorence
Alicia Boughton	Cheryl Duhig	Colleen Harrold	Amelia Lozano
Timothy Bouman	Shontrece Dupree	Alicia Hart	Janet Luna
Charlotte Boyd	Hyon Elsner	Melissa Hart	Karl Lustrup
Amy Boynton	Alexandra Escobar	Robin Hatchett	Kelly Madigan
Roopa Brahmhatt	Shannon Etnyre	Justin Hegner	Kathryn Madsen
Kimberly Branch	William Etnyre	Heidi Heinrich	Sara Magnafichi
Jessica Brannon	Gina Evans	Judy Heller	Pamela Mahn
Tracy Brewer	Nerissa Everage	Eric Hennessy	Cheryl Manade
Christie Brey	Carol Falk	Timothy Hennig	Pamela Manzke
Susan Brinati	Marla Fassinger	Carlene Herron	Nicole Marcheschi
Jennifer Brown	Garrett Fechner	Hollie Hickey	Claudine Mardehow
Kathleen Budd	Christina Fee	Carol Higgins	Lyndsey Martin
Danielle Buerger	Andrew Fekete	Sharrell Holmes	Nicole Martin
Christine Burchill	Dorothy Finger	Maureen Hominick	Yadira Martinez
Carol Bush	Jeremy Fisher	Lynn Horrigan	Michelle Mateo
Delores Calloway	Katie Fitzpatrick	Diana Howard	Erik Matth
Cameron Campbell	Melissa Flanigan	Niekema Hudson	Kira Matthews
Dina Capua	Kenyata Fletcher	Victoria Hvostik	Julie May
Carmen Carothers	Lindsay Florczak	Jennifer Irwin	Sondra Maze Ladd
Itzel Carranza	Michael Folta	Artrice Jackson	Maurice McClain
Lynn Carranza	Stacy Foreman	Pebble Jackson	Carri McGahan
Cynthia Cassidy	Kimberly Fox	Theresa Jakubowski	Jason McGinnis
Danielle Cerretani	John Francis	Andrew Johannes	Kelly McGrath
Karina Chavez	Tiffany Francis	Kathleen Johansen	Vicki McGuire
Vera Chitty	Cara Frank	Amy Johnson	Debra McNulty
Ronielle Clapp	Chad Fulton	Erica Johnson	Lorre Meek
Amanda Colletti	Jordan Gage	Kimberly Johnson	Erin Meier
Molly Conway	Kelly Gagnier	Dawn Kapka	Nicole Merz
Ruth Coplon	Laura Garrett	Stacy Karahalios	Angela Metrou
Deborah Cornacchia	Nicole Gaul	Marianne Keefe	Carla Micheletto
Francisco Cortez	Ellen Gay	Lisa Kienberger	Mary Mignin
Laura Cottrell	Susan Gedz	Sharon Kimble-Stingley	Rachel Miszewski
Colleen Cowan	Elizabeth Geraty	Susan Knitter	Jessica Mohr

DEGREES CONFERRED

Jacklyn Moone	Glen Reimers	Sarah Thomason	Andrea Davis
Sara Moore-Sherrill	Diane Rentner	Arnetta Thompson	Nam Dinh
Erika Morales	Amy Reynolds	Jennifer Thomsen	Maria Fath
Cara Moran	Michelle Reynolds	Elizabeth Thorngren	Robert Haley
Vicki Moran	Karl Richter	Amy Timperley	Enda Kelly
Joanna Morawa	Elizabeth Riggio	Sandra Tobias	Carol LaRose
Kristin Morgan	Cathaleen Roach	Athena Toliopoulos	Rocio Ruiz
Elizabeth Morizzo	Kimberly Roberson	Maria Torres	
Jacqueline Morris	Socorro Rogers	Kelly Trevizo	May 2, 2009
Peter Morris	Roxanne Ross	Angela Trotter	Amy Broadway-Ducat
Vanessa Morrow	Kristine Roubik	Robert Tucker	Latasha Brown
Elizabeth Mull	Celia Ruiz	Dana Turner	Serena Burrell
JoAnn Murphy	Christine Russell	Carol Uhl-Alba	Marian Byrd-Roberson
Jamie Murray	Doris Russell	Eulalia Valdez	Andrew Carter
Merrick Murray	Kathleen Sands	Brian Veit	Patricia Cerven
Mickie Naughton	Jennifer Scherer	Isabel Velasco	Jennifer Del Vecchio
Daysi Naut-Mendoza	Jessica Schleimer	Thelma Vilchis	Shannon Detman
Martha Nava	Scott Schmudlach	Gia Villacci	Roger Fegan
Alexis Nelson-Zaleski	Aimee Schnabel	Dawn Vorhes	Cristina Gonzales
Lisa Ness	Callie Sealock	Sara Wals	Ellen Hackbarth
Jason Nevil	Amy Sell	Adrienne Wangler	Bridget Hurst
Crystal Nicholson-Dixon	Heather Seneca	Camille Ward	William Klubber
Colleen Nino	Karen Sheehan	Megan Warnimont	Peggy Kordas
Sharron Norris	Kristin Shell	Jacqueline Warren	James Maley IV
Keriann Obrochta	Connie Siljendahl	Tricia Warren	Elizabeth Maxwell
Casey O'Connell	Catherine Skibbie	Keisha Watts	Kimberly McGhee
Sara Oliver	Sarah Slater	Andrea Wegner	Shannon McGinnis
Karen Olson	Tina Slis	Kathryn Wells	Anthony Mendoza
Tatiana Orawski	Erin Smith	Wayne Wente	Matthew Obrzut
Monica Ornelas	Katherine Smith	Natalie White	Margaret Pagoria
Lilliana Ortega	Keivyona Smith	Stacey Whitsett	LaTonya Pleasant
Jennifer Oswald	Linda Sokolowski	Heather Wilk	Kathleen Plocinski
Daniel Ozga	Stacy Sparesus	Kourtney Williams	Lynn Reising
Janet Pacini	Nicole Spatafore	Tiffany Williams	Kelli Smith
Krista Partida	Sharon Spathies	Christopher Wolf	Sheena Wilson
Beejal Patel	Sarah Spoerlein	Christine Wolff	Emily Yates
Alicia Pena-Medina	John Stanczykiewicz	Dana Wolze	
Katherine Pereda	Sharon Stec	Joscelyn Wood	Master of
LaDonna Phillips	Clyde Steele	Taiesha Woodson-Durham	Church Music
Colleen Pine	Amy Stenberg	Tracilynn Wright	December 13, 2008
Sherry Pirtle	Maggie Stewart	Jeffrey Yanke	Patricia Cotton
Katherine Pitlock	Amanda Stone	Joanna Yep	
Lisa Pokorny	Stephanie Stover	Jennifer Young	Doctor of Education
Ignacio Ponce	Jeremy Strange	Jonathan Zimmermann	August 2, 2008
Ron Port	Amy Stuckey	Venus Zook	Kevin O'Mara
John Przekota	Lori Stutzman		
Anna Pugawko	Kelly Sutter		Master of Arts
Lauren Quirk	Cheryl Swanson		in Teaching
Aimee Raczkowski	Christie Tabb		August 2, 2008
Brandon Ragaller	Arthur Tancl III		Christopher Darzins
Randy Ramsey	Eboni Tankersley		Nina Phillips
Katrina Reed	Ivy Taylor		December 13, 2008
Jeanette Reid	Lauren Theodore		

Getting to campus



Chicago Area Map



River Forest Area Map – Driving Directions



Concordia University Chicago is two miles north of the Eisenhower Expressway (Interstate #290) and one block west of Harlem Avenue (Ill. #43), between Augusta and Division streets in River Forest. River Forest is 10 miles west of downtown Chicago.

From Chicago:

Take I-290 west 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 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 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 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.

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, e-mail 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

LEGAL NOTICES

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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