

Graduate Catalog

2020-2021



CONCORDIA
UNIVERSITY
CHICAGO

7400 Augusta Street
River Forest, IL 60305

CUChicago.edu/catalog

Table of Contents

Page

Mission, Vision and Core Values	5
Academic Calendars	5
General Information	7
Alumni Relations	10
Public Safety	10
Accreditation	12
Graduate Admission	13
Student Business Services	20
Fees	24
Financial Assistance	26
Academic Information	32
Graduate Student Services	39
Master of Arts (M.A.)	45
<u>Blended and Online Teaching for PK-12 Educators</u>	
<u>Christian Education</u>	
<u>Clinical Mental Health Counseling</u>	
<u>Curriculum and Instruction</u>	
<u>Curriculum and Instruction with ESL Endorsement</u>	
<u>Curriculum and Instruction: Trauma and Resiliency</u>	
<u>Differentiated Instruction</u>	
<u>Early Childhood Education</u>	
<u>Early Childhood Special Education</u>	
<u>Education Technology: Curriculum and Instruction</u>	
<u>Education Technology: Leadership</u>	
<u>Educational Administration</u>	
<u>Education Studies: Elementary</u>	
<u>Education Studies: Secondary</u>	
<u>English as a Second Language (ESL)</u>	
<u>Gerontology</u>	
<u>Gifted Education with Endorsement</u>	
<u>Grant Writing, Management and Evaluation</u>	
<u>Human Services</u>	
<u>Human Services Administration</u>	
<u>Illinois Principal Preparation</u>	
<u>Innovation and Entrepreneurship</u>	
<u>Leadership Studies</u>	
<u>Music</u>	
<u>Psychology</u>	
<u>Reading Education</u>	
<u>Religion</u>	
<u>Religion with Deaconess Certificate</u>	
<u>School Counseling</u>	
<u>School Leadership with PreAL Licensure (Oregon)</u>	
<u>School Leadership with Principal Licensure (Ohio)</u>	
<u>Special Education, LBS 1</u>	
<u>Special Education Leadership</u>	
<u>Sports Leadership</u>	

<u>Teacher Leadership with Teacher Leader Endorsement (Illinois)</u>	
<u>Teacher Leadership with Teacher Leader Endorsement (Ohio)</u>	
<u>Teaching English to Speakers of Other Languages (TESOL)</u>	
<u>Urban Schooling: Policy, Practice and Curriculum</u>	
<u>Master of Arts in Teaching (M.A.T.)</u>	84
<u>Elementary Education</u>	
<u>Secondary Education</u>	
<u>Master of Business Administration (MBA)</u>	92
<u>Master of Church Music (MCM)</u>	96
<u>Master of Education (M.Ed.)</u>	98
<u>Master of Science (M.S.)</u>	99
<u>Applied Exercise Science</u>	
<u>Computer Science</u>	
<u>Instructional Design and Technology</u>	
<u>Post-Master’s Endorsement</u>	104
<u>Professional Educator’s License: School Service Personnel Endorsement (School Counselor Endorsement)</u>	
<u>Illinois Superintendent Endorsement</u>	
<u>Education Specialist (Ed.S.)</u>	107
<u>Superintendent Licensure (Illinois)</u>	
<u>Superintendent Licensure (Oregon)</u>	
<u>Doctor of Business Administration (DBA)</u>	110
<u>Doctor of Education/Doctor of Philosophy in Leadership (EdD/PhD)</u>	112
<u>Specializations:</u>	
<u>Chief School Business Official</u>	
<u>Curriculum and Instruction</u>	
<u>Early Childhood Education</u>	
<u>Educational Leadership (non-licensure)</u>	
<u>Educational Leadership (with Illinois Superintendent Endorsement)</u>	
<u>Educational Leadership (with Ohio Superintendent Licensure)</u>	
<u>Educational Leadership (with Oregon ProAL Licensure)</u>	
<u>Educational Technology</u>	
<u>Gerontology</u>	
<u>Health and Human Performance</u>	
<u>Higher Education</u>	
<u>Organizational Leadership</u>	
<u>Reading, Language and Literacy</u>	
<u>School Leadership with Ohio Principal Licensure</u>	
<u>Special Education</u>	
<u>Sports Leadership</u>	
<u>Teacher Leadership with Illinois Teacher Leader Endorsement</u>	
<u>Teacher Leadership with Ohio Teacher Leader Endorsement</u>	
<u>Endorsements, Approvals and Certificates</u>	138
<u>State of Illinois Endorsements:</u>	138
<u>Chief School Business Official Endorsement</u>	
<u>Early Childhood Endorsement</u>	
<u>Elementary Education Endorsement</u>	

<u>English as a Second Language (ESL) Endorsement</u>	
<u>English as a Second Language (ESL) and Bilingual Endorsement</u>	
<u>Gifted Teacher Endorsement</u>	
<u>Illinois Principal Preparation Endorsement Only</u>	
<u>Illinois Superintendent Endorsement</u>	
<u>Illinois Teacher Leadership Endorsement</u>	
<u>Middle Grades Literacy Endorsement</u>	
<u>Middle Grades Mathematics Endorsement</u>	
<u>Middle Grades Science Endorsement</u>	
<u>Middle Grades Social Sciences Endorsement</u>	
<u>Middle Grades Social Sciences – Geography Endorsement</u>	
<u>Reading Teacher Endorsement</u>	
<u>Secondary Biology Endorsement</u>	
<u>Secondary Chemistry Endorsement</u>	
<u>Secondary English Language Arts Endorsement</u>	
<u>Secondary Mathematics Endorsement</u>	
<u>Secondary Social Science: History Endorsement</u>	
<u>Secondary Physical Education Endorsement</u>	
<u>Special Education, LBS 1</u>	
<u>Technology Specialist K-12 Endorsement</u>	
<u>State of Ohio Endorsements:</u>	<u>153</u>
<u>Ohio Principal Licensure Endorsement</u>	
<u>Ohio Superintendent Licensure</u>	
<u>Ohio Teacher Leadership Post-Master’s Endorsement</u>	
<u>Ohio Reading Endorsement</u>	
<u>State of Oregon Endorsements:</u>	<u>156</u>
<u>Preliminary Administrator License (PreAL)</u>	
<u>Professional Administrator License (ProAL)</u>	
<u>Approval:</u>	<u>156</u>
<u>Early Childhood Special Education Approval</u>	
<u>Certificates:</u>	<u>157</u>
<u>Deaconess Certificate</u>	
<u>Fitness and Health Promotion Certificate</u>	
<u>Gerontology Certificate</u>	
<u>Human Movement Science Certificate</u>	
<u>Sports Performance Training Certificate</u>	
<u>Strength and Conditioning Certificate</u>	
<u>Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate</u>	
<u>Course Descriptions</u>	<u>159</u>
<u>Graduate Faculty</u>	<u>250</u>
<u>Emeriti Faculty</u>	<u>263</u>
<u>Administrative Personnel</u>	<u>268</u>
<u>Legal Notices</u>	<u>270</u>

Mission, Vision and Core Values

Mission

Steadfast in Jesus Christ as revealed in the Holy Scriptures, Concordia University Chicago promotes academic rigor in its liberal arts and professional programs; grounds students in objective truth, integrity, and excellence; and practices faithfulness to the Confessional teachings of the Lutheran Church – Missouri Synod, as it forms students for vocations in church, family, and the world.

Vision

Concordia University Chicago is a Christ-centered Lutheran university where truth, freedom, and vocation form students for lives of influence and service for the common good.

Core Values

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

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

Academic Calendars 2020-2021

A more detailed calendar with add/drop, refund, and program-specific dates can be found online at <https://cuchicago.edu/academics/registrar/academic-calendars/>.

Summer 2020

Term Begins	May 4, 2020	
Memorial Day	May 25, 2020	No classes
Independence Day Observed	July 3, 2020	No classes
Term Ends	August 21, 2020	

There is no commencement ceremony for summer graduates. Summer graduates are invited to participate in the Fall Commencement Ceremony.

Fall 2020

Term Begins	August 24, 2020	
Labor Day Holiday	September 7, 2020	No classes
Thanksgiving	November 26 & 27, 2020	No classes
Term Ends	December 11, 2020	

Fall Commencement Ceremony

December 12, 2020

Spring 2021

Term Begins	January 11, 2021	
Good Friday	April 2, 2021	No classes
Term Ends	April 30, 2021	
Spring Commencement Ceremony	May 8, 2021	

Summer 2021

Term Begins	May 3, 2021	
Memorial Day	May 24, 2021	No classes
Independence Day Observed	July 5, 2021	No classes
Term Ends	August 21, 2021	

There is no commencement ceremony for summer graduates. Summer graduates are invited to participate in the Fall Commencement Ceremony.

Please note that graduate students in the following programs abide by the traditional undergraduate calendar:

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

General Information

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

The College of Arts and Sciences

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

The College of Business

The College of Business offers a Master of Business Administration with optional specializations, a Master of Arts in Innovation and Entrepreneurship, and a Doctorate in Business Administration designed and taught by business leaders and educators to prepare ethical leaders for the global marketplace. Our MBA students are empowered to create their own leadership story to lay a path for their future. Courses are taught by passionate and experienced professors who care about their students. Small classes in a cohort fashion allow for classroom relationship building with peers and faculty that help build a network that will last a lifetime, on campus and online. The MBA degree track is flexible yet rigorous to accommodate students while preparing them for today's business world and that of tomorrow. The DBA program is designed to meet the demand for doctoral business education that is the next step in individual professional development with a three-year timeline.

The College of Education

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

College of Graduate Studies

The College of Graduate Studies (CGS) is the largest of Concordia-Chicago's five colleges, with 54 full-time professors and 300 adjuncts. Our 4,000-plus students are enrolled in 38 masters, doctoral and non-degree programs. The College of Graduate Studies is composed of the following departments:

- Department of Literacy and Early Childhood
- Department of Leadership
- Department of Research
- Department of Teaching, Learning, and Diversity

- Division of Human Services
- Division of Doctoral Programs and Research

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

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

Students may study on a part-time or full-time basis, and have access to all the academic resources they need to succeed in their chosen program. Whether students study online, face-to-face or in a hybrid mode, they are assured of a strong and dedicated faculty who hold high academic credentials and care about their individual needs and goals. A student-centered focus to teaching and learning is the cornerstone of all CGS academic programs.

College of Innovation and Professional Programs

The College of Innovation and Professional Programs (CIPP) was founded in 2016 to serve students with new innovative opportunities to meet their learning interests and needs. In the fast-paced world of work and life demands, opportunities to access knowledge are invaluable to those who seek to advance their careers or pursue a lifelong dream of continuing their education. The college has since served as the research incubator and academic development arm of the University. In order to bring this approach to all academic areas of the University, CIPP programs will be realigned and housed within different Colleges.

The Campus Community

Located in the pleasant, tree-lined village of River Forest, Concordia University Chicago is just minutes from Chicago's Loop. This proximity to a world-class city provides a variety of opportunities for additional career, cultural, academic and social growth. Concordia-Chicago strives to provide a creative environment where horizons expand and where personal, social and spiritual growth can become reality. The availability of both the urban Chicago area and the surrounding suburbs increases students' awareness and ability to respond as responsible citizens in our world.

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

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

The Campus Facilities

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

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

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

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

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

The Klinck Memorial Library is home to a growing number of ebooks, more than 160,000 print books, audio/visual materials and periodical subscriptions, 480,000 ERIC microfiche documents, and over 100 electronic databases with remote access. Through its membership in the Consortium of Academic and Research Libraries in Illinois, Concordia-Chicago students have access to over 90 academic and research library collections.

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

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

Alumni Relations

Phone: 888-258-6773 or 708-209-3509

Email: alumni@CUChicago.edu

Located: CUC Foundation – First Floor, Krentz Center

Web: www.CUChicago.edu/Alumni

Concordia University Chicago's Alumni Association was established by the Class of 1914 to encourage alumni connections as well as to support the school's ministry. More than 100 years later our alumni program continues this mission of its more than 41,000 graduates.

Want to get involved? Contact the Office of Alumni Relations.

Public Safety

Phone: Office: 708-309-3233

Phone: Dispatch: 708-209-3039

Email: crfsecurity@CUChicago.edu

Located: AD 140

Website: CUChicago.edu/info/security

Online non-emergency reporting: <https://cm.maxient.com/reportingform.php?ConcordiaUnivChicago>

Title IX / Sexual Misconduct Report Form:

https://cm.maxient.com/reportingform.php?ConcordiaUnivChicago&layout_id=2

Switchboard: 708-771-8300

Concordia University Chicago continuously strives for a safe and secure campus. It is our top priority to ensure the safety and well-being of our students, faculty and staff. To that end, we provide the following:

- Concordia University Chicago has a Public Safety Department on duty 24 hours a day, seven days a week. Public Safety officers conduct regular security patrols at all hours. We also maintain a very close working relationship with the River Forest Police and Fire Departments, which are on call 24/7 to respond to all emergency calls.
- The Department of Public Safety regularly participates in both emergency and disaster training scenarios with the Village of River Forest Fire Department and Police Department, Cook County Department of Public Health, and other local emergency response entities.
- Average response time for the River Forest Police Department units is approximately three minutes. The department is backed up by multiple local municipalities, the Cook County Sheriff's Department and the Illinois State Police.
- There are 23 emergency call boxes in various locations throughout campus. The call boxes are immediately connected to the River Forest Police and Fire Dispatch Center as well as the Concordia Department of Public Safety Dispatch Center, which responds immediately to all such calls.
- The University has a comprehensive *Emergency Response Plan*, reviewed and updated annually, in which scenarios of potential emergency situations are specifically addressed.
- The **text messaging communication system** is used to disseminate urgent information to all students, faculty and staff, including off-campus undergraduate and graduate students.

- The University asks that students, faculty and staff immediately report any suspicious person or activity to the Department of Public Safety.
- Students residing in campus residence halls are instructed to always keep doors shut and locked, and to not let in anyone who is not accompanied by a resident. Exterior doors to the residence halls may be accessed only by authorized students and staff possessing an electronic pass card or key fob.
- The University offers professional counseling services located on the 2nd floor of Krauss Hall. Counselors can be reached by calling 708-209-3229, and are available to all community members.

Through training, hard work, courage and compassion our goal is to provide the best security possible for all persons and property on our campus and will constantly strive to help all members of our campus community in any way.

Parking

Parking Permit, Motorized Vehicles

All students operating motorized vehicles while attending CUC must register their vehicles.

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

A parking permit is required for all student vehicles. Please see the Comprehensive Campus Traffic and Parking Policy and Procedures document available through the Department of Public Safety or at https://webserv.cuchicago.edu/files/forms-repository/university/policies/Parking_Policy.pdf

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

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

Graduate students, please note that evening parking is only permitted after 6 p.m. in Lot #2 in front of the Christopher Center/Early Childhood Center. Please see “Comprehensive Campus Traffic and Parking Policy and Procedures”

(CUChicago.edu/portal/forms_repository/university_policies/Parking_Policy.pdf) for parking regulations on campus. Violations of these policies will result in parking fines as defined in the regulations.

Accreditation

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

Academic Accreditations

- Higher Learning Commission (HLC)
- Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- National Association of Schools of Music (NASM)
- Accreditation Council for Business Schools and Programs (ACBSP)

Academic Affiliates

- Council of Graduate Schools (CGS)
- American Association of Colleges for Teacher Education (AACTE)
- Associated Colleges of the Chicago Area (ACCA)
- Academy for Gerontology in Higher Education (AGHE)
- Federation of Independent Illinois Colleges and Universities (FIICU)
- National Association for Education of Young Children (NAEYC)
- Associated Colleges of Illinois (ACI)

Athletics Program Affiliation

- National Collegiate Athletic Association (NCAA) - Division III

Graduate Admission and Student Services

Phone: 708-209-4093

Email: grad.admission@cuchicago.edu

Located: AD 158

Website: CUChicago.edu/academics/degrees-and-programs

Concordia University Chicago is a Lutheran, Christian university with academic programs based in the liberal arts. The University considers candidates for admission who demonstrate the ability to successfully complete a program of study. Candidates must exhibit attitudes, values and character that will positively contribute to the University's mission and environment.

All students enrolling at Concordia University Chicago are required to sign the honor code pledge:

"As a student of Concordia University Chicago and a member of the larger society, I pledge to uphold an academic honor code that supports serving and leading with strong personal integrity. Specifically this includes not cheating or using inappropriate or dishonest means to complete anything I do for a grade, program, or graduation requirement. This also includes giving unauthorized assistance to, or participating in inappropriate collaboration with others. I understand that this is a privilege and it is my responsibility to uphold actively this honor system. Furthermore, this pledge signifies that I will treat others with utmost respect within the classroom and on campus as I expect others to treat me."

Admission for traditional and cohort programs may be granted for fall, spring or summer semesters. Generally, all documents relating to admission must be submitted to Concordia University Chicago's Office of Graduate Admission and Student Services at least two weeks prior to the term in which a student intends to take classes. International students have earlier deadlines, see the International Admission section of this catalog as well as the CUC graduate admission website for specific program application deadlines.

Procedure for Admission

Master's Degree Admission Requirements

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

- Have an earned bachelor's degree from a regionally accredited institution.
- Submit an online application to the Office of Graduate Admission including an objective statement of the applicant's goals in pursuing the graduate degree. The online application may be found at: <https://capp.cuchicago.edu/graduate/apply/>.
- Forward to the Office of Graduate Admission one official, sealed transcript from EACH college or university from which a degree was earned. Any international transcript must be evaluated by a Concordia-approved international credentialing service. WES (World Education Services) and ECE (Educational Credential Evaluators) are the acceptable foreign transcript evaluators used by Concordia University Chicago for international transcript evaluation. Official electronic transcripts are preferred.
- Submit two letters of recommendation. If possible, one should be from a college or university instructor. Letters should be from individuals able to comment on the following:
 - academic proficiency,
 - personal character,
 - competence and effectiveness in professional work.
- Show evidence of ability to achieve success in a graduate program for the following:

—**Full Admission:** To be considered for full admission, candidates will present a minimum cumulative grade-point average of 2.85 or will have earned a master’s degree with a minimum 3.00 cumulative GPA.

—**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, final transcript with degree posted). Students must complete the additional admission requirements by the end of their first semester of enrollment to remain eligible in the program.

—**Probationary Admission:** To be considered for probationary admission, candidates will present one or more of the following special conditions:

- 1) A cumulative grade-point average between 2.25 and 2.84 (on a 4.0 scale);
- 2) Have an earned 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 minimum cumulative 3.0 GPA in graduate coursework within their first semester of enrollment to remain eligible in the program. Probationary candidates who do not achieve a cumulative GPA of 3.0 in their first semester of graduate work at Concordia-Chicago may not continue in the Graduate Program.
- 4) Depending on program of study, students may be required to take additional tests such as the Graduate Record Exam or Miller Analogies 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 program, an applicant must:

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

Ed.S. Admission Requirements

Provisional Admission Requirements to Concordia University

- Evidence of a regionally accredited bachelor’s and master’s degree, with a minimum graduate cumulative GPA of 3.00.
- Completed online application including an objective statement of the applicant’s goals in pursuing the Ed.S. degree.
- Official transcripts from each college or university from which a degree was earned. International transcripts must be evaluated by a Concordia-approved international credentialing service, such as WES (World Education Services) or ECE (Education Credential Evaluators).
- Hold a valid and current Illinois professional educator license (PEL) endorsed in general administrative, principal, chief school business official or director of special education.
- Two letters of recommendation from individuals able to comment on the applicant’s academic potential, personal character and competence and effectiveness in professional work.

Full Admission is granted after the first semester upon successful completion of:

- EDL-7111 Strategies of Educational Leadership
- EDL-7260 School and District Improvement Using Data Analysis
- Teacher Evaluator – Growth for Learning Modules 1-5 (PERA) or two Administrative Academies
- Faculty Interview

Doctoral Program Admission Requirements – Doctor of Education and Doctor of Philosophy

Full admission to the Doctor of Education or Doctor of Philosophy programs occurs prior to initiation of coursework.

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

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

Doctoral Program Admission Requirements – Doctor of Business Administration (DBA)

Admission to the Doctor of Business Administration program occurs prior to initiation of coursework.

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

- Master's degree from a regionally accredited institution with a minimum cumulative 3.0 GPA
- A completed online Doctoral Application for Admission
- Submission of rationale statement. Capture your goals and ambition for pursuing the Doctorate in Business Administration in approximately 2-3 pages, double-spaced, using proper grammar, professional writing style, and correct paragraph composition. This is not your resume; it is an opportunity for you to present who you are, and how your academic and professional background has prepared you to pursue the DBA.
- Transcripts: Submission of official transcripts of all degrees conferred.
- Two letters of recommendation from individuals who can attest to the applicant's potential for success in a doctorate program:
 - 1 professional recommendation
 - 1 academic recommendation
- Past experience: 5 years of professional experience is recommended.
- Resume

Once a student's admission file is completed, Concordia University Chicago's admission committee will review the file and notify the student of an admission decision via email. The admission committee may

establish an admission “waiting list” if necessary. Students admitted should consult with their Graduate Program Specialist for additional program information.

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

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

Pending Status

Students applying for admission to a graduate program may begin their program on “Pending Status” if all the required documentation has not been received at the time the student wishes to register for courses. Students starting their program under “Pending Status” may register for courses in their initial term of admission only. To register in subsequent terms, such students must be fully admitted to the graduate program for which they have applied. Students under “Pending Status” are not eligible for any form of financial assistance from the University. Doctoral students, principal preparation, superintendent licensure and international students are not eligible for pending status.

International Student Admission

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

- A score of at least 72 (internet-based) on the Test of English as a Foreign Language (TOEFL),
- A score of 6.0 on the International English Language Testing System (IELTS) or a
- A minimum Password score of 6.0
- Successful completion of Level 112 at an ELS Language School (ELS) or certificate of Completion of Program from an English Language Institute (ELI), along with a recommendation of the program director. (*International students who have earned a degree from an accredited institution in the United States, or students from an international English-speaking university (in which the lingua franca is English) need not submit English language scores.*)
- Official transcripts from EACH college/university attended showing all college/university coursework with certified English translations of all transcripts originally prepared in any other language. Also, any international transcripts must be evaluated by a Concordia-Chicago approved international credentialing service such as WES (World Education Services) 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. *Concordia University Chicago will provide the required minimum funding necessary to meet this requirement.

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

Guest Graduate Admission Requirements

A guest graduate is a student wishing to enroll in graduate courses for personal or professional growth, which does not lead to a degree.

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

- Have an earned bachelor's degree from a regionally accredited institution; and
- Submit an online graduate admission application to the Office of Graduate Admission and Student Services.
- Consult with the Office of Graduate Admission regarding course selection and availability.

Admission Denials

Appeal Procedures

- Individuals denied admission may appeal by submitting a letter of appeal addressed to the Director of Graduate Admission and Student Services via email at grad.admission@CUChicago.edu. In addition to the letter of appeal, individuals may submit supporting documents.
- All appeals will be finalized and the student notified within 14 days of receipt of the appeal.

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 and earn graduate credit for passed courses. If a student wishes to drop a class(es), a request must be made in writing to the Office of Graduate Admission and Student Services by email (grad.admission@CUChicago.edu) or by fax to 708-209-3454. The drop and refund policy will be in effect according to the date the drop request is received.

Cohort Program

Most of Concordia University Chicago's graduate programs are offered in a cohort format that features predetermined courses and locations. Students in a cohort proceed through their courses in a predetermined sequence which must be followed through to graduation. Students benefit from the instructional sequence with the same group of learners, who generally form a strong, collaborative learning community. Students who remain and follow the order of courses receive a guaranteed tuition rate not to increase over the span of the student's study as long as the student remains enrolled continuously. Typically, classes meet online or face to face one night a week.

Initial Illinois Teacher Licensure Applicants

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

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

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

Upon receipt of the fee and official transcripts, the student's academic record will be evaluated to determine the coursework needed for licensure by entitlement through Concordia-Chicago. The fee will be applied toward tuition of the first course in which the student enrolls, if enrollment begins within one year

from the time the fee was paid. When the evaluation is completed, the student has two options in the pursuit of teacher certification:

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

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

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

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

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

- Prepare and file a completed and approved licensure plan of study leading to Teacher Licensure;
- Be admitted to the Professional Instructional Courses in the College of Education; and,
- Be admitted to the Professional (i.e. Student Teaching) Semester.

Graduate Assistantships

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

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

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

Information regarding initial application for graduate assistantships is available through the Office of Graduate Admission and Student Services.

Honor Code

Phone: 708-488-4112

Email: Allison.Brady@cuchicago.edu

Website: CUChicago.edu/academics/honor-code

Located: West Annex/Kreft Center 107

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

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

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

Occasionally individuals violate this trust and integrity. Any act of academic dishonesty is a serious offense in a university community. It takes unfair advantage of other students—who work within the expectations of the Honor Code—and of their instructors—who trust their work. Any violation of the Honor Code is, therefore, taken seriously as a breach of honor with the entire community and not a private matter between student and instructor.

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

Student Business Services

Phone: 708-209-3241 / 708-488-4293

Email: Student.accounts@cuchicago.edu

Located: AD 156

Website: <https://www.cuchicago.edu/admission-financial-aid/undergraduate/student-business-services/>

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

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

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

Returned Checks

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

Method of Payment

Payments may be made in person, over the telephone or online. Payments made in person may be made via cash, money order, personal check or credit card (at no additional charge). Payments made over the telephone must be made via credit card. All such credit card payments taken over the telephone shall be subject to a 2.85 percent convenience fee to be added to the total amount of the payment.

Payments mailed directly to the University must be in the form of personal check or money order.

Payments made online must be in the form of either a bank account (ACH) transaction or credit card.

Online payments shall be made at CUChicago.edu/creditcardpayments.

Online credit card payments are subject to a 2.85 percent convenience fee. Online payments made via ACH shall not incur any additional charges. All fees, whether paid by a person or an organization, shall be paid in United States dollars.

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

Students with Outstanding Balances

Students with outstanding balances will be placed on “hold” status and will be prohibited from registering for courses until that “hold” status is released. Students with “hold” status due to outstanding balances also will not be allowed to participate in commencement ceremonies and are not entitled to receive a diploma, transcripts, credentials or other possible University-provided verifications until the balance is paid in full with guaranteed funds and verified by the Director of Student Business Services. Any account with an outstanding balance will incur a 1.5 percent or minimum of \$25 service charge each month on the account until paid in full.

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

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.

Collection Policy

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

Please note: 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.

Tuition

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

Deficiency Tuition Rates

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

Applied Music Tuition

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

The applied music tuition is charged to any student taking music lessons (MUSA courses) for either credit or audit. These courses are available for one-half credit (summer only) or for one or two credits during an

academic term. Thirteen half-hour lessons per semester equal one hour of credit (not for graduate). Students pay the tuition rate for credit, plus an applied music fee. The tuition refund policy also applies to applied music tuition. For more information, please see the Undergraduate Catalog.

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

Applied Music Fee

The applied music fee is charged to any student taking lessons as stated above. The fee for one credit hour is \$135. The exception here are the two courses listed below. The fee for each of these courses is **\$270** for one credit hour.

- MUSA-6111 Graduate Applied Composition
- MUSA-6621 Graduate Applied Organ

Course Add/Drop Policy

Courses can be added to or dropped from a student schedule any time during the first five days of the semester.

In order to receive a refund, students must fill out a *Student Refund Form* from the Business Services Office, or may obtain the form by logging on to CUConnect; click on the "Resource" tab and in the "Forms Repository," type "Student Refund Form," which will appear as a Word document. Complete this form in its entirety and you must sign it for it to be processed. The deadline for refunds to be processed is on Friday to receive it by the following Friday, as long as the funds are available. Forms received over the weekend or the following week will not be processed until the following Friday. In order to receive your refund, you must submit your refund amount and the funds must actually be posted to your account creating a credit balance, which you can view on CUConnect. Any credit balance may be given in person by the Business Services Office, not over the phone or through an email. Also, no other office may provide your credit balance amount to you for your protection and FERPA regulations of the University. It is the student's responsibility to provide accurate information on the refund form. The University will not be held responsible for any inaccuracy on the refund form submitted. This includes the amount to be refunded, bank account information if direct deposited, and signature, as the refund will not be processed for that week.

Our department will contact you if a signature is missing or if the amount is incorrect; however this will delay your refund disbursement as it is at no fault of the University. If your form is not submitted according to the policy and procedure above, there will not be any exceptions to expedite the refund. If the student account has a credit balance due to a parent plus loan, the parent must complete the refund form or we must have authorization from the parent to release the refund to the student.

Tuition Refund Policy

- All fees are refundable at 100% when the course is dropped within the 100% refund period.
- If a course is dropped during any other refund period, 0% of all fees are refundable.

16-Week Courses

- Last day to DROP a class with a 100% refund: End of Week 2
- Last day to DROP a class with a 67% refund: End of Week 3
- Last day to WITHDRAW a class with no refund and a grade of W: End of Week 10

11-Week Courses

- Last day to DROP a class with a 100% refund: End of Week 2
- Last day to DROP a class with a 67% refund: End of Week 3
- Last day to WITHDRAW a class with no refund and a grade of W: End of Week 5

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

- Last day to DROP a class with a 100% refund: End of Week 2
- Last day to DROP a class with a 67% refund: End of Week 3
- Last day to WITHDRAW a class with no refund and a grade of W: End of Week 5

5-Week Courses

- Last day to DROP a class with a 100% refund: End of Week 1
- Last day to DROP a class with a 50% refund: End of Week 2
- Last day to WITHDRAW a class with no refund and a grade of W: End of Week 3

The refund policy for graduate cohort students can be found at:

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

NOTE: Failure to attend class does not constitute an automatic withdrawal from the class! Students MUST drop courses through the Graduate Advisor (graduate students) before any refund will be issued. Failure to drop classes will result in no refund and a grade of "F" on the student's transcript.

Withdrawal from the University

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

Withdrawals and Appeals for Tuition and Fees

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

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

The student has the right to appeal the charges, fees and grades. All appeals are to be directed to the Dean of Students. Your appeal must provide information that a decision can be based on granting or denying the appeal. If you have any supporting documentation that would assist in your appeal, please provide that information to the Dean of Students as well. Each appeal is reviewed on an individual basis. The maximum

discount that would be given on an appeal after the semester the student was registered for will be 67 percent unless it can be shown that the charge was erroneous. This means that the student will be responsible for 33 percent of the tuition and 100 percent of all fees incurred. If there is cause to believe institutional error is the reason for the appeal, the student must provide supporting documentation of proof. This would include a copy and confirmation of a faxed drop form, emails, etc. Please be advised there is no guarantee your appeal will be granted.

Please note: To appeal charges for tuition or a grade, the student has one semester to write a letter of appeal to the Graduate Admission Office and the academic advisor. If the appeal is not made within that time period, the appeal will not be reviewed. Students should contact the college dean that houses the course for guidance regarding the grade appeal process

Fees

Room and Board/Food Services and Parking Fees

Housing and 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 University Housing Services is notified in writing of room cancellation prior to August 1 of the year of enrollment or re-enrollment or by December 1 if entering in the spring semester. The Housing Department reserves the right to rescind a private room when space is needed.

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.

Room and Board Fees

All students living in University housing are required to pay both room and board fees. Annual fee ranges from \$6,424 to \$10,226.

Residence Hall Key Replacement Fee: \$215

Residence Hall Damages

Residence hall damages are assessed when, after students have removed all their belongings from the room, checked out properly with the residence hall staff and returned their keys, 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. Additional community charges might apply for hall damages identified as such.

Food Service

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

Parking Fee

All students operating motorized vehicles while attending CUC must obtain a parking permit. There is no charge for this permit. If vehicles will be parked overnight, a Vehicle Overnight Fee will be charged of \$610/year or \$305/semester.

Miscellaneous Fees

Technology Fee

\$16 per credit hour (not to exceed \$207 per semester).

Field Trip and Lab Fees

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

Mailbox Key Replacement Fee: \$125

Identification Card Replacement: \$30 each request

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

Graduation Fee: \$150

Required of all students who are in the last term of their academic program. An Intent to Graduate form must be submitted by the deadline for the term the student intends to complete his or her program. Graduation fees are assessed and payable one month prior to the graduation date. An additional cost for academic regalia is the responsibility of those students participating in the graduation ceremony.

Transcript Requests

A transcript order is defined as a request for a transcript to each destination/address; each separate destination/address constitutes a separate order. Each transcript is \$7.50 per copy and is available as an electronic transcript or hard-copy transcript. All financial obligations to Concordia University Chicago must be fulfilled before any transcripts will be issued (this includes outstanding tuition, library fines, etc.).

Tax Benefit

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

Financial Assistance – Office of Financial Aid

Phone: 708-209-3113

Email: Financial.Aid@cuchicago.edu

Location: First Floor, Krauss hall

Website: www.cuchicago.edu/admission-financial-aid/undergraduate/tuition-financial-aid/contact-us/

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

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

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

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

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

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

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

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

Student Consumer Information

In accordance with federal regulations released by the Department of Education, schools are required to make available to students certain pertinent information as it relates to financial aid, student services,

enrollment, accreditation and University policies. To view this information, please visit our website at CUChicago.edu/consumerinformation.

Veterans and Veterans' Dependents

Concordia University Chicago is approved for the training of veterans in both undergraduate and graduate programs by the state-approving agency of the Department of Veterans Affairs. Any student who is certified by the Department of Veterans Affairs and determined eligible for the receipt of Federal educational benefits must maintain the University's Standards of Satisfactory Academic Progress as listed in this section.

To use your veterans' educational benefits, please submit the following documents to the Office of Financial Aid:

- Copy of your Certificate of Eligibility from the Veterans Administration
- Copy of your DD-214
- Change of Program Form (if recently attended another college or university)

Students eligible for Tuition Assistance must submit the following for each course approved each term:

- Copy of Authority for Tuition Assistance for each course approved

Students will not be assessed late penalty fees or prevented from enrolling in courses when receiving Chapter 31 or 100% of Chapter 33 Post 9/11 GI Bill® benefits. Students should confirm with the Office of Financial Aid receipt of all required documents prior to the first initial start of the term.

Standards of Satisfactory Academic Progress for Financial Assistance

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

Graduate Level

Grade-Point Average

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

Course Completion Rate

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

Attempted Credit Hours

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

Successfully Completed Credit Hours

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

Incomplete Grades

An Incomplete (I) grade is a temporary grade requested by the student and approved by the instructor to postpone coursework due to extenuating circumstances (e.g. illness, death in the family). An agreement must be made between the student and the instructor outlining the remaining work needed to complete the course by submitting the Incomplete Grade Authorization Form to the Registrar’s Office. Students must resolve the incomplete grade within six (6) weeks from the time the course has ended. Upon completion, the instructor will change the “I” to the appropriate letter grade by submitting the Change of Grade Form to the Registrar’s Office. If the student fails to complete the coursework, a grade of “F” is recorded. 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. In the event that the original instructor is no longer available to grade the work, the Department Chair, where applicable, or the Dean will identify the faculty member who will resolve the incomplete.

Students must contact the Office of Financial Aid once the grade change has been processed in order to re-evaluate their SAP status for the semester they did not meet SAP. The Director of Financial Aid will review and make any necessary changes to the SAP status.

Repeated Courses

Students are allowed to repeat a course to fulfill degree requirements with certain exceptions. The course must be an allowable repeatable course or your grade must improve to meet the degree program minimum requirements. A grade of “P” would not be considered a repeatable course. Any student receiving federal or state financial aid will have additional restrictions based on regulations established by the Department of Education, Illinois Student Assistance Commission and Department of Veterans Affairs.

If you are receiving financial aid, you may repeat a course for which you did not previously earn a passing grade (e.g. F or W) regardless of the number of times. This will be factored into your attempted hours versus earned hours (see SAP policy for completion rate). If repeating a course with a passing grade (D- or higher), a student will be allowed to retake the course one additional time. This will apply whether or not financial aid was received for the first passed course. On the third attempt of retaking a passed course, the student will be required to pay out of pocket. For specific questions, please contact the Office of Financial Aid at financial.aid@cuchicago.edu or 708-209-3113.

If receiving military educational benefits, a student may retake the course one additional time. If a third attempt is needed, the student may be responsible for the amount already paid in a previous semester. A debt letter will be sent directly to the student from the Department of Veterans Affairs. For specific questions related to military educational benefits, please contact the Veterans Certifying Official in the Office of Financial Aid at 708-209-3113.

Maximum Time Frame

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

WHAT HAPPENS IF A STUDENT DOES NOT MEET THE SATISFACTORY ACADEMIC PROGRESS (SAP) REQUIREMENTS?

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

Financial Aid Warning Status

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

Financial Aid Disqualification Status

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

Appeal for Reinstatement of Financial Assistance

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

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

If the appeal is approved, the student will be placed on *probation status* for the next semester. Students must follow the Academic Plan provided by their Academic Advisor in order to successfully complete all coursework in their program. Students will need to meet Satisfactory Academic Progress by the end of that semester or they will be placed back on disqualification status. If students meet Satisfactory Academic

Progress by the end of the probationary status, they may continue to receive aid, but are expected to continue to fully meet SAP requirements in future semesters.

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

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

Withdrawal Policy and Return of Title IV Financial Aid Policy

Withdrawal Policy for Financial Aid

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

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

Return of Title IV Financial Aid Policy

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

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

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

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

1. Federal Unsubsidized Direct Loan
2. Federal Direct Grad PLUS
3. Federal TEACH Grant

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

Academic Information

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

Academic Status/Academic Probation/Academic Dismissal

Academic Status Review

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

Academic Probation

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

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

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

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

Academic Dismissal

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

Grading

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

All attempted graduate credit will be included to calculate the student's cumulative GPA. Final program audit requirements include a minimum of 3.0 CGPA in all attempted graduate-level coursework. If a Concordia-Chicago course is repeated, the highest grade will be used in calculating the grade-point average.

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.

Grade Quality Points

A	4.00	
A-	3.67	
B+	3.33	
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	
C-	1.67	
D+	1.33	
D	1.00	
D-	0.67	
F	0.00	Fail
P	0.00	Pass
I	0.00	Incomplete (no point value)
S	0.00	Satisfactory (no point value)
U	0.00	Unsatisfactory (no point value)

Course Repeat

Students are allowed to repeat a course to fulfill degree requirements with certain exceptions. The course must be an allowed repeatable course or a grade improvement is required in order to meet the degree program minimum requirements. A grade of "P" would not be considered a repeatable course. Any student receiving federal or state financial aid will have additional restrictions based on regulations established by the Department of Education, Illinois Student Assistance Commission and Department of Veterans Affairs. If receiving financial aid, you may repeat a course for which you did not previously earn a passing grade (e.g. F or W) regardless of the number of times. This will be factored into your attempted hours versus earned hours (see SAP policy for completion rate). If repeating a course with a passing grade (D- or higher), a student will be allowed to retake the course one additional time. This will apply whether or not financial aid was received for the first passed course. On the third attempt of retaking a passed course, the student will be required to pay out of pocket. For specific questions, please contact the Office of Financial Aid at financial.aid@cuchicago.edu or 708-209-3113.

If receiving military educational benefits, a student may retake the course one additional time. If a third attempt is needed, the student may be responsible for the amount already paid in a previous semester. A

debt letter will be sent directly to the student from the Department of Veterans Affairs. For specific questions related to military educational benefits, please contact the Veterans Certifying Official in the Office of Financial Aid at 708-209-3113.

The Incomplete (I) Grade

An Incomplete (I) grade is a temporary grade requested by the student and approved by the instructor to postpone coursework due to extenuating circumstances (e.g. illness, death in the family). An agreement must be made between the student and the instructor outlining the remaining work needed to complete the course by submitting the Incomplete Grade Authorization Form to the Registrar's Office. Students must resolve the incomplete grade within six (6) weeks from the time the course has ended. Upon completion, the instructor will change the "I" to the appropriate letter grade by submitting the Change of Grade Form to the Registrar's Office. If the student fails to complete the course work, a grade of "F" is recorded. 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. In the event that the original instructor is no longer available to grade the work, the Department Chair, where applicable, or the Dean will identify the faculty member who will resolve the incomplete.

Change of Grade/Grade Appeal

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

Transfer Credit

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

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

Course Waivers

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

Endorsement/Licensure Transfer Credit

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

Workshop Credit

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

Independent Study

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

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

Directed Study

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

Required course for International Students

International students pursuing a master's degree at Concordia University Chicago are required to take EDU-6015 Seminar in Higher Education in addition to the courses required for their degree program. The Seminar is a 3-credit course taken during the student's first semester as an enrolled student. This course will serve as an introduction to the U.S.-based higher education learning environment. Students will work to develop academic language, graduate-level study skills and gain essential support with cultural and institutional acclimatization. This course may be waived if the student previously studied at a university in the United States and on a case-by-case basis.

Registration Policies and Procedures**Time Limit for Degree Completion**

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

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

Student Load

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

In order to obtain and maintain a graduate assistantship at CUC, students must carry a course load at CUC of 6 hours in the Fall or Spring semesters, or 3 semester hours in the summer semester.

Registration

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

Withdrawal from a Course

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

Full Semester Course Policies:

- A graduate student may withdraw from a course for a 100% refund through the first Friday of the course by submitting an "Add/Drop" form. The course will not appear on the student's transcript.
- By the Friday of the second week, a graduate student may withdraw from a course for a 67% refund. The course will not appear on the student's transcript.
- From the third week through the 10th week, a graduate student may withdraw from a course for no refund. A grade of "W" will be recorded on the student's transcripts.
- After the 10th week of the semester, a "W" will be granted only for extraordinary circumstances approved by the Dean of Students. Unauthorized withdrawals from a course or the University, i.e. failure to attend class, will result in the grade of "F."

Eight-Week Courses:

- During the first week of the course, a student may withdraw from a course for a 100% refund by submitting an "Add/Drop" form to the Office of Graduate Admission. The course will not appear on the student's transcript.
- By the Friday of the second week, a graduate student may withdraw from a course for a 67% refund. The course will not appear on the student's transcript.
- From the third week through the 5th week, a graduate student may withdraw from a course for no refund. A grade of "W" will be recorded on the student's transcripts.
- After the 5th week of an eight-week session, a "W" will be granted only for extraordinary circumstances approved by the Dean of Students.

Program Procedures for all Master's Degree Students

1. Advisor

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

2. Satisfactory Progress

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

3. Common Professional Component (MBA students only)

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

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

4. Capstone Experience

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

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

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

5. **Graduation**

An “INTENT TO GRADUATE” application, found in the student portal, must be submitted electronically to the Office of the Registrar no later than the posted deadline. Deadlines for filing for graduation are listed on CUConnect.

Program Procedures for Doctoral Students

Graduation Requirements

- Have on file an application as a degree-seeking graduate student.
- Have on file one official transcript from EACH college/university attended of all previous coursework taken.
- Complete the credit hours and levels as designated for which the degree is being sought, within the specified time limit with a minimum cumulative GPA of 3.0. Grades of D and F earned in graduate-level coursework cannot be used in the final program audit.
- For credit being transferred into a program from another institution, have on file an approved “Transfer Credit Request” form before filing a Candidacy Application.
- Have on file the “Intent to Graduate” form with the Registrar’s Office by the published deadline.
- Payments of all tuition and fees due to Concordia University Chicago.
- Have on file, if applicable, necessary copies of a project, thesis or dissertation.
- Take and pass the final examination or terminal requirements in the program during or after the final course.
- Approval of the faculty.

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

Professional Education Requirements for Illinois Teacher Endorsements and Licensures

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

Illinois Teacher Endorsement and Licensure Programs

Post-Baccalaureate Programs

For licensure/endorsement programs not associated with a degree, at least one-half (50 percent) of the coursework must be taken in residence at Concordia University Chicago. Students seeking Illinois Licensure/Endorsements also must meet the current course and test requirements of the state. The state of Illinois requires completion of a test in the area of licensure/endorsement (with raised test validity age to 10 years) being sought, and the appropriate Assessment of Professional Teaching (edTPA) if needed. To be licensed, or to receive an endorsement to a license, a person must be of good character, in sound health, at least 19 years of age and a U.S. citizen.

Graduate Student Services

Academic Student Support – Academic Center for Excellence

Phone: 708-209-3462

Email: ace@CUChicago.edu

Location: Klinck Memorial Library, Lower Level

Website: www.cuchicago.edu/academics/success

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

Bookstore

Phone: 708-209-3173

Location: Koehneke Community Center, Lower Level

Website: <https://cuchicago.bncollege.com/shop/cuchicago/home>

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

Career Services

Phone: 708-209-3033

Email: Career.Services@cuchicago.edu

Location: Kreft Student Success Center

Website: <https://cuchicago.edu/experience/student-services/career-services>

The Career Services Office is not just about finding a job after college. Rather, it is about developing skills that are essential in managing a career at any point throughout the career development continuum. The goal is to assist students and alumni in every aspect of career exploration and goal fulfillment.

Career Services staff is available to meet with students to develop their job search strategies and assist in targeting employers utilizing a variety of online resources. CUC's affiliation with employers, as well as a consortium called the Career College Consortium of Illinois (CCC Illinois) has resulted in a broad range of opportunities for students and alumni. The Concordia Career Services website and the Concordia Connect (portal) link students to resources for resume writing, job and internship searches, and announce career-related events such as job fairs and workshops.

All students are encouraged to meet with a Career Services staff member. Career Services provides access to a variety of resources with information on occupations, projections and preparation. This will help prepare students to assess themselves successfully, research options and use effective tools in their job search. Services include career information, resources, individual counseling, group workshops, job search strategies, resume writing, video resumes and interview skills.

Community Health Clinic

Phone: 708-488-4307

Email: Health.Clinic@cuchicago.edu

Location: Kreft Student Success Center

Website: <https://www.cuchicago.edu/experience/student-services/health>

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

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

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

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

Immunization

Illinois State law and CUC policy requires that **all graduate** students who are **taking 3 or more credit hours at Concordia University Chicago campus** must provide immunization records or evidence of exemption from this requirement according to Illinois state law and University policy. Students who are taking all classes online are exempt from this requirement.

- Measles, mumps, rubella (MMR): two vaccinations after your first birthday (not required if you were born before January 1, 1957)
- Meningitis: one vaccination after 16th birthday (for students 22 years and younger)
- Tetanus, Diphtheria and Pertussis (TDAP): within the past 10 years
- TB Testing -Required for international students ONLY within the last 12 months. Must upload chest x-ray if TB Skin test is failed
- 2 primary series Tetanus for International students ONLY. Toxoid vaccine (TT) is not acceptable.

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

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

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

Counseling Center

Phone: 708-209-3033

Email: Career.Services@cuchicago.edu

Located: Kreft Student Success Center, Room 130

Website: <https://www.cuchicago.edu/experience/student-services/counseling-center>

The Counseling Center is staffed by licensed clinical counselors and is available to the entire campus community for personal consultation. In some cases students also may be referred to local services for additional support.

Information Technology Services

Phone: 708-209-3131

Located: Klinck Memorial Library, 2nd Floor

Website: <https://www.cuchicago.edu/experience/cougarnet>

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

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

Administrative Information System Services

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

Computer Labs

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

Concordia Connect Portal

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

CougarNet

CougarNet provides all information and technology services for Concordia-Chicago students, faculty and staff, including computer support services, AV resources and set-up and assistance with Concordia Connect,

Concordia-Chicago's online portal. CougarNet plays an essential role in providing the information resources students, faculty and staff need to achieve academic excellence.

Media Production

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

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.

Web Services

Web Services is a division of CougarNet responsible for the management and development of University website and Concordia Connect.

Library Services

Phone: 708-209-3050

Email: Library@cuchicago.edu

Located: Klinck Memorial Library

Website: <https://www.cuchicago.edu/academics/library>

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

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

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

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

Residence Life

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

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

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

Campus Housing

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

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

Any student wishing to change status during his or her agreed-upon occupancy will need to gain approval of our Dean of Students. **Any student canceling a housing contract and approved by the Dean of Students to move off campus will be assessed a \$200 cancellation penalty for breaking the agreed-upon contract.** The cancellation penalty will be assessed to students regardless of the time of the year they withdraw and will be deducted automatically from any room and board refund they might be receiving, or, after the eight-week point in the semester, when no refund is available, will be added as a penalty charge. Payments for room and board are made each semester, and as such, the reimbursements only apply to payments already made. If a change of status is granted, the reimbursements occur to the following timeline:

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

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

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

Housing Deposit

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

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

Master of Arts Degree Programs

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

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

Program Objectives:

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

Required Courses (30 hours)

EDT-6040 Visual Literacy in the Classroom

EDT-6065 Emerging Technology Trends, Professional Learning and Evaluation

EDU-6556 Seminar in Reflective Practice

EDU-6640 Teacher as Researcher

IDT-6200 Social Computing

OTES-6100 Introduction to Blended and Online Education

OTES-6200 Apps and Productivity Tools for Educators

OTES-6400 Learning Theories and Online Instructional Strategies

OTES-6500 Instructional Design for Digital Learning

OTES-6700 Assessment and Student Success in an Online Environment

Master of Arts in Christian Education (33 or 53 hours)

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

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

Admission Requirements

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

- Previous coursework and life experience of the student will be evaluated to determine if additional hours will be needed. Students who complete the program will be awarded a Master of Arts in Christian Education.

Track One (33 hours)

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

Program Requirements

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

Required Courses

Theological Foundations (6 hours)

Select two courses, one that is a Biblical studies course, and one course that is either systematic theology, historical theology or religious education.

THY-6210 Lutheran Confessional Theology

THY-6350 Martin Luther

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

Educational Foundations (6 hours)

Select two courses from the following courses:

EDU-6000 Classroom Discipline

EDU-6040 Classroom Teaching Skills

ECE-6100 Early Childhood Curriculum and Content, Ages 3-5

ECE-6115 Infant and Toddler Curriculum

ECE-6160 Child, Family and Multicultural Community

EDU-6500 Curriculum Construction

Additional Required Courses (15 hours)

DCE-6330 Parish Education Leadership

DCE-6970 Independent Research

DCE-6985 Practicum in Christian Education (serves as a capstone experience)

THY-6510 Foundations of Christian Education

Electives (6 hours)

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

Track Two (53 hours)

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

Program Requirements

- Complete the 18 hours of prescribed graduate courses,
- The six-hour internship, and
- The 29-hour DCE core as indicated, including the Master’s Capstone Experience.

39 hours must be completed at the graduate level and at least 24 hours must be completed at the 6000 graduate level. In addition, a maximum of 15 graduate-level hours from the DCE core may be applied to the 39-hour requirement. Transferability of coursework toward the DCE core is not limited by the graduate policy on transfer credit; however, the graduate policy on transfer credit does apply to the 39 hours of graduate-level courses.

DCE Core (24 hours)

DCE-6300 Foundations of DCE Ministry

DCE-6350 Parish Teaching I

DCE-6351 Parish Teaching II

DCE-6320 Administration of Parish Education

DCE-6330 Youth Ministry Theory and Practice

DCE-6340 Church Leadership, Development and Ministerial Ethics

PSY-4201 Counseling Skills

THY-4450 Ministry to the Family

Theological Foundations (6 hours)

Select two courses, one that is a Biblical studies course and one course that is either systematic theology, historical theology or religious education.

THY-6210 Lutheran Confessional Theology

THY-6350 Martin Luther

THY-6020 Psalms

THY-6030 Messianic Prophecies

THY-6040 The Intertestamental Period

THY-6100 The Parables of Jesus

THY-6110 New Testament and Early Christian Worship

THY-6120 The General Epistles

THY-6313 Baptism and Eucharist

THY-6320 Early Christian Fathers

THY-6330 Topics in the History of Christianity

THY-6353 Studies in Christian Worship: Theology and Music

THY-6400 The Christian in Society

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

THY-6510 Foundations of Christian Education

THY-6520 Spiritual Maturity and the Adult Life Cycle

Educational Foundations (3 hours)

Select one of the following courses:

EDU-6000 Classroom Discipline

EDU-6040 Classroom Teaching Skills

ECE-6100 Early Childhood Curriculum and Content, Ages 3-5

ECE-6115 Infant and Toddler Curriculum

ECE-6160 Child, Family and Multicultural Community

EDU-6500 Curriculum Construction

Required Courses (6 hours)

DCE-6630 Parish Education Leadership

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

Internship (12 hours)

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

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

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

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

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

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

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

Admission Requirements

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

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

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

Degree Requirements

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

Required Courses (48 hours)

CED-6000 Introduction to the Counseling Profession
 CED-6010 Counseling Theory and Practice
 CED-6015 Counseling Interventions and Techniques
 CED-6020 Career Counseling and Education
 CED-6035 Counseling and Human Development
 CED-6045 Ethics, Law and Morality for Counselors
 CED-6055 Multicultural Counseling
 CED-6310 Clinical Mental Health Counseling Profession
 CED 6330 Transforming Crisis to Wellness
 CED-6340 Clinical Group Counseling
 CED-6610 Advanced Clinical Mental Health Counseling
 CED-6420 Substance/Alcohol Abuse and Treatment
 CED-6550 Family Systems Theory and Therapy
 PSY-6025 Assessment Techniques
 PSY-6040 Applied Psychopathology and Diagnosis
 PSY-6030 Research in Psychology

Elective (3 hours)

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

Clinical Experience (9 hours)

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

Capstone Experience

Capstone Portfolio will be completed during practicum and internship.

Master of Arts in Curriculum and Instruction (30 hours)

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

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

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

Candidates will:

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

Required Courses (30 hours)

Core (21 hours)

EDU-6110 Foundations in Curriculum & Instruction

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

EDU-6500 Curriculum Construction

EDU-6525 Teacher as Practitioner

EDU-6535 Teacher as Leader

EDU-6556 Seminar in Reflective Practice

EDU-6640 Teacher as Researcher

Elective Credit (9 hours)

EDI-6020 Curriculum & Instruction Development for Differentiated Classrooms

EDL-6530 Instructional Coaching and Mentoring: Teacher Leadership

EDL-6715 Providing Instructional Support

EDT-6010 Integrating Technology Across the Curriculum

EDU-6212 Studies in Literacy and Multiliteracies

EDU-6526 Socially, Culturally, Linguistically Diverse Students

EDU-6540 Special Education Curriculum & Pedagogy

EDU-6750 Issues and Trends in Curriculum & Instruction
SPED-6230 Assistive Technology: Principles and Practices

Capstone Experience

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

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

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

Candidates will:

- understand the linguistic and cultural basis of teaching emergent bilingual learners
- develop multicultural competence
- learn to effectively teach students for whom English is an additional language
- become a resource person for curriculum development

Upon completion of the ESL coursework in the CIE program, candidates may contact the Office of the Registrar to become eligible to receive the ESL add-on endorsement to their state teaching license through the Illinois State Board of Education (ISBE). Candidates from other states should contact their State Board of Education to determine the applicability of this endorsement to their state requirements.

Program Requirements

Completion of 100 Clock Hours or 3 months of teaching experience in ESL or Bilingual programs with English learners per ISBE requirements (requires documentation from a site/supervisory administrator verifying successful completion).

Required Courses

Core Courses (12 hours)

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

ESL Concentration (18 hours)

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

Bilingual Concentration (3 hours)

Candidates may also pursue the Bilingual endorsement in addition to the ESL endorsement. The Bilingual endorsement requires fluency in a language other than English. Candidates pursuing the Bilingual endorsement must take the ESL coursework as well as EDU-6635 Methods and Materials for Teaching Bilingual Students totaling 33 semester hours (36 hours for international students*), and receive a passing score on the appropriate target language proficiency exam, a bilingual assessment administered by ISBE.

Capstone Experience

The capstone experience for the M.A. in CIE is embedded in the final two courses of the program, ESL-6640 Teacher as Researcher and ESL-6556 Seminar in Reflective Practice. Candidates develop a plan of inquiry focused on the teaching and learning of linguistically and culturally diverse students. Capstones will include implementation, reflective action and implications for pedagogical practices. Successful completion of both courses fulfills the capstone requirement.

Master of Arts in Curriculum and Instruction with a Concentration in Trauma and Resiliency (30 hours)

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

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

The Master of Arts degree in Curriculum and Instruction with a concentration in Trauma and Resiliency is directed toward the preparation of master classroom teachers who can meet the needs of students experiencing trauma.

Candidates will:

- Reflect on the relationship between theory and pedagogical approaches in one's practice;
- Engage in critical analysis of current educational issues and policies;
- Develop a knowledge base in curriculum theory and practice and develop a capacity to design, implement and evaluate instructional programs;
- Become familiar with current research on and theory in the instruction of exceptional learners;
- Understand the practical facets of conducting applied classroom research including the collection and assessment of data;
- Develop an understanding of teacher leadership and effective teacher advocacy;
- Develop an understanding of enduring ethical, philosophical and educational issues;
- Focus on elective courses that look at how to meet the needs of students experiencing trauma and to cultivate communities of resiliency in our schools.

Required Courses (30 hours)

Core (21 hours)

EDU-6110 Foundations in Curriculum & Instruction

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

EDU-6500 Curriculum Construction
EDU-6525 Teacher as Practitioner
EDU-6535 Teacher as Leader
EDU-6556 Seminar in Reflective Practice
EDU-6640 Teacher as Researcher

Trauma & Resiliency Electives Credit (9 hours)

EDU-6770 Trauma-Informed Pedagogy
EDU-6775 Creating Trauma-Sensitive Environments
EDU-6780 Social Emotional Learning & Resilience

Capstone Experience

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

Master of Arts in Differentiated Instruction (30 hours)

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

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

Required Courses (30 hours)

EDI-6010 Differentiation and Learning Theory
EDI-6020 Curriculum and Instruction Development for Differentiated Classrooms
EDI-6030 Instructional Methods for the Differentiated Classroom
EDI-6035 Assessment of Student Learning
EDI-6040 Seminar in Differentiated Instruction
EDT-6010 Integrating Technology Across the Curriculum
EDL-6530 Instructional Coaching and Mentoring
EDL-6715 Providing Instructional Support
ESL-6350 Cross Cultural Studies: Teaching Culturally & Linguistically Diverse Students
SPED-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities

Capstone Experience

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

Master of Arts in Early Childhood Education (30 hours)

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

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

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

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

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

Degree Requirements

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

Required Courses (30 hours)

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

*International students pursuing a master's degree at Concordia University Chicago are required to take EDU-6015 Seminar in Higher Education in addition to the courses required for their degree program. The Seminar is a 3-credit course taken during the student's first semester as an enrolled student. This course will serve as an introduction to the U.S.-based higher education learning environment. Students will work to develop academic language, graduate-level study skills and gain essential support with cultural and institutional acclimatization.

Capstone Experience

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

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

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

This program will enable candidates to:

- Build and strengthen a theoretical understanding of the foundations of early childhood special education.
- Examine issues relevant to the early intervention, least restrictive environment, educational settings, language development, and special education law and policy.

- Develop and utilize appropriate assessments and teaching strategies for young children with disabilities.
- Collaborate with all stakeholders, including parents, community, family members and other institutions to support young children with disabilities.
- Conduct research to answer questions related to early childhood special education practices and successfully meet the needs of all learners.

Approval Requirements

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

Required Courses (30 hours)

ECE-6320 Child Development and Ethics in Early Childhood Education

EDI-6010 Differentiation and Learning Theory

RES-6600 Research in Education

SPED-6500 Family and Community Relationships in Early Childhood Special Education*

SPED-6510 Language Development in Early Childhood Special Education*

SPED-6520 Special Education Assessment for Early Childhood Educators*

SPED-6530 Special Education Methods for Early Childhood Educators*

SPED-6540 Early Intervention Methods and Transitional Planning

SPED-6650 Characteristics of the Young Exceptional Learner

SPED-6892 Early Childhood Special Education Practicum

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

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

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

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

Required Courses (30 hours)

EDT-6010 Integrating Technology across the Curriculum

EDT-6030 Using Technology to Build Learning Communities

EDT-6040 Visual Literacy in the Classroom

EDT-6050 Technology for Effective Decision-Making in Teaching & Learning

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

EDT-6220 Emerging Educational Technology Trends
EDU-6556 Seminar in Reflective Practice
EDU-6640 Teacher as Researcher
OTES-6500 Instructional Design for Digital Learning
SPED-6230 Assistive Technology: Principles and Practice

Capstone Experience

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

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

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

Required Courses (30 hours)

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

Capstone Experience

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

Master of Arts in Educational Administration (30 hours)

The Master of Arts in Educational Administration is for students who seek an online master's degree program in the administration of educational programs. The program is designed to prepare potential leaders to assume various administrative positions that require knowledge and skills in leadership, supervision, and the ability to effectively administer in various school or district settings. Course curriculum will translate theory into effective practical application so that students become ethical and innovative leaders, who can manage and administer in diverse educational environments. Please note: this is not a licensure program for Principal Preparation.

Required Courses (30 hours)

EDL-6120 Supervision and Improvement of Instruction
*EDL-6130 School Evaluation and Change Processes
EDL-6140 Curriculum and Assessment: Frameworks for Student Learning
EDL-6210 School Finance and Business Management
EDL-6220 School Organization and Human Resources
EDL-6230 School Law and Policies
EDL-6240 Instructional Leadership
EDL-6300 Ethics of School Leadership
EDL-6310 Schools, Families, and Community Partnerships
RES-6600 Research in Education

Master of Arts in Education Studies: Elementary (35 hours)

The College of Education offers a Master of Arts in Education Studies degree as an alternative to the Professional Educator licensure programs. This degree does not lead to a Professional Educator License granted by the state of Illinois. This is a liberal arts degree in the discipline of education studies.

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

EDUC-6150 Foundations of Education
EDUC-6250 Integrating and Assessing Learning in Diverse Classrooms
EDUC-6350 Learning, Language Acquisition, and Cognition across Cultures

Professional Courses (24 Hours)

EDEL-6901 Teaching English Language Arts: Content
EDEL-6902 Teaching English Language Arts: Methods and Assessment
EDEL-6290 Characteristics and Instruction of Exceptional Learners
EDEL-6908 Teaching Science: Content, Methods and Assessment
EDEL-6910 Teaching Social Studies: Content, Methods and Assessment
EDEL-6918 Teaching Physical Education and the Fine Arts: Content, Methods and Assessment
EDEL-6919 Teaching Mathematics: Content, Methods and Assessment
EDEL-6922 Professionalism, Leadership, Communication, and Ethics for Pre-service Elementary Teachers

Capstone

EDUC-6990 Education Internship (2 hours)

Master of Arts in Education Studies: Secondary (32 hours)

The College of Education offers a Master of Arts in Education Studies degree as an alternative to the Professional Educator licensure programs. This degree does not lead to a Professional Educator License granted by the state of Illinois. This is a liberal arts degree in the discipline of education studies.

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

EDUC-6040 Introduction to Teaching and Technology for Learning
EDUC-6045 Theories of Learning and Cognition
EDUC-6435 Introduction to Education

Professional Courses (21 hours)

EDSC-6230 Literacy Instruction in the Content Areas
EDUC-6060 Classroom Management and Assessment
EDUC-6290 Characteristics and Instruction of Exceptional Learners
EDUC-6415 Responsibilities and Ethics for Pre-Service Teachers
EDUC-6445 Research for Pre-Service Teachers
EDSC-6570 Teaching Diverse Learners at the Secondary Level

Secondary content methods course (*choose one*):

EDSC-6602 Teaching English: Middle and Secondary Schools
EDSC 6606 Content and Methods for Secondary and Middle Grades Mathematics or EDMG-6905 Content & Methods for Middle Grade Mathematics
EDSC 6605 Content and Methods for Teaching Physical Education at the Middle and Secondary Levels
EDSC-6618 Teaching Science: Middle and Secondary Schools
EDSC-6619 Teaching Social Sciences: Middle and Secondary Level

Capstone

EDUC-6990 Education Internship (2 credits)

Master of Arts in English as a Second Language (30 hours)

Graduates from the Master of Arts in English as a Second Language will be equipped to both envision and enact educational change for language learners throughout the country and beyond. Coursework leads to the ESL and/or bilingual endorsement(s). The program develops teachers with the integrity to actively respect the languages of all students, integrate appropriate curriculum methodologies across the various content areas, and engage in policy recommendations and advocacy for their communities. *For students wishing to pursue the MA in TESOL, please refer to its description in the catalog.*

Candidates will:

- understand the linguistic and cultural basis of emerging bilingual learners
- develop multicultural competence
- learn to effectively teach students for whom English is an additional language
- become a resource person for curriculum development

Upon completion of the ESL coursework in the MA in ESL, candidates may contact the Office of the Registrar to become eligible to receive the ESL add-on endorsement to their state teaching license through the Illinois State Board of Education (ISBE). Candidates from other states should contact their State Board of Education to determine the applicability of this endorsement to their state requirements.

Program Requirements

Completion of 100 Clock Hours or 3 months of teaching experience in ESL or Bilingual programs with English learners per ISBE requirements (requires documentation from a site/supervisory administrator verifying successful completion).

Required Courses

Core Courses (12 hours)

TESL-6220 Curriculum Planning and Methodology*
TESL-6200 Applied Philology and World Englishes*
ESL-6640 Teacher as Researcher
ESL-6556 Seminar in Reflective Practice

**Required courses for the TESOL certificate*

ESL Concentration (18 hours)

ESL-6027 Assessment of Language Minority Students

ESL-6300 Foundations of Bilingual and Bicultural Education

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

ESL-6610 Language and Linguistics

ESL-6620 Teaching English as a Second Language

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

Bilingual Concentration (3 hours)

Candidates may also pursue the Bilingual endorsement in addition to the ESL endorsement. The Bilingual endorsement requires fluency in a language other than English. Candidates pursuing the Bilingual endorsement must take the ESL coursework as well as EDU-6635 Methods and Materials for Teaching Bilingual Students totaling 33 semester hours (36 hours for international students*), and receive a passing score on the appropriate target language proficiency exam, a bilingual assessment administered by ISBE.

Capstone Experience

The capstone experience for the MA in ESL is embedded in the final two courses of the program, ESL-6640 Teacher as Researcher and ESL-6556 Seminar in Reflective Practice. Candidates develop a plan of inquiry focused on the teaching and learning of linguistically and culturally diverse students. Capstones will include implementation, reflective action, and implications for pedagogical practices. Successful completion of both courses fulfills the capstone requirement.

TESOL Certificate

Two courses in the MA in ESL are among those also taken for the TESOL Institutional Graduate Certificate. Candidates who want to take the rest of the required coursework receive the certificate upon completion of the coursework and requesting the certificate through the Office of the Registrar.

Required Courses for the TESOL Institutional Graduate Certificate (18 hours)

TESL-6110 Introduction to Distance Education for TESOL

TESL-6200 Applied Philology and World Englishes*

TESL-6210 Teaching ESL/EFL to Adult Learners

TESL-6220 TESOL Curriculum Planning and Methodology*

TESL-6230 Second Language Acquisition

TESL-6240 Issues in Second Language Rhetoric and Composition

**Courses within the MA in ESL*

Master of Arts in Gerontology (33 hours)

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

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

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

Required Courses (33 hours)

GERO-6000 Perspectives in Gerontology
GERO-6045 Aging, Values, Attitudes, and Ethics
GERO-6050 Adult Development and Aging
GERO-6160 Sociology of Aging
GERO-6495 Program Management in Aging
GERO-6500 Public Policies and Aging
GERO-6510 Diversity in Aging
GERO-6750 Advanced Topics in Gerontology
GERO-6900 Seminar in Gerontology (includes capstone experience)
GERO-6980 Practicum in Gerontology (240 hours in field)
RES-6620 Introduction to Research

Capstone Experience

GERO-6900 Seminar in Gerontology includes the capstone experience.

Master of Arts in Gifted Education with Endorsement (30 hours)

The Master of Arts degree in Gifted Education is designed for educators with two or more years of P-12 experience who are interested in developing an understanding of and developing programs for High Achieving, Gifted and Talented students. This program supports educators in becoming experts who can meet the needs of all learners through the lens of gifted education. It prepares educators to serve as teacher leaders in planning and implementing programs that address the specific needs of gifted and talented students. The Master of Arts in Gifted Education offers teachers the opportunity to complete 30 hours of coursework, of which 24 hours will lead to a Gifted Teacher endorsement. The MA degree requires two additional courses in addition to completing the endorsement requirements; these courses are a technology course and a seminar course.

Candidates who are admitted to this program will be able to:

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

Required Courses (30 hours)

EDU-6710 Giftedness, Research and Policy
EDU-6720 Identification, Assessment and Evaluation of Instructional Models for Gifted Learners
EDU-6730 Learning Environments for Gifted Education
EDU-6760 Social & Emotional Needs of Gifted Learners
EDU-6715 Curriculum Development for Gifted and Talented Learners
EDU-6725 Differentiated Instruction for Gifted and Talented Learners
EDU-6735 Assessing Gifted and Talented Students
EDU-6740 Technology in Gifted Education
EDU-6041 Seminar in Gifted Education
EDU-6745 Gifted and Talented Practicum (P-12)

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

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

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

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

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

Required Courses (27 hours)

GME-6215 Budgeting, Grant Writing, and Third Source Funding
GME-6300 Introduction to Grants
GME-6310 Introduction to Not-for-Profit Organizations
GME-6330 Grant Management
GME-6340 Theories and Models of Evaluation of Grants
GME-6350 Principles and Methods of Evaluation of Grants
KMIL-6000 Knowledge Audits, Measurements, and Analysis
OLDR-6001 Strategic Leadership and Planning
RES-6620 Introduction to Research

Capstone Experience (3 hours)

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

Master of Arts in Human Services (33 hours)

The Master of Arts in Human Services is a generalist degree designed to provide a broad-based body of knowledge in related fields, with an emphasis in counseling, gerontology and psychology in order to meet

the expressed needs of human services personnel in community health centers, family service agencies and human resources divisions of organizations. This program, both for individuals seeking entry-level positions and for professionals who desire to upgrade their positions in the field of human services, allows for electives from a variety of disciplines to meet the specific interests in human services.

This program is designed to enable students to:

- Become aware of the increasing scope of human services, especially in outpatient settings such as community mental health centers and family service agencies.
- Acquire a core of knowledge related to the various helping professions, such as counseling, gerontology, health and psychology, among others.
- Develop competency in caregiving 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.

Required Courses (21 hours)

HMS-6000 Introduction to the Human Service Profession

HMS-6010 Human Service Systems

HMS-6015 Intervention and Direct Services

HMS-6030 Information, Planning & Evaluation

HMS-6045 Values, Attitudes and Ethics

HMS-6495 Administration of Human Services

HMS-6925 Internship: Human Service

Electives (12 hours)

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

Suggested Electives:

CED-6010 Counseling Theory

CED-6015 Counseling Techniques and Interventions

CED-6020 Career Counseling and Education

CED-6035 Counseling and Human Development

CED-6055 Multicultural Counseling

CED-6310 Clinical Mental Health Counseling Profession

CED-6330 Transforming Crisis to Wellness

CED-6340 Clinical Group Counseling

CED-6350 Brief Therapy

CED-6420 Substance/Alcohol Abuse and Treatment

CED-6500 Counseling and Psychopharmacology

CED-6550 Family Systems Theory and Therapy

PSY-6040 Applied Psychopathology and Diagnosis

GERO-6000 Perspectives in Gerontology

GERO-6050 Adult Development and Aging

GERO-6160 Sociology of Aging

GERO-6495 Program Management in Aging

GERO-6500 Public Policies and Aging
GERO-6510 Diversity in Aging
GERO-6750 Advanced Topics in Gerontology
GME-6215 Budget, Grant Writing & 3rd Source Funding
GME-6300 Introduction to Grants
GME-6310 Introduction to Not-For-Profit Organizations
GME-6330 Grant Management
GME-6340 Theories and Models of Evaluation for Grants
GME-6350 Principals and Methods of Evaluation for Grants
WGS-6100 Conceptual and Theoretical Perspectives in Women's and Gender Studies
WGS-6200 Epistemological Foundations of Women's and Gender Studies
WGS-6400 Gender, Sexuality and Race in the United States
WGS-6410 Gender, Globalization and Transnational Frameworks
WGS-6420 Gender, Sexuality in the Media
WGS-6430 Advanced Topics in Women's and Gender Studies
WGS-6600 Gender, Coalition Building & Social Justice

Capstone Experience

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

Master of Arts in Human Services Administration (33 hours)

Program Objectives

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

Required Courses (18 hours)

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

Electives (15 hours)

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

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

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

Suggested Electives

GME-6300 Introductions to Grants
 GME-6330 Grant Management
 GME-6340 Theories/Models of Grant Evaluation
 GME-6350 Principals/Methods of Grant Evaluation
 HAL-6100 Healthcare Systems I
 HAL-6150 Healthcare Systems II
 HAL-6400 Healthcare Finance and Economics
 HAL-6500 Public Policy in Healthcare
 MBAC-6000 Managing & Leading Effective Organizations
 MBAC-6100 Global Marketing in the Digital Era
 MBAC-6155 Organizational Behavior for Competitive Advantage
 MBAC-6250 Strategy for Innovation & Entrepreneurship
 MBAC-6350 Managing Human Capital
 MBAC-6500 Global Management
 MBAN-6600 Introduction to Not-for-Profit Organizations
 MBAN-6605 Financial Management of Not-for-Profit Organizations
 MBAN-6610 Topics in Board Governance and Management of Volunteers
 MBAN-6615 Fund Development and Management
 OLDR-6000 Leadership & Excellence
 OLDR-6001 Strategic Leadership & Planning

Capstone Experience

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

Master of Arts in Illinois Principal Preparation (33 hours)

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

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

Required Courses (33 hours)

EDL-6120 Supervision and Evaluation to Improve Teaching and Learning
 EDL-6130 School Evaluation and Change Processes
 EDL-6140 Curriculum and Assessment: Frameworks for Student Learning
 EDL-6230 School Law and Policies
 EDL-6235 Principal as Resource Manager
 EDL-6240 Instructional Leadership

EDL-6300 Ethical Leadership: Models and Practice
EDL-6310 School, Families, and Community Partnerships
RES-6600 Research in Education
*EDL-6993 Principal Internship I
*EDL-6994 Principal Internship II

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

Application for the Illinois Principal endorsement on the professional educator license (PEL) is made through the Office of the Registrar following completion of the CUC program of study, passing a year-long internship, passing the Illinois principal content exams (195 and 196), and successful completion of the Administrator Academy on Teacher Evaluation. Candidates must hold a master's degree from an accredited university.

Capstone Experience

*This is a year-long (two consecutive semesters – Fall and Spring) capstone clinical experience offering a variety of appropriate site-based hands-on experiences, including public policy in a diverse setting supervised by University and site personnel. These should be among the final courses in the program (EDL-6993 and EDL-6994). Prerequisite: The student must be in the Principal Preparation Program. Students must consult with their Graduate Student Advisor before registering for these courses.

Master of Arts in Innovation and Entrepreneurship (30 hours)

A master's program in innovation and entrepreneurship (I&E) answers the increasing need for cutting-edge strategies in management and leadership, combining the best of entrepreneurial mindset and innovative thinking. Changing technologies and the broadening scope of the global market require experts who can interpret social and technological trends and diverse cultures to enhance company growth. I&E professionals also spawn new business ideas, develop original product lines and redefine existing goods and services to give industry a fresh insight into the needs and desires of consumers.

Careers in the field of I&E are growing with the continuing challenge of remaining competitive. Innovation experts are in high demand in the fields of leadership, management, marketing, product development and creation of new business. Graduates may decide to start their own business, or work as part of integrated teams within a corporation as an entrepreneur, or be engaged as independent consultants to observe current practices and create strategies for improvement. They may also work for someone while operating their own small business. Formal education remains the main vehicle for improving the supply of skills for I&E (OECD, 2018). The faculty believes that strength of this program is the application of an innovation framework to developing leadership skills fueled by creative and entrepreneurial thinking. The program assists students in understanding the difference between creativity and innovation, as they are not synonymous; and how they (creativity and innovation) fuel entrepreneurial thinking.

Creativity is most often defined as the mental ability to conceptualize (imagine) new, unusual or unique ideas, to see the new connection between seemingly random or unrelated things. An explanation of innovation is the process that transforms those forward-looking new ideas into real world (commercial) products, services, or processes of enhanced value. It is impossible to develop innovations when an organization or leader ignores the creative mind and entrepreneurial thinking.

Required Courses (30 hours)

MBAC-6050 Ethics, Law, & Communication in Decision Making
MBAC-6250 Strategy for Innovation and Entrepreneurship
MBAD-6115 Social Media Marketing Communications
MBAE-6265 Prototyping/Co-Designing Solutions
MBAL-6020 Agents of Change (under revision to build on components of I&E)
MIE-6001 Creative Thinking and Practice
MIE-6002 Leading Innovation in the Digital Age
MIE-6003 Entrepreneurship for the Global Society
MIE-6004 Financial Accounting for the Entrepreneurial Firm
MIE-6990 Capstone

Master of Arts in Leadership Studies (33 hours)

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

Required Core Courses (15 hours)

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

Select one of the following specializations:

Health Care Management (18 hours)

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

Higher Education Leadership Specialization (18 hours)

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

Organizational Leadership Specialization (18 hours)

KMIL-6090 Knowledge Management Information Leadership
OLDR-6800 The Leader as Trainer, Mentor and Coach
OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization
OLDR-6820 Leadership: Politics, Power and Applied Ethics

OLDR-6830 Leadership Communication and Decision-Making
OLDR-6840 Agents of Change

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

Master of Arts in Music (33 hours)

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

This program will provide opportunities for the student to:

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

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

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

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

Program Requirements

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

Areas of Study

Foundational Music Studies (11-12 hours)

Theory (3 hours)

MUS-6133 Analysis and Compositional Techniques

MUS-6143 Composing for the Liturgy

MUS-6153 Music Theory: Form & Analysis

MUS-6163 Orchestration and Arranging

MUS-6173 Music Theory: Counterpoint

History (3 hours)

MUS-6213 The Literature of the Organ
MUS-6223 J.S. Bach and the Baroque
MUS-6253 Choral Literature
MUS-6263 20th-Century Music Literature and Techniques
MUS-6343 Music in the Age of Reformation
MUS-6643 The Literature of the Piano
Research (3 hours)
MUS-6243 Music Research and Bibliography
Mission Support (2-3 hours)
MUS-6323 Music for the Contemporary Church
MUS-6333 Traditions of Christian Hymnody
MUS-6353 Studies in Christian Worship: Theology & Music
MUS-6362 Musical Heritage of the Church (2 hours)

Music Support Courses (10-11 hours)

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

Liberal Arts Courses (up to 11 hours)

Theology (3 hours)
Any 6000-level THY course, except THY-6353 if taken as MUS-6353
Other Liberal Arts Courses (up to 8 hours)
Any 6000-level courses (including MUS) that support the area of study, by permission of the advisor.

Written Comprehensive Examination (0 hours)

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

Capstone Project (1-6 hours)

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

Master of Arts in Psychology (33 hours)

The Concordia University Chicago advanced degree in psychology prepares graduates to develop foundational knowledge in field of psychology. This degree focuses on the study of human activities, behavior, and the principles of research. The master's in psychology is not a degree for licensure*, but rather provides a strong theoretical background (not clinical) in traditional areas of psychology. Local, national and international students will find that this degree can provide solid insight and knowledge into human behavior as they develop their critical thinking, writing and research skills to further analyze general psychological principles and apply them to personal, social and organizational issues. The program is designed for a variety of professionals within the fields of education, human services, and allied health to advance their psychological knowledge and use of psychological applications in their respective field. In addition, the curriculum is designed to facilitate the development of basic interpersonal skills, engender sensitivity to cultural and individual differences, and knowledge and skills that enable students for professional work in increasingly diverse social agencies, school and community settings. The psychology

master's program is also an appropriate program for students intending to seek an *advanced doctoral degree in psychology*.

* Please note: Graduate students who earn this degree will not meet the educational requirements for certification or licensure in the state of Illinois and should not expect to provide psychological services as an independent practitioner. Rather, this degree demonstrates master's-level achievement and enhances employment opportunities.

This program will enable students to:

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

Admission Requirements

- Application to and acceptance into the Master of Arts in Psychology Program
- Documented evidence of 12 semester hours of prior coursework in sociology or psychology with a grade of "C" or higher.

Required Courses (33 hours)

Core Research Courses (6 hours)

PSY-6030 Research in Psychology

PSY-6800 Advanced Research in Psychology

Foundation Courses - General Psychology (21 hours)

CED-6035 Counseling and Human Development

CED-6055 Multicultural Counseling

PSY-6025 Assessment Techniques

PSY-6040 Applied Psychopathology & Diagnosis

PSY-6065 Personality Theories

PSY-6070 Physiological Psychology

PSY-6080 Cognitive Psychology

Ethics (3 hours)

PSY-6075 Ethical Issues in Research & Psychology

Capstone (3-6 hours)

PSY-6990 Master's Thesis

Capstone Experience

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

Master of Arts in Reading Education (30 hours)

Concordia University Chicago's Master of Arts in Reading Education program provides a theoretical and practical framework for literacy instruction and assessment with an emphasis on current research. The program also provides candidates the opportunity to receive a rigorous, high-quality educational program that encourages the development of skills and competencies that will be needed throughout the candidate's professional career as a reading specialist or literacy coach. Upon successful completion of the required program courses and the Illinois 221 Reading Specialist Test, candidates are eligible for the Illinois Reading Specialist credential, enabling them to work in a reading professional role in K-12 settings.

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

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

Required Courses (30 hours)

EDU-6200 Beginning Reading Instruction

EDU-6205 Foundations of Reading and Language Theory

EDU-6212 Studies in Literacies and Multiliteracies

EDU-6230 Content Reading: Middle & Secondary Schools

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

EDU-6300 Research in Children's Literature

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

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

Master of Arts in Religion (33 hours)

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

Admission Requirements

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

Degree Requirements: 33 semester hours

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

Biblical Theology (12 hours)

THY-6020 Psalms

THY-6030 Messianic Prophecies

THY-6100 Parables of Jesus
THY-6120 General Epistles

Historical Theology (6 hours)

THY-6320 Early Christian Fathers
THY-6330 Topics in the History of Christianity

Confessional Theology (6 hours)

THY-6210 Lutheran Confessional Theology
THY-6313 Baptism and Eucharist

Practical Theology (6 hours)

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

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

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

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

Admission Requirements

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

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

Foundation Courses (15 hours)

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

Deaconess Concentration (21 hours)

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

Capstone (3 hours)

THY-6620 Deaconess Seminar Capstone

Additional Requirements for Certification (9 hours)

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

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

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

CED-6015 Counseling Interventions and Techniques

MGT-6500 Fund Development and Management

SOW-6310 Loss and Mourning

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

THY-6990 Deaconess Internship (2 semesters)

Leadership (Choose one)

DCE-6320 Administration of Parish Education

DCE-6340 Church Leadership & Development

MGT-6540 Topics in Board Governance and Management of Volunteers

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

Graduate-Level Deaconess Certificate (15 hours)

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

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

Admission to the University

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

Admission to the Deaconess Program

The student may obtain the application for the Deaconess Program from: Deaconess Director, Concordia University Chicago Box 47G, 7400 Augusta St, River Forest, IL 60305-1499; 708-209-3136;

deaconess.program@CUChicago.edu. Application deadlines for admission to the Deaconess Program: February 15 (Summer), June 15 (Fall), October 15 (Spring).

Entrance requirements:

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

Requirements (15 hours)

THY-6600 Deaconess Foundations

THY-6620 Deaconess Capstone Seminar

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

THY-6641 Ministry to Women

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

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

Two 6000-level Theology classes (6 hours)

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

Prior and/or Concurrent Coursework

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

1. Theology

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

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

- Lutheran education or catechesis

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

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

3. Concentration 1

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

4. Concentration 2

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

Exit Interview and Certification Process

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

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

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

Master of Arts in School Counseling (48 hours)

The aim of the School Counseling program at Concordia University Chicago is to prepare school counselors who exhibit high standards of professional competence and ethical practice. Graduate students receive a high-quality educational program that emphasizes Christian beliefs. The program also recognizes, values and encourages the development of skills and competencies that will be needed throughout the candidate's career as a school counselor. The School Counseling program is carefully designed to prepare candidates for work as school counselors in elementary, middle and high school settings. Specifically, the School Counseling program offers training in providing individual and group work as well as development and refinement of individual skills in both public and private schools. The program of study meets

certification requirements of the state of Illinois. Upon completion of the program, candidates are eligible for the Illinois Professional Educator's License: School Service Personnel Endorsement K-12 (formerly Type 73).

The program is designed to enable candidates to:

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

Admission & Degree Requirements

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

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

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

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

Required Courses (36 hours)

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

CED-6260 Career Counseling for School Counselors

Elective (3 hours)

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

Clinical Experience (9 hours)

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

Capstone Experience

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

Master of Arts in School Leadership with PreAL Licensure (Oregon ONLY) (33 hours)

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

Program Completion Requirements:

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

Required Courses (33 hours)

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

Master of Arts in School Leadership with Principal Licensure (Ohio ONLY) (33 hours)

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

Required Courses (33 hours)

EDL-6201 Ohio: School Finance and Business Management
EDL-6220 School Organization and Human Resources

EDL-6231 Ohio: School Law
EDL-6121 Ohio: Supervision and Improvement of Instruction
EDL-6241 Ohio: Instructional Leadership
EDL-6131 Ohio: School Evaluation and Change Processes
EDL-6300 Ethics of School Leadership
EDL-6310 Schools, Family, Community Partnerships
EDL-6983 Ohio School Internship I *
EDL-6984 Ohio School Internship II *
RES-6600: Research in Education (Required for MA with licensure)

***Capstone Experience**

A year-long (two consecutive semesters) capstone clinical experience offering a variety of appropriate site-based hands-on experiences, including public policy in a diverse setting supervised by University and site personnel. These should be among the final courses in the program (EDL-6983 and EDL-6984). Prerequisite: The student must be in the Principal Licensure Program. Students must consult with their Graduate Student Advisor before registering for these courses.

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

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

This program will enable candidates to:

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

Program Requirements

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

Required Courses (30 hours)

EDT-6230 Assistive Technology Principles and Practices

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

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

Endorsement Process

Students must pass the Illinois Content Area Test for Special Education (Learning Behavior Specialist 1 Test 155) and should pursue the endorsement via the Office of the Registrar upon completion of the required courses. Students take and pass the LBS1 test prior to beginning Practicum 1.

Master of Arts in Special Education Leadership (30 hours)

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

This program will enable candidates to:

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

Program Requirements

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

Required Courses (30 hours)

EDI-6010 Differentiation and Learning Theory
EDL/SPED-6225 Special Education Finance
EDL/SPED-6250 Special Education Law & Policy
EDL-6310 Schools, Families, and Community Partnerships
SPED-6355 Instructional Strategies for Students with Academic and Physical Disabilities
SPED-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities

SPED-6375 Supervision of Programs for Children with Disabilities
SPED-6896 Practicum and Seminar in Special Education Leadership 1
SPED-6897 Practicum and Seminar in Special Education Leadership 2
RES-6600 Research in Education

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

Master of Arts in Sports Leadership (33 hours)

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

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

Program Requirements

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

Required Courses (15 hours)

SPML-6030 Sports Leadership and Ethics
SPML-6090 Sports Administration
SPML-6130 Social and Historical Foundations
SPML-6140 Research in Sports Studies
SPML-6100 Master's Capstone Project

Sports Leadership Specialization (18 hours)

SPML-6010/MBAS-6810 Essentials of Law
SPML-6020/MBAS-6800 Economics of Sports
SPML-6040/MBAS-6805 Sports Finance
SPML-6050 Leading in Time of Change
SPML-6060/MBAS-6815 Diversity in Sports
SPML-6070 Sports Promotion

Master of Arts in Teacher Leadership with Illinois Teacher Leader Endorsement (30 hours)

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

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

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

Required Courses (30 hours)

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

*Courses needed for the Teacher Leader Licensure only

Prerequisites to Practicum:

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

Master of Arts in Teacher Leadership with Ohio Teacher Leader Endorsement (30 hours)

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

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

Required Courses (30 hours)

EDL-6121 Ohio: Supervision and Improvement of Instruction
EDL-6131 Ohio: School Evaluation and Change Processes
EDL-6140 Curriculum and Assessment: Framework*
EDL-6310 Schools, Family, Community Partnerships
EDL-6530 Instructional Coaching and Mentoring*
EDL-6715 Providing Instructional Support
EDL-6775 Leading School-Based Professional Learning Communities

EDL-6725 Building Collaborative Relationships*
EDL-6988 Teacher Leader Practicum (capstone course)*
RES-6600 Research in Education

*Courses needed for the Ohio Teacher Leader Endorsement only

*Prerequisites to Practicum:

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

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

TESOL is an important field in an ever-shrinking world. International schools are opening up worldwide and every year more Americans move abroad to teach or work in global settings as companies shift their headquarters transnationally. A degree and specialized training in TESOL offers myriad opportunities to work throughout the United States and the world. The Master of Arts in TESOL is designed for those who want to pursue a career teaching English to learners in domestic or international contexts. It is aligned to the TESOL Professional Teaching Standards.

The TESOL graduate program prepares candidates who have little or no previous teaching experience or training and provides candidates with the knowledge and skills necessary to teach English as a second or foreign language. Coursework and applied learning experiences provide the theoretical knowledge and practical skillset essential to teaching English to a wide variety of audiences. Graduates will be prepared to demonstrate competence and proficiency as ESL/EFL (English as a Second Language / English as a Foreign Language) teachers in any of the following domestic or international settings:

- Community organizations
- Intensive English programs
- College/university settings
- Private language companies or corporations

This program will enable candidates to:

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

Required Courses – 30 credit hours

*** indicates courses [6] which lead to a TESOL Graduate Certificate*

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

TESL-6220 TESOL Curriculum Planning and Methodology**

TESL-6200 Applied Philology and World Englishes**

TESL-6230 Second Language Acquisition**

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

TESL-6110 Introduction to Distance Education and TESOL**

ESL-6610 Language and Linguistics

ESL-6350 Cross-Cultural Studies in Teaching Culturally and Linguistically Diverse Students
ESL-6640 Teacher as Researcher
TESL-6980 TESOL Teaching Practicum

Capstone Experience

As the final capstone experience for the Master of Arts in TESOL program, candidates will be required to design and implement an action research project around the teaching and learning within their classrooms or schools. Students will master the content and skills required to complete this action research capstone in the last two courses in the program: ESL-6640 Teacher as Researcher and TESL-6980 TESOL Teaching Practicum.

Please note: completion of the MA in TESOL does not provide state teacher licensure in the U.S. For information on how to receive teacher licensure, please contact your state board of education.

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

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

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

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

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

Required Courses (30 hours)

EDU-6640 Teacher as Researcher
FPR-6000 Foundations of American Education
FPR-6050 Critical Pedagogy and Educational Theory
FPR-6060 Education in the Popular Imagination

FPR-6550 Politics, Policy, and Reform
FPR-6700 Reconceptualizing the Curriculum
FPR-6900 Seminar in Critical Praxis (includes capstone experience)
FPR-7500 Community Contexts of Schooling
FPR-7705 Learning Inside and Outside the Classroom
FPR-7720 Urban Education in a Global Community

Capstone Experience

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

Master of Arts in Teaching (MAT) Degree Programs

General Information

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

Program Design

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

Monitoring Candidate Progress

Transition Points

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

Transition Point One: Application to the College of Education

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

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

Applications to the College of Education and all required documents will be accepted throughout the year and are due at the last day of the fall or spring semester per the University Calendar before the candidate enters Professional Program (Methods) courses.

- Fall semester: Application is due October 15th

- Spring semester: Application is due March 15th

Requirements:

- Candidate must be approved by the Teacher Education Admission Committee (TEAC)
- Cumulative GPA of 3.0 or higher at Concordia-Chicago
- Required prerequisite courses completed with a grade of B or higher
 - Elementary: EDUC-6150, EDUC-6250, EDUC-6350
 - Middle Grades: EDUC-6435, 6045, 6040
 - Secondary: EDUC-6435 , 6045, 6040
- Printout of Degree Works
- Content area program plan (Secondary majors only)
- Admission interview
- Fingerprint criminal background check results
- 20 pre-professional hours on file in the Office of Field Experience
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself

Application for Placement in Student Teaching Internship

Candidates must submit Applications for Placement in Student Teaching Internship by November 1 before the academic year in which they plan to student teach. Informational meetings about Placement for Student Teaching Internship will be led by the Office of Field Experience and publicized in emails and on Facebook. The placement application is found in the Appendix of this handbook and will be distributed at the Placement meetings.

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

Transition Point Two: Admission to the Student Teaching Internship

Candidates must be admitted to the Student Teaching Internship in order to begin student teaching. Each candidate must submit an application (see Appendix) and meet the additional requirements in order to be admitted. Applications will be accepted on May 1 and November 1.

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

Applications to the Student Teaching Internship and all required documents will be accepted throughout the year and are due at the last day of the fall or spring semester per the University Calendar before the candidate enters Student Teaching Internship.

- Fall semester: Application is due October 15th
- Spring semester: Application is due March 15th

Requirements:

- Admission to the College of Education
- Candidate must be approved by the Teacher Education Admission Committee (TEAC)

- Cumulative GPA of 3.0 or higher at Concordia-Chicago
- Earn a grade of C- or higher in all coursework applied to Professional Program requirements
- Complete Professional Instructional (Methods) Course(s)
- 80 pre-professional hours on file (*100 hours must be completed and on file before the first day of Student Teaching Internship*)
- Proof of passed Illinois Content-Area Test
- Proof of completed First Aid/CPR Certification
- Hardcopy of current Degree Works
- Content area program plan (Secondary majors only)
- Complete Dispositional Assessment of CUC Conceptual Framework for yourself.

Transition Point Three: Completion of the Student Teaching Internship

To successfully complete the Internship, the candidate must:

- Pass the EdTPA through Pearson;
- Pass the Tier 3 Assessment from the University Supervisor;
- Pass the Positive Impact Presentation;
- Pass the Dispositional Assessment of CUC Conceptual Framework from the University Supervisor;
- Complete the Tier 2 and Tier 3 Self Assessments;
- Complete the Self Dispositional Assessment of CUC Conceptual Framework and submit in
- Blackboard;
- Complete the ST 8 Form and submit electronically;
- Complete the “Weekly Activity Report” ST_1 and submit to the Office of Field Experience in hard copy;
- Submit the edTPA Score Profile to Blackboard;
- Submit the personal email address at which the candidate may be contacted after program completion.

Transition Point Four: Completion of Program

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

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

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

Master of Arts in Teaching – Elementary Education (39 hours)

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

- Development of core competencies in instructional planning, delivery and assessment
- Respect and support for diversity in educational settings

- How to ethically lead learning
- The role of standards within the profession
- The commitment to continuous improvement
- The importance of reflective practice
- Development of collaborative relationships to serve the learning of every student

General Education Requirements to begin MAT Elementary Program studies:

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

Content Area 1 - Communication and Composition

- Course in Advanced Composition
- Course in Public Speaking/Speech Communication

Content Area 2 - Mathematics

- Course in College Algebra or higher
- Course in College Geometry or higher

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

- A course in Life Science
- A course in Physical Science

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

- Fine or Performing Arts
- History, Philosophy, Literature
- 1 course in American History (Required)

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

- Coursework from Psychology or Sociology
- Coursework from Political Science, Economics or Geography

Applicants must have transcribed coursework in an academic major/minor content area common to elementary education curriculum with grades of B or higher.

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

Prerequisites to Professional Courses (9 hours)

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

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

Block 1 Professional Courses (9 hours)

EDEL-6290 Characteristics and Instruction of Exceptional Learners
 EDEL-6901 Teaching English Language Arts: Content
 EDEL-6902 Teaching English Language Arts: Methods and Assessment

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

Professional Courses (3 hours)

EDEL-6922 Professionalism, Leadership, Communication, and Ethics for Pre-service Elementary Teachers

Block 2 Professional Courses (6 hours)

EDEL-6908 Teaching Science: Content Methods and Assessment

EDEL-6910 Teaching Social Studies: Content, Methods and Assessment

Block 3 Professional Courses (6 hours)

EDEL-6918 Teaching Physical Education and the Fine Arts: Content, Methods and Assessment

EDEL-6919 Teaching Mathematics Content, Methods and Assessment

Student Teaching Internship (6 hours)

EDUC-6985 edTPA Seminar and Colloquium (0 hours)

EDU-6921 Elementary Grades Student Teaching Internship (6 hours)

The College of Education Student Manual provides details and guidelines for meeting the criteria for successful completion of the Internship Semester and the process for obtaining the Illinois Professional Educator License. Successful completion includes:

- Satisfactory completion of the Internship by meeting or exceeding all assessment benchmarks.
- Prepare and present documentation of positive impacts on student learning from your internship teaching (Positive Impact Presentation).
- Complete all state-required assessments at the time of the internship (Content Area Test).

Master of Arts in Teaching – Secondary Education (39 hours)

The Master of Arts in Teaching: Secondary Education is designed to deliver outstanding teacher preparation. Upon successful completion of degree requirements, candidates are eligible for a Professional Educator License (PEL) with a Secondary Education Endorsement and a content area endorsement from the state of Illinois for Grades 9 through 12. Concordia-Chicago's program emphasizes the following:

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

Prerequisites to Professional Courses (9 hours)

EDUC-6040 Introduction to Classroom Teaching and Technology for Learning

EDUC-6045 Theories of Learning and Cognition

EDUC-6435 Introduction to Education

Professional Courses (21 hours)

EDSC-6230 Literacy Instruction in the Content Areas

EDUC-6415 Professional Responsibilities and Ethics for Pre-Service Teachers

EDUC-6445 Introduction to Research for Pre-Service Teachers

EDUC-6570 Teaching Diverse Learners at the Secondary Level

Select one:

EDUC-6425 Psychology and Methods for Teaching Exceptional Learners

EDUC-6290 Characteristics and Instruction of Exceptional Learners

Select one of the following professional methods course per your chosen major:

EDSC-6602 Teaching English: Middle/Secondary Schools

EDSC-6606 Teaching Mathematics: Middle/Secondary Schools

EDSC-6605 Content and Methods for Teaching Physical Education at the Middle and Secondary Levels

EDSC-6618 Teaching Science: Middle and Secondary Schools

EDSC-6619 Teaching Social Science: Middle and Secondary Level

Subject Area: One Graduate Course in the Secondary Content area

Professional Semester (9 hours)

EDUC-6060 Classroom Management and Assessment

EDU-6922 Student Teaching: Secondary Education (6 hours)

EDUC-6985 edTPA Seminars and Colloquiums (0 hours)

The College of Education Student Manual provides details and guidelines for meeting the criteria for successful completion of the Internship Semester and the process for obtaining the Illinois Professional Educator License. Successful completion includes:

- Satisfactory completion of the Internship by meeting or exceeding all assessment benchmarks.
- Prepare and present documentation of positive impacts on student learning from your internship teaching (Positive Impact Presentation).
- Successfully complete all state-required assessments at the time of the internship (Content Area Test).

Subject Area Endorsements for Secondary Education

English/Language Arts – This endorsement requires 32 semester hours/12 upper-division semester hours at the undergraduate level and 1 graduate-level coursework in English Language Arts studies. The required distribution is below. Candidates are required to pass state test #207 English Language Arts.

Required Coursework Distribution: 32 hours required. Undergraduate courses can be taken at CUC or transferred in from another institution. (Undergraduate courses at CUC are generally offered during the day).

English Composition

Linguistics

Literary Theory

American Literature

British Literature

World Literature (including Non-Western)

Non-print media studies

Adolescent Literature

Mathematics – This endorsement requires 32 semester hours/12 upper-division or graduate-level coursework in Mathematics. The required distribution is below. Candidates are required to take 1 graduate-level coursework in Mathematics and pass state test #208 Mathematics.

Required Coursework Distribution: 32 hours required. Undergraduate courses can be taken at CUC or transferred in from another institution. (Undergraduate courses at CUC are generally offered during the

day).

Calculus I

Calculus II (including series/sequential)

Calculus III (including multivariate/Vectors)

Linear Algebra

Geometry (beyond analytical geometry)

Statistics/Probability

History of Math

Group, Ring, No. Theory or Proof

Discrete Math or Comp Science

Electives (if needed)

MAT-6200, 6229, 6230 or 6370 (or another graduate-level course)

Physical Education – This endorsement requires 32 semester hours/12 upper division or graduate level coursework in Physical Education. The required distribution is below. Candidates are also required to take 1 graduate-level coursework in Physical Education and pass state test #144 Physical Education.

Required Coursework Distribution: 32 hours required. Undergraduate courses can be taken at CUC or transferred in from another institution. (Undergraduate courses at CUC are generally offered during the day).

Knowledge and skill acquisition. At least one course in each of the following, for a total of at least 6 semester hours:

- a) Health-related fitness (e.g., conditioning, aerobic fitness exercise, stress management) (PES-1020 (1 hr.), PES-1030 (1 hr.) PES-1050 (2 hrs.), PES-1119 (2 hrs.) 2 hrs. required
- b) Dance Activities (PES-4640, 2 hrs.)
- c) Teaching Individual and Dual Sports Activities (PES-4625)
- d) Teaching Team Sports Activities (PES-4635)

Scientific foundations – At least 9 semester hours distributed as follows:

- a) 3 semester hours earned in at least one of the following:
 - i) Human Anatomy (PES-3400)
 - ii) Human Physiology
- b) 6 semester hours earned from at least two of the following (i-iii):
 - i) Exercise Physiology (PES-4420 or PES-6420)
 - ii) Kinesiology (PES-3660) or Biomechanics (PES-4410 or PES-6410)
 - iii) Physical Growth and Motor Development (PES-4431 or PES-6431)

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: (“Except” PES-4660)

- i) Curriculum design in physical education (PES-4660 or PES-6660, 2 hrs)
- ii) Content and Methods of Teaching Physical Education at the Middle and Secondary Level (EDSC-6605)
- iii) Measurement and Evaluation (PES-4740 or PES-6740)

Science – Biology Designation – This endorsement requires 32 semester hours in Science, 12 semester hours in Biology, and coursework in two other Science designations. The required distribution is below. Candidates are also expected to take 1 graduate-level Biology course and pass state test #105 Science – Biology.

Required Coursework Distribution: 32 hours required. Undergraduate courses can be taken at CUC or transferred in from another institution. (Undergraduate courses at CUC are generally offered during the day).

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
BIO-6910 (or approved graduate level science course)

Science – Chemistry Designation – This endorsement requires 32 semester hours in Science, 12 semester hours in Chemistry, and coursework in two other Science designations. The required distribution is below. Candidates are also expected to take 1 graduate-level Chemistry course and pass state test #106 Science – Chemistry.

Required Coursework Distribution: 32 hours required. Undergraduate courses can be taken at CUC or transferred in from another institution. (Undergraduate courses at CUC are generally offered during the day).

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
CHE-6910 (or approved graduate level science course)
Course is offered every Fall and Spring semester.

Social Science – History Designation – This endorsement requires 32 semester hours in Social Science, 12 semester hours in History, and coursework in two other Social Science designations. The required distribution is below. Candidates are also expected to take one graduate-level History course and pass state test #246 Social Science – History.

Required Coursework Distribution: 32 hours required. Undergraduate courses can be taken at CUC or transferred in from another institution. (Undergraduate courses at CUC are generally offered during the day).

Intro to Economics

Geography, North American or World
World History since 1350
Developmental Psychology: Adolescent
Introduction to Sociology
World History to 1350
History of Illinois
Survey of American History
Upper-Level American History
Upper-Level European History
Non-Western History
EDSC-6619 Content and Methods of Middle/Secondary Social Science (3 hours) (or an approved graduate level social science course)

Master of Business Administration Degree Programs

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

Our Mission

The mission of the College of Business is to develop ethical leaders who think critically, communicate effectively and promote socially responsible business practice that is grounded in Christian faith, and is innovative and entrepreneurial in spirit. We strive to prepare students who positively impact the global society they serve through an academically rigorous and relevant business education.

Our Vision

We seek to be a globally recognized Christian-based business college that creates authentic, innovative leaders who transform the lives and organizations they serve.

Our Values

As part of a university that values Christian faith, the individual, excellence, integrity and service, the College of Business at Concordia University Chicago values our Lutheran heritage of teaching excellence, leading by serving, innovative and entrepreneurial thinking, ethical decision making, intellectual and individual diversity, and sustaining a dynamic curriculum based on the needs of our students, community and stakeholders.

Program Objectives

Students will use the following four pillars to make excellent decisions in a global environment of complex problems and situations:

- Ethics & Social Responsibility

We go beyond offering one course in ethics. We integrate ethics and social responsibility throughout our coursework. This is a distinct advantage. Leaders must understand how the success of their organizations is inextricably linked with broader ethical and social issues, not only within their local community but also

on a global scale. We prepare business students to serve and lead with integrity, demonstrating ethical and social responsibility to their community, organization, country and the planet.

- Critical Thinking & Entrepreneurial Mindset

The themes of critical thinking and entrepreneurial mindset are threads within the curriculum that will help you develop a career advantage. We believe it is vital that students possess the ability to develop an entrepreneurial mindset to solve business problems. We believe that with a solid foundation of critical and creative thinking skills, students can learn to think entrepreneurially whether they plan to start their own business, work within a family-owned business or climb the corporate ladder. The ability to think critically and creatively, in order to evaluate opportunity, manage risk and learn from outcomes, is integral to sustaining success.

- Communication & Human Relations

We believe that preparing for a career in business goes beyond learning functional business skills. We are committed to your journey as you prepare to be an ethical leader and learn how to communicate with those inside and outside your day-to-day business environment. We design our program into a cohort system so you can begin and end your program with the same group of people. This will help you form strong bonds with your fellow students as well as professors.

- Global Interconnectedness & Inclusiveness

We believe that embracing diversity and promoting inclusivity in all forms supports good organizational practice and decision-making. While global business is reflected in the curriculum, the diversity of our student body is a better representation of our understanding and commitment to global interconnectedness. With students from 14 different countries, the College is a global marketplace. Our partnerships with academic institutions and multinational corporations across the globe extend our reach well beyond the borders of Chicago, the Midwest and the United States.

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

- Group work and presentation format
- Written and technology-based forums

Students will develop management and leadership skills, including:

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

Degree Requirements

Completion of 36 hours of coursework including the Capstone Experience and the addition of Seminar in Higher Education (39-hour program). Courses are three credit hours unless otherwise noted.

12 Core Courses (36 or 39 hours)

MBAC-6000 Managing and Leading Effective Organizations

MBAC-6050 Ethics, Law, and Communication in Decision Making

MBAC-6100 Global Marketing in the Digital Era

MBAC-6155 Organizational Behavior

MBAC-6200 Economics for Management

MBAC-6250 Strategy for Innovation and Entrepreneurship

MBAC-6300 Accounting for Decision Making

MBAC-6350 Managing Human Capital

MBAC-6400 Statistics Applied to Managerial Problems

MBAC-6450 Financial Management

MBAC-6500 Global Management

MBAC-6990 Capstone Course**

EDU-6015 Seminar in Higher Education*

*Only International Students are required to complete this course.

** Courses require Peregrine leveling exams as requirement.

CUC MBA Course Waiver

The following MBA courses are waived for CUC ADP and undergraduate business alumni (with a BS or BA in business) who enroll in the MBA program within five years of graduation from CUC.

- MBAC-6350 Managing Human Capital (HR, HCM, Global Teams)
 - ADP Equivalent: OMP-4440 Human Resource Management
 - Undergraduate Equivalent: MGT-4030 Human Resource Management
- MBAC-6500 Global Management
 - ADP Equivalent: OMP-4431 Principles in Management
 - Undergraduate Equivalent: MGT-2000 Management

MBA Specializations

Students can elect to complete one or more specializations to add to their MBA degree program.

How This Works:

- Complete the 36 or 39 core MBA results in a MBA degree.
- Complete the 36 or 39 core MBA and additional hours in a specialization (45 to 57 hours total) which will result in a MBA with a specialization of your choice (you can do one or more).
- You can take your specialization courses while you are taking your core courses or you can complete them at the end of the core course curriculum. We recommend taking at least four core courses before beginning specialization course.

Accounting (24 hours)

MBAA-6305 Business Communication and Organizational Behavior
MBAA-6310 Intermediate Financial Accounting I
MBAA-6315 Intermediate Financial Accounting II
MBAA-6320 Financial Management of Not-For-Profit Organizations
MBAA-6325 Audit Theory and Practice
MBAA-6330 Advanced Accounting
MBAA-6335 Federal Taxation
MBAA-6340 Corporate Taxation

Chief School Business Official (CSBO) (18 hours)

EDL-6150 School District Financial Planning and Analysis
EDL-6211 Principles of School Business Management
EDL-6510 School Fund Accounting and Budgeting
EDL-6520 School Financial Law
EDL-6986 School Business Management Internship I
EDL-6987 School Business Management Internship II

Digital Marketing (12 hours)

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

Finance (12 hours)

MBAF-6455 Fundamentals of Money & Banking
MBAF-6460 Corporate Financial Analysis & Modeling

MBAF-6465 Intermediate Corporate Finance
MBAF-6470 International Finance

Health Care (12 hours)

MBAH-6650 Health Care Systems I
MBAH-6655 Health Care Systems II
MBAH-6670 Innovative Best Practices in Health Care Management
MBAH-6675 Health Care Analytics

Leadership & Change Management (12 hours)

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

Project Management (9 hours)

MBAP-6605 Managing Projects
MBAP-6610 Project Resources and Teams
MBAP-6615 Project Monitoring and Control

Not-for-Profit Management (12 hours)

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

School Business Management (12 hours)

EDL 6150 School District Financial Planning and Analysis
EDL-6211 Principles of School Business Management
EDL-6510 School Fund Accounting and Budgeting
EDL-6520 School Financial Law

Sports Management (12 hours)

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

Master of Church Music Degree Program (MCM) (33 hours)

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

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

Entrance Requirements

Students applying for the Master of Church Music degree will:

- Hold an undergraduate degree in music or its equivalent, with studies in the field of specialty
- Show evidence of completing a senior recital or its equivalent
- Pass entrance exams in music theory, aural skills and music history
- Demonstrate performance ability by audition in organ or voice
- Demonstrate piano skills equivalent to the intermediate level
- Have experience in church music leadership or demonstrate potential

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

Program Requirements

Successful completion of 33 semester hours of coursework including the Master's Capstone Experience. The Master of Church Music program may be completed in four consecutive terms (summer, fall, spring, summer) or five consecutive four-week summer terms. Students must plan to be in residence for at least two consecutive summers.

Areas of Study

Theory (3 hours)

Choose one course:

MUS-6133 Analysis and Compositional Techniques

MUS-6143 Composing for the Liturgy

MUS-6153 Music Theory: Analysis

MUS-6163 Orchestration and Arranging

MUS-6173 Music Theory: Counterpoint

History (3 hours)

Choose one course:

MUS-6213 The Literature of the Organ

MUS-6223 J.S. Bach and the Baroque

MUS-6253 Choral Literature

MUS-6263 20th-Century Music Literature and Techniques

MUS-6343 Music in the Age of Reformation

MUS-6643 The Literature of the Piano

Research (3 hours)

MUS-6243 Music Research and Bibliography

Church Music (13-14 hours)

Required Courses:

MUS-6323 Music for the Contemporary Church

MUS-6333 Traditions of Christian Hymnody

MUS-6353 Studies in Christian Worship: Theology and Music

MUS-6362 Musical Heritage of the Church (2 hours)

Students must take 2-3 hours in either conducting or service playing:

MUS-6322 Service Playing and Liturgical Leadership (2 hours)

MUS-6483 Graduate Choral Conducting

Performance Studies (4-6 hours)

Primary instrument

MUSA-6621 Applied Organ, or MUSA-6631 Applied Voice (4-6 hours)

Secondary instrument

Other applied (0-2 hours)

Theology Electives (0-3 hours)

THY-6020 Psalms

THY-6110 New Testament and Early Christian Worship

THY-6313 Baptism and Eucharist

Music Electives (0-4 hours)

Choose from the remaining music courses listed above plus the following:

MUSA-6110 Applied Composition (1-2 hours)

MUS-6313 Baptism and Eucharist

MUS-6383 Current Issues in Church Music

MUS-6412 Methodologies of Music Learning

MUS-6452 The Children's Choir Techniques and Materials (2 hours)

MUS-6543 Organ Design and Registration

MUSA-6650 Organ Improvisation (1-2 hours)

Other courses may be considered upon consent of the department chair.

Ensemble (one hour; one-half credit per semester or summer)

Supervised Apprenticeship (1 hour)

MUS-6391 Church Music Practicum

Written Comprehensive Examination (0 hours)

Written comprehensive examination (0 hours) to be taken during the semester of, but prior to the completion of, the capstone project.

Capstone Project (1 hour)

MUS-6520 Graduate Recital

The performance may consist of a recital (organ or voice), a lecture-recital, or planning and presenting a hymn festival.

Master of Education in Teaching and Learning (30 hours)

The master of education in teaching and learning at Concordia University Chicago is designed for current educators who desire to deepen their understanding of curriculum, instruction and assessment theory through a practitioner's lens. This program provides innovative teaching strategies with respect to technology in the classroom, diverse student populations, disciplinary literacy, and an increasingly complex assessment environment that responsibly melds national standards and assessment.

Candidates will:

- Integrate foundational theories with sophisticated lesson and curriculum design, exemplary instruction and responsible assessment.
- Develop an understanding of how to respond to the needs of all learners using differentiation, effective instruction and assessment.
- Apply an understanding of diversity in learning to classroom instructional practices.
- Recognize the critical role technology plays in teaching and learning.

Admission and Program Requirements

- Admission acceptance into the Teaching & Learning Program
- Two years of lead teaching experience
- Completion of the Teaching & Learning coursework
- Completion of the Master's Capstone Experience

Master of Education Teaching and Learning (30 hours)

EDI-6035 Assessment of Student Learning
 EDL-6715 Providing Instructional Support
 EDT-6010 Integrating Technology Across the Curriculum
 EDU-6135 Fundamentals of Learning Theory
 EDU-6212 Studies in Literacy and Multiliteracies
 EDU-6500 Curriculum Construction
 EDU-6525 Teacher as Practitioner
 EDU-6556 Seminar in Reflective Practice
 EDU-6565 Addressing Diverse Populations in the Classroom
 EDU-6640 Teacher as Researcher

Master's Capstone Experience

The capstone experience for the master's degree in Teaching and Learning is embedded in the two final courses, Teacher as Researcher and Seminar in Reflective Practice. Candidates will be required to develop and implement a research project based on their interests related to teaching and learning.

Master of Science Degree Programs

Master of Science in Applied Exercise Science (30 hours)

The Master of Science in Applied Exercise Science program was designed in partnership with the National Academy of Sports Medicine (NASM) and the International Society of Sports Nutrition (ISSN). The five distinct concentrations prepare individuals for certification exams with NASM, ISSN and NSCA.

1. The **Fitness and Health Promotion** concentration was designed to meet the needs of individuals who are currently working in, or hoping to enter into a career in the health and fitness industry. This strand prepares individuals for the advanced certifications in personal training.
2. The **Human Movement Science** concentration is an advanced specialization that provides professionals with the knowledge and skills to assist clients with muscle imbalances, musculoskeletal impairments and post-rehabilitation concerns. This strand prepares individuals for the advanced certifications in human movement science.
3. The **Sports Performance and Training** concentration was designed for coaches, athletic trainers and other sports professionals who work with all levels of athletes from high school players up

through Olympic competitors. This strand prepares individuals for advanced certifications in sports performance training.

4. The **Sports Nutrition** concentration was designed for individuals who aspire to provide sound nutrition information to athletes and physically active individuals. This strand prepares individuals for the **Certified Sports Nutritionist (CISSN)** exam.
5. The **Strength & Conditioning** concentration was designed for individuals who have an interest in the theory and practice of strength and conditioning. Students who pursue this program will be prepared to sit for the **National Strength & Conditioning Association's Certified Strength and Conditioning Specialist (CSCS)** exam or other advanced certification in strength and conditioning.

Required Core Courses for All Concentrations (18 hours)

AES-6020 Kinesiology I
AES-6030 Kinesiology II
AES-6050 Research Design and Methods in Exercise Science
AES-6200 Applied Exercise Physiology
AES-6300 Exercise and Sport Nutrition
AES-6990 Capstone

Choose One Area of Concentration:

Human Movement Science Concentration (12 hours)

AES-6500 Principles of Human Movement Science
AES-6520 Program Design in Corrective Exercise Training
AES-6540 Practicum: Human Movement Science
AES-6560 Special Topics Seminar in Human Movement Science

Fitness and Health Promotion Concentration (12 hours)

AES-6400 Principles of Fitness and Health Promotion
AES-6420 Program Design in Fitness and Health Promotion
AES-6440 Practicum: Fitness and Health Promotion
AES-6460 Business Development and Entrepreneurship in Fitness and Health

Sports Performance Training Concentration (12 hours)

AES-6600 Principles of Sports Performance Training
AES-6620 Program Design in Strength and Conditioning
AES-6640 Practicum: Strength and Conditioning
AES-6660 Special Topics Seminar in Strength and Conditioning

Sports Nutrition Concentration (12 hours)

AES-6320 Vitamins & Minerals
AES-6340 Nutrition & Exercise for Weight Management
AES-6360 Practicum: Sports Nutrition
AES-6380 Special Topics in Sports Nutrition

Strength and Conditioning Concentration (12 hours)

AES-6810 Essentials of Strength Training and Conditioning
AES-6820 Advanced Strength and Conditioning Theory

AES-6840 Practicum in Strength and Conditioning
AES-6860 Seminar in Strength and Conditioning

Master of Science in Computer Science (36 hours)

The Master of Science in Computer Science graduate program is designed to prepare students for immediate entry into the nation's professional workforce in computer science. The program, which is coding and design intensive, will help provide advanced-quality graduate studies in the areas of critical importance and great demand (such as software engineering, database, website development, computer networking, cyber security, big data, cloud computing and mobile application development), to the citizens of Illinois, the nation and the world.

Program Objectives

- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design, implementation and evaluation of software systems, processes, components, or programs of varying complexity in a way that meets the desired needs and demonstrates comprehension of the tradeoffs involved in design choices
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- An ability to function effectively on teams to accomplish a common goal
- An understanding of professional, ethical, legal, security and social issues and responsibilities
- An ability to communicate effectively with a range of audiences
- An ability to analyze the local and global impact of computing on individuals, organizations and society
- Recognition of the need for and an ability to engage in continued professional development
- An ability to use current techniques, skills, and tools necessary for computing practice

Admission and Degree Requirements

International applicants with a "3+2" master's degree will be evaluated as equivalent to a 4-year bachelor's degree.

Candidates should demonstrate proficiency in the following prerequisite areas:

- C++ or Java
- Data Structures
- Operating Systems
- Computer Architecture

Note: If the faculty advisor determines that the candidate is deficient in the above prerequisite areas, he/she will assign the candidate to complete and pass CUC undergraduate deficiency courses and earn a grade of C or higher while being enrolled in the Computer Science graduate program. These courses will remain undergraduate credit and will not apply to the graduate degree. The deficiency courses are:

CSC-2410 Computer Science I*
CSC-2510 Computer Science II*
CSC-2710 Computer Organization and Architecture*
CSC-3420 Data Structure and Algorithms*
CSC-4450 Operating Systems*

**The prerequisite courses are assessed per credit hour and are an additional tuition charge to the core Computer Science program.*

Core Requirements (9 hours)

CSC-6021 Data Structures and Algorithms II
CSC-6022 Advanced Data Structures and Algorithms
CSC-6051 Operating System II

Specialization Requirements (18 hours)

Candidates must choose two specializations of 9 credits each from the five specialization tracks below:

Software Engineering

CSC-6160 Software Engineering I
CSC-6161 Software Engineering II
CSC-6162 Advanced Software Engineering

Database Design and Development

CSC-6220 Database Design and Development I
CSC-6221 Database Design and Development II
CSC-6222 Advanced Design and Development (Big Data)

Website Design and Development

CSC-6350 Website Design and Development I
CSC-6351 Website Design and Development II
CSC-6352 Advanced Web Design and Development

Computer Networking and Cyber Security

CSC-6440 Computer Networking and Cyber Security I
CSC-6441 Computer Networking and Cyber Security II
CSC-6442 Advanced Computer Networking and Cyber Security

Mobile Application Design and Development

CSC-6530 Mobile Application Design and Development I
CSC-6531 Mobile Application Design and Development II
CSC-6532 Advanced Mobile Application Design and Development

Breadth Requirements (9 hours)

Candidates must choose at least one course from specialization tracks other than their chosen two. They may take an internship course (CSC-6990 Internship in Computer Science), with the approval of the supervising professor, which may count as a breadth requirement course. However, they need to 1) have a GPA of at least 3.5 after completing at least 18 hours of graduate coursework in order to qualify for the internship course, and 2) provide to the supervising professor a written job proposal from the employer explaining how the internship will address the needs for the development and enhancement of the candidate's master's degree and future as a computer scientist.

Program Planning

Once admitted to the on-campus program, students should schedule a meeting with their faculty advisor to determine if prerequisite coursework is needed, and to complete a program plan which outlines each semester of their graduate program. The outcome of this faculty advising session approves registration and enrollment into the Computer Science program.

Master of Science in Instructional Design and Technology (30 hours)

The Master of Science degree in Instructional Design and Technology is designed for individuals in higher education, the private sector, government and/or nonprofit organizations who are seeking to design instruction and create learning environments in real-world contexts. Through applied research, the IDT program contributes to the improvement of instructional methodologies and the design and implementation of learning innovations.

Required Courses (30 hours)

IDT-6100 Foundations of Instructional Design and Technology

IDT-6200 Social Computing

IDT-6250 Evaluation Methodology Applications in Instructional Design and Technology

IDT-6300 Instructional Strategies for Learning Technologies

IDT-6400 Needs Assessment and Task Analysis

IDT-6500 Project Management for Instructional Design

IDT-6600 Systemic and Technological Innovation

IDT-6700 Human-Computer Interaction and Multimedia Design

IDT-6800 Learning Analytics and Data-Driven Decision Making

IDT-6990 Capstone in Instructional Design and Technology

Post-Master's Endorsement Programs

Professional Educator's License: School Service Personnel Endorsement (School Counselor Endorsement) (48 hours)

The purpose of this program (formerly Type 73 Certification) is to enable students that have a prior master's degree in counseling or a related area to meet licensure/endorsement requirements for the Educator's License with a School Counselor Endorsement in the state of Illinois.

Admission Requirements

- A master's degree from a regionally accredited college or university of higher education in counseling or a related field.
- A transcript evaluation by Concordia University Chicago.
- Completion of 12 semester hours of psychology or sociology with grades of "C" or higher.

Endorsement Requirements

- A minimum of 24 semester hours of required coursework specifically selected to meet State Certification/Endorsement or program requirements must be completed at Concordia University Chicago.
- A transcript evaluation for the Certification/Endorsement.
- Pass the ISBE School Counselor Examination and meet all requirements for entitlement.

Required Courses (36 hours):

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

Electives (3 hours)

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

Suggested Electives:

CED-6225 College Counseling: Preparation, Planning, & Admission
CED-6420 Substance/Alcohol Abuse & Treatment
CED-6550 Family Systems Theory & Therapy
PSY-6040 Applied Psychopathology & Diagnosis

Clinical Experience (9 hours)

CED-6920 Practicum: School Counseling

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

Capstone Experience

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

Illinois Superintendent Endorsement

There are three options to earn the Illinois Superintendent Endorsement:

- 1) Illinois Superintendent Endorsement Only.
- 2) Illinois Superintendent Endorsement with the EdS degree. Students in this program may apply for financial aid. Students must have a previous master's degree in education or related field. This is an advanced study beyond the master's degree but does not require a dissertation.
- 3) Illinois Superintendent with EdD (61 hours) or PhD (67 hours). The first 30 hours of the superintendent program (10 courses) may be applied to the doctoral program. See the doctoral section of the catalog.

Superintendent Endorsement (30 hours)

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

Admission Requirements

- Have a regionally accredited master's degree.
- Have a General Administrative Certificate or Illinois Principal endorsement.
- Have a minimum graduate GPA of 3.5.
- Have a minimum of two years of supervisory or administrative experience in a school or district by the end of the program.

Required Courses: (21 hours)

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

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

EDL-7894 Superintendent Internship I: The Superintendent as an Instructional Leader
EDL-7895 Superintendent Internship II: The Superintendent as Change Agent

EDL-7896 Superintendent Internship III: The Superintendent as HR and Resources Manager

Note: Candidates seeking this endorsement will not be considered program completers until they have passed the mandated state superintendent content test. In addition, students must complete the required administrative academies for Illinois state entitlement.

Education Specialist Degree (EdS) with Illinois Superintendent Licensure (30 hours)

The EdS degree is an educational specialist degree program of advanced study for those individuals who have already completed a master's degree in education. No dissertation is required. The EdS degree qualifies individuals for superintendent, central office, program leader and department director positions in schools.

The EdS Illinois Superintendent Licensure program consists of seven courses (eight weeks in length, face to face) and three internship field-based experiences (16 weeks each in length) which meet the state of Illinois requirements for the Illinois Superintendent Licensure. A required two (2) hour Orientation Program supplements the program and provides the candidate with all resources for the program including portfolio design and development, as well as an overview of all standards of assessment.

Throughout the EdS Superintendent Licensure Program *admission*, internship *enrollment* and *internship* processes, candidates are required to upload documents into an electronic portfolio set up for them in the University's Blackboard Learning Management System. Entries in the portfolio provide evidence of compliance with the requirements established by the Illinois State Board of Education (ISBE) for the Superintendent Licensure program.

Admission requirements are listed in the Graduate Admission section of this catalog. Described below are requirements and all coursework prescribed by ISBE which satisfies the IL Superintendent to be attached to a Professional Educator's License (PEL). The thirty (30) semester hours* of credit listed below are post-master's credit.

Curriculum

All seven courses are 8 weeks in length and are offered face-to-face. An Electronic Portfolio is required for selected assignments from each of the following:

Law & Governance (9 hours)

EDL-7210 Policy Analysis
EDL-7255 Managing Legal and Human Resource Issues
EDL-7301 Ethics for Educational Leaders

Management (6 hours)

EDL-7245 Managing Illinois School District Finances
EDL-7241 Supervisory Theory and Practice

Teacher Evaluator- Growth Through Learning Modules 1-5 (PERA) or two Administrator Academies (January 2019). Check with your local Regional Office of Education.

Principal Evaluator- Two Administrator Academies. Check with your local Regional Office of Education.

Educational Leadership (6 hours)

EDL-7111 Strategies of Educational Leadership
EDL-7260 School and District Improvement Using Data Analysis

Field Based Experience* (9 hours)

EDL-7894 Superintendent Internship I: The Superintendent as an Instructional Leader

EDL-7895 Superintendent Internship II: The Superintendent as Change Agent

EDL-7896 Superintendent Internship III: The Superintendent as HR and Resources Manager

Thirty (30) semester hours may be applied to an EdD or a PhD degree in Educational Leadership. Thirty-one (31) additional semester hours are required for the EdD and thirty-seven (37) additional semester hours are required for the PhD. Both the EdD and the PhD program require a dissertation.

****Concordia University Chicago's field-based experience training meets all Illinois state requirements which include the candidate completing three 16-week internships with their District Superintendent Internship Supervisor (DSIS) and the Concordia University Chicago Internship Supervisor (CUCIS).***

EdS Illinois Superintendent Licensure Completion Requirements

To complete the Illinois Superintendent endorsement, the candidate must also:

- Successfully pass the IL Test #225 (or its successor) at the end of the coursework and internships;
- Successfully complete and pass Principal Evaluator training – Administrative Academies effective January 1, 2019.
- Provide proof of at least two years of full-time administrative or supervisory experience in a public school district or non-public school recognized in accordance with 23 Ill. Adm. Code 425 on the professional educator license endorsed in general administrative principal, chief school business official or director of special education.

Education Specialist Degree (EdS) with Oregon Superintendent Licensure (30 hours)

The Education Specialist (EdS) degree is an educational specialist degree program of advanced study for those individuals who have already completed a master's degree in education. No dissertation is required. The EdS degree qualifies individuals for superintendent, central office, program leader and department director positions in schools.

The EdS Oregon Superintendent Licensure program consists of seven courses (eight weeks in length) and two internship field-based experiences (16 weeks each in length) which meet the state of Oregon requirements for the Oregon Superintendent Licensure. A required two (2) hour Orientation Program supplements the program and provides the candidate with all resources for the program including portfolio design and development, as well as an overview of all standards of assessment.

Required Courses for the EdS Superintendent Licensure Program in Oregon:

EdS with Professional Administrator License (30 hours)

*EDL-7111 Strategies of Ed Leadership Oregon

*EDL-7120 Research Based Decision Making K-12

*EDL-7232 Oregon Finance

*EDL-7242 Supervisory Theory and Practice

*EDL-7252 Oregon Law

EDL-7260 School/District Improvement Using Data Analysis

EDL-7210 Policy Analysis

EDL-7301 Ethics and Equity

Internships are 16 weeks.

*EDL-7897 Oregon ProAL Internship (**no transfer**)

EDL-7895 Superintendent as Change Agent. (**no transfer**)

*** Students may apply thirty (30) semester hours to an EdD or a PhD degree in Educational Leadership. Thirty-one (31) additional semester hours are required for the EdD and thirty-seven (37) additional semester hours are required for the PhD. Both the EdD and the PhD program require a dissertation.

Doctoral Degree Programs

Doctor of Business Administration (60 hours)

The Concordia University Chicago Doctorate in Business Administration (DBA) is designed to meet the demand for doctoral business education that is the next step in individual professional development. The program, one of the top DBA programs in Chicago, provides a further tier of leadership and management preparation beyond the master's level. The DBA creates an opportunity for students and faculty to further cultivate the global perspectives, knowledge and networks already established through the College's expanding global presence. The curriculum, residencies, specializations and the Mentor interface are innovative by design and delivery. A unique feature of Concordia-Chicago's DBA program is that the dissertation process begins immediately, with students choosing a preliminary topic at the beginning of their program of study.

The Concordia-Chicago Doctorate in Business Administration has been designed for professionals who seek professional enrichment and want to focus on real-life business challenges while developing application-oriented research. Seasoned business professionals know that they must blend research with their management practice. They must know how to assess current global trends in business, leadership and management that affect their organizations. The DBA program is committed to scholarly business research, and qualified candidates will have research interests that align with one of the two specializations offered. Those who earn a DBA degree will be prepared to advance in their profession and to use their research expertise to positively impact organizational goals.

Four DBA specializations are offered: Innovation in Health Care Management, Innovations in Human Resources, Marketing Innovations and Strategic Leadership and Innovation.

Required Courses

Core (17 hours)

DBA-7010 Foundations of the Doctoral Experience (2 hours)

DBA-7020 The Global Leader: Social Responsibility and Ethical Decision Making

DBA-7030 Strategy Formulation, Deployment, and Innovation: A Global Perspective

DBA-7040 Global Business Operations

DBA-7050 Business Analytics and Financial Decision Making

DBA-7060 Global Concepts in Strategic Marketing

DBA Mentor Course Rooms (15 hours)

The DBA Mentor course rooms run concurrently with core, research and specialization courses. The Mentor course room begins the student's introduction to the dissertation process starting in the second term of the student's program. Each Mentor course room has a specific deliverable that coincides with one of the elements of the dissertation.

DBA-7404 Accompanying Mentor Course Room 1 (1 hour)

DBA-7405 Accompanying Mentor Course Room 2 (1 hour)

DBA-7406 Accompanying Mentor Course Room 3 (1 hour)

DBA-7407 Accompanying Mentor Course Room 4 (1 hour)

DBA-7408 Accompanying Mentor Course Room 5 (1 hour)

DBA-7409 Accompanying Mentor Course Room 6 (1 hour)

DBA-7401 Mentor Course Room 1

DBA-7402 Mentor Course Room 2
DBA-7403 Mentor Course Room 3

Residencies (3 hours)

DBA-7000 DBA Residency Experience 1 (1 hour)
DBA-7200 DBA Residency Experience 2 (1 hour)
DBA-7300 DBA Residency Experience 3 (1 hour)

Research Methods (10 hours)

DBA-7901 Doctoral Research Design for Business (4 hours)
DBA-7605 Quantitative Data Analysis for Applied Business Research
DBA-7700 Qualitative Data Analysis for Applied Business Research

Specializations (9 hours)

Innovation in Health Care Management

DBAH-7701 Innovative Best Practices in Health Care Management
DBAH-7702 Health Care Analytics and Financial Applications for Health Care Management
DBAH-7703 Governance of Health Care Systems

Innovations in Human Resources

DBAR-7701 Human Resource Foundation and Current Challenges: Theories Models and Practice
DBAR-7702 Human Resources Management Strategic Implementation and Performance
DBAR-7703 Human Resources Management: An International Case Study Approach

Marketing Innovations

DBAM-7701 Advanced Marketing Research
DBAM-7702 Consumer Global and Multicultural Marketing
DBAM-7703 Integrating Distribution Channels and Customers

Strategic Leadership and Innovation

DBAL-7701 Leadership: Strategy and Thought
DBAL-7702 Strategic Leadership Practice
DBAL-7703 Disruptive Innovation Execution

Dissertation (6 semester hours)

DBA-8000 DBA Dissertation Intensive #1
DBA-8010 DBA Dissertation Intensive #2
DBA-8020 DBA Dissertation Continued Studies (0 hours)
DBA-8021 DBA Dissertation Continued Studies (0 hours)

After the completion of the required hours of dissertation, candidates enroll in DBA-8020 and DBA-8021 (as needed) to maintain continuous enrollment in the program.

Please note: As a requirement of graduation, students must publish their dissertations in ProQuest.

Doctor of Education (EdD) and Doctor of Philosophy (PhD)

Program Overview

Leadership is in demand in every type of organization and in every country throughout the world. Graduate degrees in leadership are adaptable to a variety of careers in for-profit, nonprofit, publically held and government organizations. These specialized degrees are designed for professionals who want to take on leadership roles in their profession, association or their own business. Leadership majors are at a unique advantage because the skills learned and mastered are universally appreciated and highly desired. Concordia University Chicago's graduate programs in leadership focus on knowledge and enlightened perspectives about innovative leadership practices. The overarching curriculum focuses on knowledge management, decision-making, conflict and change management, communication, and different and unique approaches to leadership.

Concordia-Chicago offers Ed.D./Ph.D. Degrees in Leadership with the following specializations:

- Chief School Business Official
- Curriculum and Instruction
- Early Childhood Education
- Educational Leadership (non-licensure)
- Educational Leadership (with Illinois Superintendent Endorsement)
- Educational Leadership (with Ohio Superintendent Licensure)
- Educational Leadership (with Oregon ProAL Licensure)
- Educational Technology
- Health and Human Performance
- Higher Education
- Leadership and Gerontology
- Organizational Leadership
- Reading, Language and Literacy
- School Leadership with Ohio Principal Licensure
- Special Education
- Sports Leadership
- Teacher Leadership with Illinois Teacher Leader Endorsement
- Teacher Leadership with Ohio Teacher Leader Endorsement

Academic Information

Transfer of Credit

Graduate work beyond the master's degree satisfactorily completed at a Concordia University System institution may be transferred toward meeting the requirements of the doctoral program to the extent that they satisfy specific course and/or experience requirements or electives for specific doctoral specializations.

Post-master's work at another regionally accredited institution may be accepted toward doctoral degree programs upon approval of the student's advisor, program coordinator and dean of the college.

Graduate courses transferred must have a grade of B or higher and must have been earned no more than 10 years prior to admission to the doctoral program.

Successfully Completed Credit Hours

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

Residency

There is no specific residency requirement for the doctoral program. Each student should consult with her/his faculty advisor to decide if a concentrated course of study would best meet the student's own academic and/or professional needs.

Time Limits

Completion of the doctorate is expected within 10 years of the date of entrance into coursework. Extensions on this time limit may be requested by the student through the advisor and are subject to Dean consideration and approval.

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

Comprehensive Examination

Students must have successfully completed all coursework with a CGPA of 3.0, submit the required Intent to Take Comprehensive Examination Form (no less than six weeks prior to the examination) and register for the examination. The comprehensive examination is a major step that leads to candidacy in the doctoral program.

Upon successful completion of the comprehensive examination the student may apply for doctoral candidacy by submitting the Application for Admission to Candidacy for final approval by the dean of the respective college. Doctoral candidacy must be achieved before the dissertation process begins.

Dissertation

Students must complete original dissertation research as approved by the dissertation committee. According to the Higher Learning Commission approval, Ed.D. candidates may conduct research in their place of employment or at external sites; Ph.D. dissertation research samples and participants must go beyond a candidate's place of employment to include a wider scope of influence and investigation, grounded in a theoretical framework. Please consult the Collegial Cloud in Blackboard for specific procedures related to the dissertation.

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 Dissertation Supervision until program completion.

The following steps are required toward the conferral of your degree after the end of the term:

1. Complete any revisions requested by your dissertation committee.
2. Submit your dissertation for professional copy editing. More information on Concordia-approved copy editors is available upon request.
3. Upload your dissertation to ProQuest for publishing.

Program Procedures for Doctoral Students

1. Communication

All email communication from doctoral students with Concordia University Chicago faculty, program advisors, department chairs, Division staff, dissertation committee members and other University business must be sent from the student's Concordia University Chicago email address.

2. Program Advisor

Doctoral advising is comprehensive and engages students in thinking about and planning for all elements of the program. Each cohort program has its own program advisor. Students will work directly with the program advisor in consultation with the Division of Research and Doctoral Programs for all procedural issues related to the doctoral program. Specific issues related to academic program requirements, transfer credits, changes in your approved program plan must be directed to the appropriate Concordia University Chicago department chairperson.

3. Satisfactory Progress

All students will be monitored for satisfactory academic progress at the following points: comprehensive examination, dissertation proposal defense and dissertation defense. Students are considered to be making satisfactory progress if the grade-point average is 3.0 or higher, all deficiencies have been removed and appropriate progress is being made toward meeting the standards. Students not making satisfactory progress will be placed on academic probation.

4. Continuous Enrollment

Doctoral students must be registered at all times to maintain continuous enrollment in the Doctoral Program. Students who have completed all required coursework must be enrolled in DISS-8000 until program completion.

Any time a student needs to take a temporary hiatus from coursework of the dissertation, he or she must initiate a Stop Out request. Stop Out status indicates that no coursework is being taken. Doctoral Stop Out eligibility, guidelines, time limits and requirements are available from the student's program advisor. Stop Outs must be approved by the dean.

5. Comprehensive Examination

Application for the exam occurs upon completion of coursework with a minimum GPA of 3.0. Please review the Collegial Cloud in Blackboard for specific procedures related to the comprehensive examination.

6. Doctoral Candidacy

Doctoral candidacy occurs upon successful completion of the comprehensive examination.

7. Dissertation

Students must complete original dissertation research as approved by the dissertation committee. Once dissertation work is begun, candidates must be continuously enrolled until program completion. After the completion of the required nine semester hours of DISS-7010, 7020 and 7030, candidates enroll in DISS-8000 to maintain continuous enrollment in the program. Please consult the Collegial Cloud in Blackboard for specific procedures related to the dissertation.

8. Graduation

An "Intent to Graduate" form must be submitted to the Office of the Registrar at least one semester prior to the anticipated conferral of the degree. Requirements toward the conferral of the degree

include the completion of dissertation revisions requested by the committee, a dissertation professionally copy edited, and the dissertation uploaded to ProQuest five (5) weeks after the defense.

Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours): Leadership: Chief School Business Official (CSBO) specialization

This doctoral program provides a solid foundation in school business administration. You will acquire skills in budgeting, facilities management, human resources, public relations and legal issues that are required to be a successful administrator. Coursework in this program is aligned to national and state educational standards and performance indicators as set forth by the NELP National Educational Leadership Program, PSEL Professional Standards of Educational Leaders standards and by the Illinois State Board of Education. Included in the curriculum are six semester hours of clinical experience as required by the state of Illinois to be eligible for the CSBO endorsement. In order to obtain a CSBO endorsement, students will be required to show evidence that they have taken and passed the Illinois CSBO content test #185.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change K-12

EDL-7210 Policy Analysis K-12

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

CSBO Specialization courses (30 hours)

EDL-6150 School District Financial Planning and Analysis

EDL-6211 Principles of School Business Management

EDL-6510 School Fund Accounting and Budgeting

EDL-6520 School Finance Law

EDL-7110 Strategies of Educational Leadership

EDL-7120 Research Based-Decision Making K-12

EDL-7220 HR Administration and Bargaining

EDL-7310 Organization and Community Partnerships

*EDL-6986 Internship I in School Business Management

*EDL-6987 Internship II in School Business Management

*Required capstone experiences for endorsement on the Illinois Professional Educator License (PEL).

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Curriculum and Instruction

The target student population for this degree is candidates who desire to pursue a program as educators and scholars prepared for leadership roles in public or private schools. This program develops educational experts who can design, implement, evaluate, and manage curriculum and instruction programs in K-12 schools.

The goals of doctoral study in the Department of Teaching, Learning, and Diversity, College of Graduate Studies, are to:

- Promote fluency in research and critical thinking within the field of curriculum and instruction, emphasizing both theoretical and practical knowledge;
- Develop competency in curriculum evaluation, development and mapping;
- Improve understanding in the teaching and learning process;
- Build a strong professional background in areas related to curriculum and instruction; and
- Support and lead reform and change efforts related to teacher development in schools.
- The coursework will assist in facilitating the exploration, discussion and understanding of challenges and possibilities of teacher education.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**Foundations/Philosophy/Ethics (12 hours)**

EDL-7140 Organizational Change K-12

EDL-7210 Policy Analysis K-12

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research and Statistics (Ed.D. Track) (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research and Statistics (Ph.D. Track) (16 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7800 Mixed Methods Research
RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)
DISS-7010 Dissertation (3)
DISS-7020 Dissertation (3)
DISS-7030 Dissertation (3)
DISS-8000 Dissertation Supervision (as needed, fee-based)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Curriculum and Instruction Specialization (30 hours)

EDL-7120 Research-Based Decision Making K-12
EDL-7260 School/District Improvement Data Analysis
EDU-7030 The Impact of ESEA on the Educational Landscape
EDU-7100 Curriculum Theory and Design
EDU-7500 Instructional Coaching for Effective Teaching
EDU-7700 Research-Based Instructional Practices
EDU-7420 Multicultural Education: Pedagogy in Practice
EDU-7600 Global Perspectives on Curriculum and Instruction
EDU-7800 Curriculum Leadership
RES-7820 Program Evaluation

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Early Childhood Education

The Ph.D./Ed.D. program in Early Childhood Education is designed to provide candidates with a strong background in research, theory, issues, policies, advocacy and practical experiences in early childhood. Our graduates are prepared as faculty and leaders to design and implement early childhood educational programs in a variety of settings, including: public and private schools and universities, corporate child centers, and for- and nonprofit early childhood community-based centers. The program aligns to the National Association for the Education of Young Children (NAEYC) 2010 Advanced Standards. The program will enable candidates to:

- Understand and promote theoretical and evidence-based foundations of early childhood development and educational learning processes.
- Build and engage in early childhood practices that develop awareness, understanding, respect, and valuing of differences and relationships in families, communities and society.
- Use a variety of assessment tools and practices to plan, evaluate and communicate effective practices in early childhood curriculum and program evaluation.

- Use developmentally effective instructional approaches that are research-based and grounded in theoretical frameworks to support student learning and family connections.
- Use content knowledge that fosters an understanding of early childhood education through research and analysis skills that will further and support current knowledge across academic disciplines.
- Engage in and view professional learning and leadership in advocacy, administration and organization of early childhood programs as a career-long effort and responsibility.
- Participate in a variety of field experiences to further develop knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood education.

Admission:

In addition to admission requirements, two years of teaching, child care or related experience acquired prior to completion of the doctoral program. Employer documentation of this experience must be included on the application for Graduate Admission or within a letter of recommendation.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Philosophy/Ethics (12 hours)

EDL-7140 Organizational Change K-12

EDL-7210 Policy Analysis K-12

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for the Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research for the Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Early Childhood Specialization (30 hours)

ECE-7010 Child Development and the Educational Process
ECE-7020 The Leadership/Supervision of Early Childhood Centers and Programs
ECE-7030 Trends, Issues and Research in Early Childhood Education
ECE-7040 Cultural and Socioeconomic Influences Affecting Diverse Learners
ECE-7050 Models of Assessment
ECE-7060 Curriculum Models in Early Childhood Education
ECE-7070 Language, Literacy and Reading Instruction in Early Childhood Education
ECE-7080 Legal Issues in Early Childhood Education
ECE-7090 Family and Community Relationships and Advocacy
ECE-7110 Early Childhood Education Internship

*International students pursuing a doctoral degree at Concordia University Chicago are required to take EDU-6015 Seminar in Higher Education in addition to the courses required for their degree program. The Seminar is a 3-credit course taken during the student's first term of their semester as an enrolled student. This course will serve as an introduction to the U.S.-based higher education learning environment. Students will work to develop academic language, graduate-level study skills and gain essential support with cultural and institutional acclimatization.

**Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours):
Leadership: Educational Leadership (non-licensure program)**

This doctoral program prepares candidates for public or non-public school or district-wide administrative responsibilities. The program is designed to help the doctoral candidate:

- Promote the success of all students through developing and implementing a shared vision of learning that supports the learning process.
- Develop advanced skills in management of the organization, operations and resources for a safe, efficient and effective learning environment in schools and the district.
- Collaborate with staff, boards of education, students, families and community members in response to diverse educational and community interests and needs as well as mobilize community resources.
- Demonstrate integrity, fairness and ethical behavior to support and advance the development of a moral educational community.
- Understand and respond to the larger political, social, economic, legal and cultural contexts.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)**Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change K-12
EDL-7210 Policy Analysis K-12
EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)
FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Educational Leadership Specialization courses (30 hours)

EDL-6715 Providing Instructional Support

EDL 6775 Leading School-Based Professional Learning Communities (PLCs)

EDL-7110 Strategies of Educational Leadership

EDL-7120 Research-Based Decision Making K-12

EDL-7220 Human Resource Administration and Bargaining

EDL-7230 Educational Finance

EDL-7240 Supervisory Theory and Practice

EDL-7250 Legal Issues for School Districts

EDL-7260 School/District Improvement Using Data Analysis

EDL-7310 Organization and Community Partnerships

**Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours):
Leadership: Educational Leadership (with Illinois Superintendent Endorsement)**

This doctoral program prepares candidates for public or non-public district-wide administrative responsibilities. The program is designed to help the doctoral candidate:

- Promote the success of all students through developing and implementing a shared vision of learning that supports the learning process.
- Develop advanced skills in management of the organization, operations and resources for a safe, efficient and effective learning environment in schools and the district.
- Collaborate with staff, boards of education, students, families and community members in response to diverse educational and community interests and needs as well as mobilize community resources.
- Demonstrate integrity, fairness and ethical behavior to support and advance the development of a moral educational community.
- Understand and respond to the larger political, social, economic, legal and cultural contexts.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change K-12

*EDL-7210 Policy Analysis K-12

*EDL-7301 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Educational Leadership Specialization (21 hours)

*EDL-7111 Strategies of Educational Leadership

EDL-7120 Research-Based Decision Making K-12

*EDL-7241 Supervisory Theory and Practice

*EDL-7245 Managing Illinois School District Finance

*EDL-7255 Managing Legal and Human Resource Issues

*EDL-7260 School/District Improvement Using Data Analysis

EDL-7310 Organization and Community Partnerships

Capstone experience (9 hours)

*EDL-7894 Superintendent Internship I: The Superintendent as an Instructional Leader

*EDL-7895 Superintendent Internship II: The Superintendent as Change Agent

*EDL-7896 Superintendent Internship III: The Superintendent as HR and Resources Manager

*Courses needed for the Illinois superintendent endorsement only.

**Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours):
Leadership: Educational Leadership (with Ohio Superintendent Licensure)**

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

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change K-12

EDL-7210 Policy Analysis K-12

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Educational Leadership Required Courses (30 hours)

EDL-7100 The Superintendency

EDL-7110 Strategies of Educational Leadership

EDL-7120 Research Based Decision Making K-12

EDL-7220 Human Resource Administration and Bargaining

EDL-7230 Educational Finance

EDL-7240 Supervisory Theory and Practice

EDL-7250 Legal Issues for School Districts

EDL-7260 School/District Improvement Through Data Analysis

EDL-7310 Organization and Community Partnerships

EDL-7891 Internship: Superintendent

**Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours):
Leadership: Educational Leadership (with Oregon ProAL Licensure)**

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

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change K-12

EDL-7210 Policy Analysis K-12

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Educational Leadership Specialization (30 hours)

EDL-7100 The Superintendency

EDL-7110 Strategies of Educational Leadership

EDL-7120 Research-Based Decision Making K-12

EDL-7220 Human Resource Administration and Bargaining

EDL-7232 Oregon Educational Finance

EDL-7242 Supervisory Theory and Practice

EDL-7252 Oregon Legal Issues

EDL-7260 School/District Improvement Using Data Analysis

EDL-7310 Organizational and Community Partnerships
EDL-7897 Oregon ProAL Internship

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Educational Technology

The doctorate in educational leadership with a specialization in educational technology develops technology experts responsible for the human resource development, professional development and/or continuing education of employees. Graduates will be able to design, implement, evaluate and manage educational technology programs for uses in a variety of fields, including K-12 education, higher education, corporate training and continuing education in professional settings.

The goals of doctoral study are to develop the abilities for research and critical thinking in the field of educational technology on both a theoretical and practical level; develop competency in technology development, implementation and evaluation; improve the connection between technology and the teaching and learning process; build a strong professional background in areas related to educational technology; and support and lead reform and change efforts related to technology practices and human resource management. The coursework will assist in facilitating the exploration, discussion and understanding of challenges and possibilities of educational technology in a variety of educational settings.

Doctoral Program Core

Foundations/Philosophy/Ethics (12 hours)

EDL-7300 Ethics for Educational Leadership

Select one:

EDL-7210 Policy Analysis K-12

EDL-7211 Policy Analysis Non-K12

Select one:

EDL-7140 Organizational Change K-12

EDL-7141 Organizational Change Non-K12

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research and Statistics (for the Ed.D. Track) (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research and Statistics (for the Ph.D. Track) (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Educational Technology Specialization (30 hours)

EDT-7010 Theories in Educational Technology for Teaching and Learning

EDT-7030 Design of Learning Environments

EDT-7060 Strategic Planning and Evaluation of Technology Programs

EDT-7070 Technology Leadership in Organizations

EDT-7080 Contemporary Issues in Technology and Instructional Design

EDT-7100 Issues in Data Management

EDT-7110 Technology Department Management

Education Strand

EDL-7260 School/District Improvement Using Data Analysis

EDT-7120 Technology Policy Analysis and Development

EDT-7200 Issues in Technology Design and Management

or

Corporate Strand

EDT-7020 Designing for Online Learning Systems

EDT-7040 Human-Computer Interactions for Learning Systems

EDT-7050 Project Management

**Doctor of Education (Ed.D. 61 hours) and Doctor of Philosophy (Ph.D. 67 hours):
Leadership: Gerontology**

The Ph.D. and Ed.D. programs in Leadership and Gerontology provide a multidisciplinary framework from which to respond to existing age-related questions, and intensive, in-depth training for those who want unique preparation for leadership roles for addressing issues related to aging. The doctoral candidate's knowledge base of research methods and theoretical perspectives encompasses various social and basic science disciplines rather than relying on a single disciplinary approach to aging and leadership. The Ph.D. program in leadership and gerontology produces highly qualified and trained social scientists that have training in research methodology and its application in an aging society. The Ed.D. program in leadership and gerontology produces highly qualified and trained stewards of gerontological leadership trained in applied gerontology. Candidates of this degree may actively engage in research, teaching or service in academic or non-academic settings.

Foundations/Policy/Ethics (12 hours)

EDL-7121 Research-Based Decision Making Non-K12

EDL-7141 Organizational Change Non-K12

EDL-7211 Policy Analysis Non-K12

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7800 Mixed Methods Research
RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Topics in Qualitative Analysis

Dissertation/Comprehensive Exam Credit (9 dissertation hours)

COMP-7000 Comprehensive Examination
DISS-7010 Dissertation (3)
DISS-7020 Dissertation (3)
DISS-7030 Dissertation (3)
DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)
Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Doctoral Specialization: Gerontology (30 hours)

GERO-7000 Gerontological Theory
GERO-7500 The Physiology of Aging
GERO-7505 The Psychological Aspects of Aging
GERO-7560 Sociocultural Aspects of Aging
GERO-7800 Demography and Epidemiology of Aging
GERO-7805 Issues in Aging Policy
GERO-7820 Leadership, Applied Ethics, Aging and Global Change
GERO-7810 Foundations of Teaching and Learning in Gerontology
GERO-7900 Diversity in Aging Societies
GERO-7905 Professional Seminar in Gerontology

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Health and Human Performance

The Ph.D. in Leadership – Health & Human Performance is an interdisciplinary degree program designed to prepare students to pursue academic, clinical, leadership and/or research roles in the fields of health promotion, exercise science, kinesiology, human performance and other related disciplines. The program has a strong research orientation and aims to develop outstanding scholars and researchers who create and disseminate new knowledge about issues arising out of the intersection of physical activity, health promotion and human performance. The 58 credit-hour program includes coursework in leadership, health, exercise science, research and statistics, and a 9 credit-hour dissertation requirement.

The Ed.D. in Leadership – Health & Human Performance is an interdisciplinary degree program designed to prepare students to pursue academic, clinical, leadership, and/or research roles in the fields of health promotion, exercise science, kinesiology, human performance and other related disciplines. The program emphasizes a rigorous application of evidence-based research, assessment and scholarship as the basis for identifying and addressing issues arising out of the intersection of physical activity, health promotion and human performance. The 52 credit-hour program includes coursework in leadership, health, exercise science, research and statistics, and a 9 credit-hour dissertation requirement.

Admission Requirements

In addition to admission requirements, a master's degree in Health Science or Exercise Science or related field with a minimum of 3.0 GPA on a 4.0 scale is required.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7141 Organizational Change Non-K12

EDL-7211 Policy Analysis Non K-12

FPR-7011 Philosophical & Theoretical Foundations of Leadership (Ed.D. only)

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)

HHP-7090 Ethical Issues in Health and Human Performance

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam

DISS-7010 Dissertation

DISS-7020 Dissertation

DISS-7030 Dissertation

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Health & Human Performance Specialization (30 hours)

Core (18 hours)

GME-6300 Introduction to Grants

HHP-7000 Cardiovascular Responses to Exercise

HHP-7010 Neuromuscular Responses to Exercise
HHP-7050 Program Design in Physical Activity and Health
HHP-7030 Advanced Exercise and Sports Nutrition
HHP-7060 Health Promotion and Disease Prevention

Cognate (12 hours from one area below)

Health & Human Performance (12 hours required)

HHP-7020 Exercise for Disease Prevention and Management
HHP-7040 Measurement and Evaluation in Health and Human Performance
HHP-7070 The Professoriate
HHP-7100 Seminar in Health & Human Performance

Applied Exercise Science (choose 12 hours)

AES-6200 Applied Exercise Physiology
AES-6300 Exercise and Sport Nutrition
AES-6320 Vitamins and Minerals
AES-6340 Nutrition and Exercise for Weight Management
AES-6380 Special Topics: Seminar in Sports Nutrition
AES-6400 Principles of Fitness and Health Promotion
AES-6420 Program Design in Fitness and Health Promotion
AES-6460 Business Development and Entrepreneurship in Fitness and Health
AES-6500 Principles of Human Movement Science
AES-6520 Program Design in Corrective Exercise Training
AES-6560 Special Topics: Seminar in Human Movement Science
AES-6600 Principles of Sports Performance Training
AES-6620 Program Design in Sports Performance Training
AES-6660 Special Topics: Sports Performance Training

Gerontology (choose 12 hours)

GERO-7000 Gerontological Theory
GERO-7500 The Physiology of Aging
GERO-7505 The Psychological Aspects of Aging
GERO-7560 Socio-Cultural Aspects of Aging
GERO-7800 Demography and Epidemiology of Aging
GERO-7805 Issues in Aging Policy
GERO-7810 Foundations of Teaching and Learning in Gerontology
GERO-7820 Leadership, Applied Ethics, Aging & Global Change
GERO-7900 Diversity in Aging Societies
GERO-7905 Professional Seminar in Gerontology

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Higher Education

The specialization in Higher Education Leadership is designed for graduate students who would like to continue their careers as leaders, administrators and educators in higher education. Offered as a specialization within the doctoral program in Leadership, the higher education specialization focuses on

the administration of colleges, universities and other post-secondary institutions, the policies, practices and issues connected to these institutions, and the cultures and systems in which they operate.

This specialization program encourages students to draw upon and build on knowledge and experiences related to their professional work, while also requiring students to develop strong research skills and a familiarity with evidence-based decision-making. While grounded in topics related to higher education systems in the United States, this emphasis also provides opportunities to explore the internationalization and globalization of higher education.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7141 Organizational Change Non-K12

EDL-7211 Policy Analysis Non K-12

FPR-7011 Philosophical & Theoretical Foundations of Leadership (Ed.D. only)

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)

OLDR-6820 Leadership, Politics, Power & Applied Ethics

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Higher Education Specialization (30 hours)

EDL-7121 Research-Based Decision Making Non-K12

HLDR-6800 Law and Higher Education

HLDR-6810 Institutional Advancement

HLDR-6820 Historical and Society Issues in Higher Education

HLDR-6830 Governance and Leadership in Higher Education

HLDR-6840 Fiscal and Social Responsibility in Higher Education

LDR-7000 Leadership Theories and Professional Practice

LDR-7010 Developing Human Capital
LDR-7030 Promoting and Leading Change
LDR-7040 Leading a Learning Organization

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Organizational Leadership

The Organizational Leadership specialization curriculum is both strategically focused and innovative, aligning contemporary leadership theory with today's best leadership practices. The coursework offers students the opportunity to identify and achieve personal learning objectives and professional goals as well as the opportunity to make immediate and significant contributions to their organizations. Offered as a specialization within the doctoral program in leadership, the organizational leadership specialization will develop scholar practitioners who will grow their organizations by incorporating various methods of strategic planning and forecasting, innovative change initiatives, organizational diagnostic strategies, and purposeful reform interventions.

Core Courses (Ed.D. 31 hours/Ph.D. 37 hours) Foundations/Policy/Ethics (12 hours)

EDL-7141 Organizational Change Non-K12
EDL-7211 Policy Analysis Non K-12
FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. only)
FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)
OLDR-7030 Applied Ethics and Organizational leadership

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7800 Mixed Methods Research
RES-7900 Research Design (4 hours)
Select one:
RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)
DISS-7010 Dissertation (3 hours)
DISS-7020 Dissertation (3 hours)
DISS-7030 Dissertation (3 hours)
DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)
Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Organizational Leadership Specialization (30 hours)

EDL-7121 Research-Based Decision Making Non-K12
LDR-7000 Leadership Theories and Professional Practice
LDR-7010 Developing Human Capital
LDR-7020 Leading the Knowledge Enterprise
LDR-7030 Promoting and Leading Change
LDR-7040 Leading a Learning Organization
OLDR-7010 Follower-Leader Relationship
OLDR-7020 Change, Innovation and Transformative leadership
OLDR-7040 Inclusive Leadership
OLDR-7050 Advanced Seminar in Leadership Strategy

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Reading, Language and Literacy

Concordia University Chicago's doctoral program in reading education provides a theoretical and practical framework for literacy instruction and assessment within an emphasis on current research.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change K-12
EDL-7210 Policy Analysis K-12
FPR-7011 Philosophical and Theoretical Foundations of Leadership

Select one:

EDL-7300 Ethics for Educational Leadership (Ed.D.)
FPR-7300 The Philosophy of Scientific Knowledge (Ph.D.)

Research for the Ed.D. (10 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7900 Research Design (4 hours)

Research for the Ph.D. (16 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7800 Mixed Methods Research
RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Qualitative Analysis

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee based)
DISS-7010 Dissertation (3 hours)
DISS-7020 Dissertation (3 hours)
DISS-7030 Dissertation (3 hours)
DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Reading, Language, and Literacy Core (30 hours)

RLL-7000 Trends and Issues in Literacy Research
RLL-7010 Instructional Approaches Related to Reading, Writing & Language
RLL-7020 Development and Evaluation of Literacy Programs
RLL-7030 Policy and Politics of Reading, Language and Literacy
RLL-7040 Cultural and Socioeconomic Perspectives of Literature and Literacy
RLL-7050 New Literacies and Multiliteracies in Education
RLL-7060/7061 Internship in Reading, Language and Literacy (32 weeks, 6 hours)
RLL-7200 Literacy Supervision, Leadership and Coaching
RLL-7310 Writing is Recorded Thinking: Research, Theory and Application

**Doctor of Education (Ed.D. 61 hours) or Doctor of Philosophy (Ph.D. 67 hours):
Leadership: School Leadership (with Ohio Principal Licensure)**

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

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7110 Strategies of Educational Leadership
EDL-7120 Research Based Decision Making K-12
EDL-7210 Policy Analysis

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)
FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES 7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7800 Mixed Methods Research
RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)
DISS-7010 Dissertation (3 hours)
DISS-7020 Dissertation (3 hours)
DISS-7030 Dissertation (3 hours)
DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)
Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Educational Leadership Required Courses (30 hours)

EDL-6121 Ohio: Supervision and Improvement of Instruction
EDL-6131 Ohio: School Evaluation and Change Process
EDL-6201 Ohio: School Finance and Business Management
EDL-6220 School Organization and Human Resources
EDL-6231 Ohio: School Law
EDL-6241 Ohio: Instructional Leadership
EDL-6300 Ethics of School Leadership
EDL-7310 Organization and Community Partnerships
EDL-6983 Ohio School Internship I
EDL-6984 Ohio School Internship II

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Special Education

The doctoral program in Special Education is designed for candidates who desire to continue their education as educators and scholars prepared for leadership roles in the area of special education in public or private institutions. This program develops special education experts who can design, implement, evaluate, manage and lead programs in a variety of public and private settings.

The goals of doctoral study in this program are to develop the abilities for research and critical thinking in the field of special education, with a theoretical and practical knowledge; to develop competency in special education leadership, curriculum access and program evaluation; to improve understanding of the needs of families as it relates to special services; to understand the role of advocacy in supporting key stakeholders; and to support and lead reform and change efforts related to teacher development in special education.

Admission and Program Requirements

Master's degree in Special Education or a related field.

Required Courses**Doctoral Program Core****Foundations/Philosophy/Ethics (12 hours)**

EDL-7140 Organizational Change K-12
EDL-7300 Ethics for Educational Leaders
FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. only)
FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)
FPR-7400/EDL-7210 Policy Analysis K-12

Research and Statistics (Ed.D. track) (10 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7900 Research Design

Research and Statistics (Ph.D. Track) (16 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Special Education Specialization (30 hours)

EDL-6310 Schools, Families, and Community Partnerships

EDL-7120 Research Based Decision Making K-12

SPED-6250/EDL-6250 Special Education Law and Policy

SPED-6375 Supervision of Programs for Children with Disabilities

SPED-7010 Assistive Technology for Students with Disabilities

SPED-7020 Principles of Applied Behavior Analysis

SPED-7030 Seminar in Low Incidence Disabilities

SPED-7040 Seminar in High Incidence Disabilities

SPED-7060 Current Issues and Trends in Special Education

SPED-7100 International Perspectives in Special Education

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours)

in Leadership: Sports Leadership

The sports leadership specialization curriculum provides professional preparation for management and leadership positions with professional sports teams, intercollegiate and intramural athletics and recreation programs at secondary and post-secondary institutions, colleges and universities and amateur athletic organizations.

Offered as a specialization within the doctoral program in leadership, the sports leadership specialization provides professional preparation for careers in private and public health and fitness clubs, corporate fitness and wellness programs, sports stadiums and arenas, and the sports marketing, management and communications firms that service the larger marketplace.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7211 Policy Analysis Non K-12

EDL-7141 Organizational Change Non-K12

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D.)

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only)

SPML-6030 Sports Leadership & Ethics

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis
RES-7700 Qualitative Research
RES-7800 Mixed Methods Research
RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)
DISS-7010 Dissertation (3 hours)
DISS-7020 Dissertation (3 hours)
DISS-7030 Dissertation (3 hours)
DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)
Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Sports Leadership Specialization (30 hours)

EDL-7121 Research-Based Decision Making Non-K12
LDR-7000 Leadership Theories and Professional Practice
LDR-7010 Developing Organization's Human Capital
LDR-7020 Leading the Knowledge Enterprise
LDR-7030 Promoting and Leading Change
SPML-6010/MBAS-6810 Essentials of Law
SPML-6090 Sports Administration
SPML-7010 Advanced Topics in Sports Administration
SPML-7020 Seminar in Sports Marketing
SPML-7030 Seminar in Advanced Sports Economics and Finance

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours):**Leadership: Teacher Leadership with Illinois Teacher Leader Endorsement**

The doctoral program in Illinois Teacher Leadership is designed for graduate students who would like to continue their careers as facilitators, instructional coaches, curriculum specialists, coordinators of district initiatives, trainers, and building- and district-level teacher leaders in various educational settings. The teacher leadership doctoral program focuses on fostering instructional improvement for increased student achievement, promoting teacher and staff development and growth, organizational change and school cultures, and outreach to families and communities.

This doctoral program encourages students to draw upon and build on knowledge and experiences related to their professional work, while also requiring students to develop strong research skills and a familiarity with data, school and instructional improvement, adult growth and development, and

evidence-based decision-making. While grounded in topics related to teacher leadership, this program also provides opportunities to explore teacher and instructional leadership in various education settings: preK-12 education, nonprofit organizations, corporations and agencies.

Doctoral Program Core (Ed.D. 31 hours/PhD 37 Ph.D. hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change K-12

EDL-7210 Policy Analysis K-12

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Teacher Leadership Specialization (30 hours)

EDL-6715 Providing Instructional Support

*EDL-6775 Leading School-Based Professional Learning Communities (PLC's)

*EDL-7110 Strategies for Educational Leaders

*EDL-7120 Research-Based Decision Making K-12

*EDL-7240 Supervisory Theory and Practice

*EDL-7260 School/District Improvement Using Data Analysis

*EDL-7310 Organization and Community Partnerships

EDU-7100 Curriculum Theory and Design

EDU-7500 Instructional Coaching for Effective Teaching

Capstone Experience:

*EDL-6988 Teacher Leader Practicum

*Courses needed for the Illinois TL endorsement only.

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours): Leadership: Teacher Leadership with Ohio Teacher Leader Endorsement

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

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change K-12

EDL-7210 Policy Analysis K-12

EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (Ph.D. track)

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research for Ph.D. Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Topics in Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (0 hours) (fee-based, as needed)

Upon completion of the nine required hours of DISS-7010, 7020 and 7030, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Teacher Leadership Specialization (30 hours)

EDL-6715 Providing Instructional Support

EDL-6725 Building Collaborative Relationships*

EDL-6775 Leading School-Based Professional Learning Communities

EDL-6988 Teacher Leader Practicum*

EDL-7110 Strategies of Educational Leadership

EDL-7120 Research-Based Decision Making K-12

EDL-7260 School/District Improvement Through Data Analysis*
EDL-7310 Organization and Community Partnerships
EDU-7500 Instructional Coaching for Effective Teaching*
EDU-7100 Curriculum Theory and Design
*Required courses for the Ohio TL endorsement

Endorsements, Approvals and Certificates

State of Illinois Endorsements

Asterisk (*) denotes Subsequent Endorsement for educators with a current Professional Educator License (PEL) in Illinois. Public Teacher Education Candidates are strongly recommended to add at least one endorsement to their Professional Educator License. **Please Note:**

- Course(s) must be a 100-level or higher to be used toward an endorsement
- Course(s) must be passed with a grade of “C-” or higher
- Course(s) must be submitted on an official transcript from a regionally accredited college or institution
- The correlating content exam must also be passed to obtain the specific endorsement

Chief School Business Official Endorsement

The Chief School Business Official endorsement provides a solid foundation in school business administration. You will acquire skills in budgeting, facilities management, human resources, public relations and legal issues that are required to be a successful administrator. Coursework in this program is aligned to national and state educational standards and performance indicators as set forth by the NELP National Educational Leadership Program, PSEL Professional Standards of Educational Leaders standards and by the Illinois State Board of Education. Included in the curriculum are six hours of clinical experience as required by the state of Illinois to be eligible for the CSBO endorsement. In order to obtain a CSBO endorsement, students will be required to show evidence that they have taken and passed the Illinois CSBO content test #185.

Curriculum for this endorsement on your Professional Educator License (PEL) depends on the major area of your master’s degree program.

- Master of Business Administration, Accounting, Finance or Public Accounting — 18 semester hour program
- Master of Education — 24 semester hour program
- Other master’s degree — 30 semester hour program

Chief School Business Official (CSBO) endorsement - non-degree (18 hours)

(for those with a master’s degree in Accounting, Business Administration, Finance or Public Accounting)
An MBA, MPA or master’s degree in finance or accounting is required to enter this program. Through this program of study, students will meet state coursework requirements for the Illinois CSBO endorsement. Students must pass the appropriate state content exam to receive endorsement.

Required Coursework

EDL-6150 School District Financial Planning and Analysis
EDL-6211 Principles of School Business Management

EDL-6510 School Fund Accounting and Budgeting
EDL-6520 School Finance Law
*EDL-6986 Internship I in School Business Management
*EDL-6987 Internship II in School Business Management

*Required capstone experiences for endorsement on the Illinois Professional Educator License (PEL).

Chief School Business Official (CSBO) endorsement - non-degree (24 hours)

(for those with a master's degree in Education)

A master's degree in Education is required to enter this program. Through this program of study, students will meet state coursework requirements for the Illinois CSBO endorsement. Students must pass the appropriate state content exam and other requirements to receive endorsement.

Required Coursework

EDL-6150 School District Financial Planning and Analysis
EDL-6211 Principles of School Business Management
EDL-6220 School Organization and Human Resources
EDL-6310 Schools, Parents, and Community Relations
EDL-6510 School Fund Accounting and Budgeting
EDL-6520 School Finance Law
*EDL-6986 Internship I in School Business Management
*EDL-6987 Internship II in School Business Management

*Required capstone experiences for endorsement on the Illinois Professional Educator License (PEL).

Chief School Business Official (CSBO) Endorsement — non-degree (30 hours)

(for those with a master's degree in an area other than Education, Accounting, MBA, Finance or MPA)

Required Coursework

EDL-6150 School District Financial Planning and Analysis
EDL-6211 Principles of School Business Management
EDL-6510 School Fund Accounting and Budgeting
EDL-6520 School Finance Law
EDL-7110 Strategies of Educational Leadership
EDL-7120 Research Based-Decision Making K-12
EDL-7220 HR Administration and Bargaining
EDL-7310 Organization and Community Partnerships
*EDL-6986 Internship I in School Business Management
*EDL-6987 Internship II in School Business Management

*Required capstone experiences for endorsement on the Illinois Professional Educator License (PEL).

Early Childhood Endorsement (18 hours)*

Based on the National Association for the Education of Young Children's (NAEYC) Advanced Standards and the test framework for the Illinois Early Childhood Content Test, this program is

designed to help prepare Illinois educators to meet the course requirements needed for the Illinois Early Childhood Endorsement. This program will enable candidates to:

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

To that end, DLECE is proposing the following courses to meet these guidelines:

ECE-6320 Child Development and Ethics in Early Childhood Education
ECE-6105 Observation and Assessment
ECE-6115 Infant and Toddler Curriculum
ECE-6100 Early Childhood Curriculum and Content, Ages 3-5
EDU-6200 Beginning Reading
ECE-6160 Child, Family, and Multicultural Community

Passage of the Illinois Early Childhood Education Content Test 206. Students should seek entitlement through the Office of the Registrar.

Elementary Education Endorsement*

Requirements that need to be met to add Elementary Education:

1. Established Illinois Professional Educator License
2. Passing score on Elementary Content Test (#197-200)
3. 18 credit hours in Elementary Education, including: (1) Growth and Development, (2) Planning and Assessment, (3) Methods and Content Pedagogy, and (4) Literacy Methods

Required Courses (18 hours)

EDUC-2020 Human and Cognitive Development (3 hours) *(fulfills Growth and Development requirement)*
EDEL-4923 Assessment (2 hours) *(fulfills Planning and Assessment requirement)*
EDEL-3500 Content & Methods for Elementary Literacy (3 hours) *(fulfills Literacy Methods requirement)*
(Prerequisite: EDUC-2500)

**Student may choose from the following Content and Methods courses to fulfill the remaining 18 credit hours:*

EDEL-4901 Content and Methods for Elementary Art (3 hours)
EDEL-4902 Content and Methods for Elementary Music (3 hours)
EDEL-4903 Content and Methods for Elementary Social Science (3 hours)

EDEL-4905 Content and Methods for Elementary Mathematics (3 hours)
EDEL-4906 Content and Methods of Elementary Physical Education & Health (3 hours)
EDEL-4907 Content and Methods for Elementary Science (3 hours)

English as a Second Language Endorsement (18 hours)*

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

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

Required Courses (18 Hours)

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

100 hours of field experience in ESL classrooms required.

English as a Second Language and Bilingual Endorsement* (21 hours)

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

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

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

Required Courses (21 Hours)

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

Gifted Teacher Endorsement (24 hours) (subsequent endorsement – 18 hours)*

Concordia University Chicago's Gifted Teacher Endorsement Program is designed for licensed educators with two or more years of teaching experience who are interested in developing an understanding of and developing programs for High Achieving, Gifted and Talented students. This program develops and refines teachers' competencies in research-proven theory and instructional practice to meet the diverse, specialized needs of all learners in a variety of school settings. This course of study builds and strengthens a theoretical understanding of the foundations of Gifted Education while expanding the practical skills necessary to be successful as a teacher, and prepares educators to serve as teacher leaders in planning and implementing programs that address the specific needs of gifted and talented students.

This program provides a Gifted Teacher endorsement that matches the grade level on the student's existing Professional Educator's License (PEL). This program prepares candidates to take the stated Gifted Teacher examination, Gifted Education 312.

As part of the course of study, candidates will be required to complete a practicum. The practicum consists of an approved eight-week field experience in a PK-12 setting that offers programs for gifted students. The field experience allows candidates opportunities to provide professional development, leadership, and to practice using instructional strategies and assessment materials as well as model an appropriate mindset for meeting the needs of students who are gifted or talented.

The endorsement program will enable candidates to:

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

Required Courses (24 hours)

EDU-6710 Giftedness, Research & Policy*
EDU-6720 Identification, Assessment and Evaluation of Instructional Models for Gifted Learners*
EDU-6730 Learning Environments for Gifted Education
EDU-6760 Social & Emotional Needs of Gifted Learners

EDU-6715 Curriculum Development for Gifted and Talented Learners*
EDU-6725 Differentiated Instruction for Gifted and Talented Learners*
EDU-6735 Assessing Gifted and Talented Students*
EDU-6745 Gifted and Talented Practicum (P-12)*

Passage of the Illinois Gifted Teacher Content Test (#312)

Illinois Principal Preparation Endorsement Only

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

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

Application for the Illinois Principal endorsement on the professional educator license (PEL) is made through the Office of the Registrar following completion of the CUC program of study, passing a year-long internship, passing the Illinois principal content exams (195 and 196) and successful completion of the two Administrator Academies on Teacher Evaluation. Candidates must hold a master's degree from an accredited university.

Required Courses (30 hours)

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

Capstone Experience

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

(EDL-6993 and EDL-6994). Prerequisite: The student must be in the Principal Preparation Program. Students must consult with their Graduate Student Advisor before registering for these courses.

Illinois Superintendent Endorsement (30 hours)

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

Admission Requirements

- Have a regionally accredited master's degree.
- Have a General Administrative Certificate or Illinois Principal endorsement.
- Have a minimum graduate GPA of 3.5.
- Have a minimum of two years of supervisory or administrative experience in a school or district by the end of the program.

Required Courses: (21 hours)

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

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

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

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

Illinois Teacher Leadership Endorsement (21 hours)

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

- Develop a leadership style to fit diverse populations, situations and settings.
- Gain knowledge of leadership frameworks and models of shared governance and to understand and use teacher evaluation models.
- Become skilled in building and leading effective teams; including team formation, dynamics, management and growth.
- Become a self-assured and effective instructional coach, taking a mentoring/teaming approach in improvement of classroom instruction.
- Improve instruction through multiple uses of building and district student data, research-based instructional models, and collaboration with colleagues.

- Understand diverse learners (including students with IEP, ELL, underrepresented and at-risk, including the IL Social and Emotional Learning Standards).
- Serve as a facilitator of change within a school system and engage in planning and management of tasks to support change and implement initiatives.
- Work with families, colleagues, building/district leadership, and the larger school community for increased student performance.

Required Courses (21 hours)

EDL-6120 Supervision and Improvement of Instruction
 EDL-6130 School Evaluation and Change Processes
 EDL-6140 Curriculum and Assessment: Framework for Student Learning
 EDL-6310 Schools, Families, and Community Partnerships
 EDL-6725 Teacher Leader: Building Collaborative Relationships
 EDL-6775 Leading School-based Professional Learning Communities
 EDL-6988 Teacher Leader Practicum*

Capstone Experience*

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

Middle Grades Literacy Endorsement* (18 hours)

Requirements that need to be met to add Middle Grades Literacy:

- Established Illinois Professional Educational License
- Passing score on Middle Grades Language Arts Content Test (#201)
- **Required courses (12 hours)**

EDUC-2400 Literature for Children, Adolescents & Young Adults (3 hours)
 EDMG-4220 Literacy Instruction in the Content Areas (3 hours)
 EDMG-3000 Middle Grades: Development and Philosophy (3 hours)
 EDMG-4900 Content & Methods for Middle Grades Literacy (3 hours)

6 or more credit hours must be completed in English/Literacy content:

Possible undergraduate options for coursework include the following:

COM-1100 Speech Communication
 EDEL-3500 Content & Methods for Elementary Literacy
 EDSC-4602 Content & Methods for Secondary English
 EDUC-2300 Theoretical Foundations of Teaching ESL Students
 ENG-4150 Literature and Related Media for Adolescents)
 EDUC-2700 Linguistics and Language Development for Diverse Learners
 EDUC-2500 Foundations of Literacy
 ENG-1100 English Composition
 ENG-2000 Writing about Literature
 ENG-2200 Non-Western Literature
 ENG-2300 Greek and Roman Mythology
 ENG-2400 African American Literature
 ENG-2220 U.S. Latina/o Literature(s)

ENG-3100 British Literature I
ENG 3200 British Literature II
ENG 3300 Major American Authors
ENG-4000 Literary Theory and Criticism
ENG-4340 Romantic Period
ENG-4350 Victorian Age
ENG-4370 Shakespeare
ENG-4420 American Renaissance
ENG-4430 American Realism and Naturalism
ENG-4520 Twentieth-Century American Fiction
ENG-4530 Twentieth-Century Poetry
ENG-4710 Classical World Literature
ENG-4720 Modern World Literature

Middle Grades (5-8): Mathematics Endorsement* (18 hours)

Requirements that need to be met to add Middle Grades Math:

- Established Illinois Professional Educational License
- Passing score on Middle Grades Math Content Test (#202)
- EDMG-3000 Middle Grades: Development and Philosophy (3 Credits)
- **Required courses (15 hours)**

Possible undergraduate options for coursework include the following:

EDMG-4905 Content & Methods for Middle Grades
MAT-1411 Mathematics for Teachers: Numbers and Measurement
MAT-1820 Pre-Calculus
MAT-2000 Statistics
MAT-2100 Discrete Mathematics
MAT-2200 History of Mathematics
MAT-2400 Calculus for Business and Life Sciences
MAT-2500 Calculus I (4 hours)
MAT-2600 Calculus II (4 hours)
MAT-3100 Calculus III (4 hours)
MAT-3200 Differential Equations
MAT-3500 Mathematical Proof
MAT-3600 Linear Algebra
MAT-3700 College Geometry
MAT-4300 Number Theory
MAT-4610 Group Theory
MAT-4620 Ring Theory
MAT-4730 Probability Theory
MAT-4740 Mathematical Statistics
MAT-4810 Real Analysis
MAT-4820 Complex Analysis

Middle Grades (5-8): Science Endorsement* (18 hours)

Requirements that need to be met to add Middle Grades Science:

- Established Illinois Professional Educational License
- Passing score on Middle Grades Science Content Test (#203)
- EDMG-3000 Middle Grades: Development and Philosophy (3 Credits)
- **Required courses (15 hours)** must be completed in ***both*** Biological and Physical Science.

Possible undergraduate options for coursework include the following:

EDSC-4618 Content and Methods: Teaching Science at the Middle/Secondary Level

EDMG-3400 Integrated Sciences: STEM

NSCI-1110 Concepts in Chemistry and Biology (4 hours)

NSCI-1120 Concepts in Physics and Earth Science (4 hours)

BIO-1201 Biology in the World Today (4 hours)

BIO-2011 General Biology I (4 hours)

BIO-2012 General Biology II (4 hours)

BIO-3215 Microbiology (4 hours)

BIO-3230 Cell Biology (4 hours)

BIO-3310 General Ecology (4 hours)

CHE-1110 Consumer Chemistry (4 hours)

CHE-2200 Fundamentals of Chemistry (4 hours)

CHE-2300 Introduction to Organic & Biological Chemistry (4 hours)

CHE-2211 General Chemistry I (4 hours)

CHE-2212 General Chemistry II (4 hours)

EAS-1105 Elements of Earth Science

EAS-1110 Global Environmental Issues (2 hours)

EAS-2100 Physical Environment—Midwestern U.S.

EAS-3010 Meteorology and Climatology (4 hours)

EAS-3200 Astronomy (4 hours)

EAS-3300 Environmental Education

EAS-3310 General Ecology (4 hours)

PHY-1110 Physics of Things We Use (4 hours)

PHY-2121 Elementary Physics I (4 hours)

PHY-2122 Elementary Physics II (4 hours)

PHY-3210 Astronomy (4 hours)

Middle Grades (5-8): Social Sciences Endorsement* (18 hours)

Requirements that need to be met to add Middle Grades Social Sciences:

- Established Illinois Professional Educational License
- Passing score on Middle Grades Social Studies Content Test (#204)
- EDMG-3000 Middle Grades: Development and Philosophy (3 Credits)
- **Required courses (15 hours)** must be completed in ***both*** Biological and Physical Science.

Possible undergraduate options for coursework include the following:

HIS-1200 History of the American People to 1877
HIS-1250 History of the American People since 1877
HIS-3210 History of Illinois
HIS-1325 Survey of the World Since 1350
HIS-1315 Survey of the World to 1350
HIS-2100 Seminar in Writing and Researching History
HIS-4225 Antebellum America
HIS-4240 Contemporary America
HIS-4250 American Religious Experience
HIS-4270 U.S. Diplomatic History
HIS-4130 Age of Reform, 1400-1650
HIS-4150 Europe in Our Time, 1918 to Present
HIS-4155 Rise and Decline of Modern Europe, 1799-1918
HIS-4140 Twentieth-Century Europe
HIS-4160 Europe's Road to Modernity 1650-1799
HIS-4300 Twentieth-Century World History
HIS-4310 Non-Western Historical Studies
GEO-1200 World Geography: Cultural Patterns
GEO-1100 Geography of North America
GEO-1300 The Developing World
POS-1100 American Government & Politics
ATH-2020 Introduction to Cultural Anthropology
NSCI-1981 Introduction to Sustainability (4 hours)
EAS-1105 Elements of Earth Science (4 hours)
ECO-1100 General Education Economics
ECO-2200 Macroeconomics
EDSC-4619 Content and Method for Middle/Secondary Social Science

Middle Grades (5-8): Social Sciences - Geography Endorsement* (18 hours)

Requirements that need to be met to add Middle Grades Social Sciences - Geography:

- Established Illinois Professional Educational License
- Passing score on Middle Grades Social Studies Content Test (#204)
- EDMG-3000 Middle Grades: Development and Philosophy (3 Credits)
- **Required courses (15 hours)** must be completed in social sciences:

Possible undergraduate options for coursework include the following:

GEO-1100 Geography of North America
GEO-1200 World Geography: Cultural Patterns
GEO-1300 The Developing World
HIS-1200 History of the American People to 1877
ATH-2020 Cultural Anthropology
EAS-1105 Elements of Earth Science (4 hours)
NSCI-1981 Introduction to Sustainability (4 hours)
EDMG-4912 Content and Methods for Middle Grades Social-Science Geography

Reading Teacher Endorsement (18 hours)*

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

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

EDU-6212 Studies in Literacy and Multiliteracies

EDU-6228 Diagnosis in Reading Instruction

EDU-6229 Remediation in Reading Instruction

EDU-6294 Practicum I in Reading Instruction

EDU-6232 Secondary Reading Instruction

EDU 6300 Research in Children's Literature

Passage of the Illinois Reading Teacher Content Test (#177)

Secondary Biology Endorsement* (18 hours)

Requirements that need to be met to add Secondary Biology:

- Established Illinois Professional Educator License
- Passing score on Biology Content Test (#105 or #239)
- **Required courses (18 credit hours)** in Biology: (Acceptable areas of coursework for endorsements: anatomy, bacteriology, biochemistry, biology, botany, embryology, endocrinology, ethology, evolution, genetics, herpetology, microbiology, mycology, ornithology, paleontology, physiology, plant taxonomy, synecology and zoology)

Possible undergraduate options for coursework include the following:

BIO-2011 General Biology I (4 hours)

BIO-2012 General Biology II (4 hours)

BIO-2111 Anatomy and Physiology I (4 hours)

BIO-2112 Anatomy and Physiology II (4 hours)

BIO-2500 Fundamentals of Microbiology (4 hours)

BIO-3215 Microbiology (4 hours)

BIO-3410 Plant Biology (4 hours)

BIO-3510 Vertebrate Biology (4 hours)

BIO-3520 Invertebrate Biology (4 hours)

BIO-3712 Biochemistry (4 hours)

BIO-4225 Genetics (4 hours)

BIO-4230 Bacterial Genetics (4 hours)

BIO-4235 Embryology (4 hours)

BIO-4335 Comparative Vertebrate Anatomy (4 hours)

BIO-4900 Seminar in Biology (3 hours)

Secondary Chemistry Endorsement* (18 hours)

Requirements that need to be met to add Secondary Chemistry:

- Established Illinois Professional Educator License
- Passing score on Chemistry Content Test (#106)
- **Required courses (18 credit hours)** in Chemistry: (Acceptable areas of coursework for endorsements: analytical chemistry, atomic structures, biochemistry, chemistry, organic chemistry, physical chemistry and quantitative chemistry)

Possible undergraduate options for coursework include the following:

CHE-2211 General Chemistry I (4 hours)
 CHE-2212 General Chemistry II (4 hours)
 CHE-2300 Introduction to Organic and Biological Chemistry (4 hours)
 CHE-3311 Organic Chemistry I (4 hours)
 CHE-3312 Organic Chemistry II (4 hours)
 CHE-3410 Analytical Chemistry (4 hours)
 CHE-3510 Inorganic Chemistry (4 hours)
 CHE-3712 Biochemistry (4 hours)
 CHE-4901 Seminar in Chemistry (3 hours)

Secondary English Language Arts Endorsement* (18 hours)

Requirements that need to be met to add Secondary English Language Arts:

- Already established Illinois Secondary Professional Educator License
- Passing score on English Language Arts Content Test (#207)
- **Required courses (18 credit hours)** in English Language Arts: (Acceptable areas of coursework for endorsements: English: American and British literature, communication (in English/Communications Dept.), composition, English grammar, film (in Literature Dept.), language arts methods, language components (semantics, syntax, phonemes, morphemes), linguistics (not ESL/bilingual), literacy, literary forms (poetry, fiction/non-fiction, drama, etc.), literary techniques (dialect, narration, etc.), rhetoric (grammar/writing), vocabulary; Journalism: broadcasting, proofreading/editing; Reading: see distribution; Speech: interpersonal communications, oral communication, oral interpretation and group discussion, public relations (in English/Communication Dept.), public speaking, speech, voice and movement techniques.

Possible undergraduate options for coursework include the following:

ENG-2000 Writing About Literature
 ENG-2100 Linguistics
 ENG-2200 Non-Western Literature
 ENG-2210 Society and Literature
 ENG-3000 Introduction to Creative Writing
 ENG-3020 Writing: Style and Strategy
 ENG-4150 Literature/Related Media for Adolescents
 ENG-4310 Anglo-Saxon and Medieval British Literature: 600-1500
 ENG-4330 Restoration/Neo-Classicism: 1660-1785
 ENG-4340 Romantic Period: 1785-1832
 ENG-4350 Victorian Age: 1832-1901
 ENG-4360 Development of the English Novel
 ENG-4370 Shakespeare
 ENG-4410 Early American Literature
 ENG-4420 American Renaissance

ENG-4430 American Realism and Naturalism
ENG-4510 Twentieth-Century British Fiction
ENG-4520 Twentieth-Century American Fiction
ENG-4530 Twentieth-Century Poetry
ENG-4810 Creative Nonfiction
ENG-4820 Writing Poetry
ENG-4820 Writing Poetry
ENG-4825 Writing Fiction
ENG-4900 Seminar in English

Secondary Mathematics Endorsement* (18 hours)

Requirements that need to be met to add Secondary Mathematics:

- Established Illinois Professional Educator License
- Passing score on Math Content Test (#208)
- **Required courses (18 credit hours)** in Math: (Acceptable areas of coursework for endorsements: abstract algebra, analytical geometry, applied matrix theory, calculus, computer science (mathematical aspects), data analysis, differential equations, discrete structures, Euclidean and non-Euclidean geometry, finite mathematics, geometry, high school mathematics methods, history of mathematics, linear algebra, modern algebra, number theory, probability, regression analysis calculus, statistics, trigonometry and upper-level courses such as Fourier analysis.

Possible undergraduate options for coursework include the following:

MAT-1010 Advanced Intermediate Algebra
MAT-1550 Finite Mathematics
MAT-1805 College Algebra
MAT-1820 Pre-Calculus
MAT-2000 Statistics
MAT-2100 Discrete Mathematics
MAT-2200 History of Mathematics
MAT-2300 Problem Solving with Number Theory
MAT-2500 Calculus I (4 hours)
MAT-2600 Calculus II (4 hours)
MAT-3100 Calculus III (4 hours)
MAT-3200 Differential Equations
MAT-3600 Linear Algebra
MAT-3700 College Geometry
MAT-4300 Number Theory
MAT-4730 Probability Theory
MAT-4740 Mathematical Statistics
MAT-4810 Real Analysis
MAT-4820 Complex Analysis
EDSC-4606 Content & Methods of Middle/Secondary Math

Secondary Social Science: History Endorsement* (18 hours)

Requirements that need to be met to add Secondary Social Science: History:

- Established Illinois Professional Educator License
- Passing score on Social Science Content Test (#246)

- **Required courses (18 credit hours)** in History: (Acceptable areas of coursework for endorsements: ancient history, comparative history (industrialization, globalization, etc.), U.S. history and world history.)

Possible undergraduate options for coursework include the following:

HIS-1110 Survey of Early Modern Europe, 1350-1815 (3 hours)
 HIS-1120 Survey of Modern Europe Since 1815 (3 hours)
 HIS-1315 Survey of World History to 1350 (3 hours)
 HIS-1325 Survey of the World Since 1350 (3 hours)
 HIS-1500 History of the American People (3 hours)
 HIS-2100 Seminar in Writing and Researching History (3 hours)
 HIS-3150 Ancient Greek and Roman Civilization (3 hours)
 HIS-3210 History of Illinois (3 hours)
 HIS-4150 Europe In Our Time: 1918-Present (3 hours)
 HIS-4155 Rise and Decline of Modern Europe: 1799-1918 (3 hours)
 HIS-4160 Europe's Road to Modernity: 1650-1799 (3 hours)
 HIS-4225 Antebellum America (3 hours)
 HIS-4240 Contemporary America (3 hours)
 HIS-4270 U.S. Diplomatic History (3 hours)
 HIS-4300 Twentieth-Century World History (3 hours)

Secondary Physical Education Endorsement*

Requirements that need to be met to add Secondary Physical Education:

- Established Illinois Professional Educator License
- Passing score on Physical Education Content Test (#144)
- **Required courses (18 credit hours)** in Physical Education

Possible undergraduate options for coursework include the following:

EDSC-4900 Content and Methods in Secondary PE
 PES-2111 Anatomy and Physiology
 PES-4640 Dance/Creative Movement (evening course)
 PES-4625 Teaching Individual and Team Sports
 PES-4635 Teaching Team Sports
 PES-4660/6660 Curriculum Design

Special Education, LBS 1 (18 hours)*

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

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

Application for the LBS 1 endorsement is made through the Office of the Registrar following successful completion of the program and passing the Illinois LBS 1 content exam. Upon approval, the student will obtain an LBS 1 endorsement.

Required courses (18 hours)

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

Passage of the Illinois Learning Behaviorist Specialist 1 (LBS1) Content test (#155)

Technology Specialist K-12 Endorsement (24 hours)

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

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

Required Courses (24 Hours)

EDT-6010 Integrating Technology Across the Curriculum

EDT-6030 Using Technology to Build Learning Communities

EDT-6040 Visual Literacy in the Classroom

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

EDT-6065 Emerging Trends and Future Technology in Education

EDT-6070 Educational Technology Leadership

EDT-6205 Educational Technology Hardware and Software

EDT 6210 Theoretical, Ethical, and Practical Foundations of Educational Technology

State of Ohio Endorsements

Ohio Principal Licensure (30 hours)

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

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

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

Required Courses (30 hours)

EDL-6121 Ohio: Supervision and Improvement of Instruction

EDL-6131 Ohio: School Evaluation and Change Processes

EDL-6201 Ohio: School Finance and Business Management

EDL-6220 School Organization and Human Resources

EDL-6231 Ohio: School Law

EDL-6241 Ohio: Instructional Leadership

EDL-6300 Ethics of School Leadership

EDL-6310 Schools, Family, Community Partnerships

EDL-6983 Ohio School Internship I*

EDL-6984 Ohio School Internship II*

***Capstone Experience**

A year-long (two consecutive semesters) capstone clinical experience offering a variety of appropriate site-based hands-on experiences, including public policy in a diverse setting supervised by University and site personnel. These should be among the final courses in the program (EDL-6983 and EDL-6984). Prerequisite: The student must be in the Principal Licensure Program. Students must consult with their Graduate Student Advisor before registering for these courses.

Ohio Superintendent Licensure (15 hours)

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

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

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

Required Courses (15 hours)

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

Ohio Teacher Leadership Post-Master’s Endorsement (12 hours)

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

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

Required Courses (12 hours)

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

***Capstone Experience**

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

Application for the Ohio Teacher Leader post-master’s endorsement is made through the Ohio Department of Education following completion of the CUC program of study and passing a semester-long capstone experience.

Ohio Reading Endorsement (15 hours)

Specific admission requirements are needed for this program. Please contact the Office of Graduate Admission and Student Services to see if you qualify for admission into this endorsement track. Based on the International Literacy Association (ILA) and the Ohio Reading standards, this program is designed to help prepare Ohio educators to meet the course requirements needed for the Ohio Reading Endorsement. This program will enable candidates to:

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

Required Courses (15 hours)

EDU-6228 Diagnosis in Reading Instruction

EDU-6229 Remediation in Reading Instruction

EDU-6231 Studies in Elementary, Middle, and Secondary School Reading

EDU-6294 Practicum I in Reading Instruction

EDU-6232 Secondary Reading Instruction

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

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

State of Oregon Endorsements

Preliminary Administrator License (PreAL) Program (21 hours)

EDL-6122 Oregon Supervision and Improvement of Instruction

EDL-6212 Oregon School Finance

EDL-6232 Oregon School Law

EDL-6242 Oregon Instructional Leadership

EDL-6310 Schools, Families and Community Partnerships

EDL-6997 Oregon PreAL Internship I

EDL-6998 Oregon PreAL Internship II

Professional Administrator License (ProAL) Program (18 hours)

EDL-7110 Strategies of Educational Leadership

EDL-7120 Research-Based Decision Making K-12

EDL-7232 Oregon Educational Finance

EDL-7242 Supervisory Theory and Practice Oregon

EDL-7252 Oregon Legal Issues

EDL-7897 Oregon ProAL Internship

Approvals

Early Childhood Special Education Approval (12 hours)

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

This program will enable candidates to:

- Build and strengthen a theoretical understanding of the foundations of early childhood special education.

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

Program Requirements

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

Required Courses (12 hours)

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

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

Students must successfully complete all required coursework. Students should seek the approval through the Office of the Registrar.

Certificates

Concordia University Chicago recognizes that individuals desire to continue or enhance their lifelong learning without having to seek admission into a graduate degree program. It also recognizes that students, who are currently enrolled in a degree program, may wish to enhance their learning in a given subject.

Deaconess Certificate (15 hours)

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

Fitness and Health Promotion Certificate (12 hours)

AES-6400 Principles of Fitness and Health Promotion
 AES-6420 Program Design in Fitness and Health Promotion
 AES-6440 Practicum: Fitness and Health Promotion
 AES-6460 Business Development and Entrepreneurship in Fitness and Health

Gerontology Certificate (15 hours)

The Gerontology certificate program addresses the need of health care professionals as well as professionals in other fields to be prepared to serve the unique needs of an aging population.
 GERO-6000 Perspectives in Gerontology

GERO-6510 Diversity in Aging
GERO-6750 Advanced Topics in Gerontology
GERO-6495 Program Management in Aging
GERO-6980 Practicum in Gerontology

Human Movement Science Certificate (12 hours)

AES-6500 Principles of Human Movement Science
AES-6520 Program Design in Corrective Exercise Training
AES-6540 Practicum: Human Movement Science
AES-6560 Special Topics Seminar in Human Movement Science

Sports Nutrition Certificate (15 hours)

AES-6300 Exercise and Sport Nutrition
AES-6320 Vitamins & Minerals
AES-6340 Nutrition & Exercise for Weight Management
AES-6360 Practicum: Sports Nutrition
AES-6380 Special Topics in Sports Nutrition

Sports Performance Training Certificate (12 hours)

AES-6600 Principles of Sports Performance Training
AES-6620 Program Design in Strength and Conditioning
AES-6640 Practicum: Strength and Conditioning
AES-6660 Special Topics Seminar in Strength and Conditioning

Strength and Conditioning Certificate (12 hours)

AES-6810 Essentials of Strength Training and Conditioning
AES-6820 Advanced Strength and Conditioning Theory
AES-6840 Practicum in Strength and Conditioning
AES-6860 Seminar in Strength and Conditioning

Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate (18 hours)

The TESOL Graduate Certificate is a certificate program, not a degree program, that can be undertaken as an addition to another graduate program, or as a stand-alone program. It provides students 18 hours of graduate study in TESOL, as described in the catalog. The graduate certificate in TESOL is designed to provide teachers interested in receiving a degree in ESL with the option of taking three additional courses to receive skills and knowledge in teaching English in a variety of contexts and settings.

Required Courses for the TESOL Institutional Graduate Certificate (18 hours)

TESL-6110 Introduction to Distance Education for TESOL
TESL-6200 Applied Philology and World Englishes*
TESL-6210 Teaching ESL/EFL to Adult Learners
TESL-6220 TESOL Curriculum Planning and Methodology*
TESL-6230 Second Language Acquisition
TESL-6240 Issues in Second Language Rhetoric and Composition

**Courses within the MA in ESL*

Course Descriptions

Applied Exercise Science Courses

AES-6020: Kinesiology I (3 hours)

Students will explore upper extremity musculoskeletal anatomy with emphasis on systems that enable the human body to maintain proper stabilization and produce efficient movements. Students will develop human movement analysis techniques through assessment and evaluation of biomechanical movement patterns.

AES-6030: Kinesiology II (3 hours)

Students will explore trunk and lower extremity musculoskeletal anatomy with emphasis on systems that enable the human body to maintain proper stabilization and produce efficient movements. Students will develop human movement analysis techniques through assessment and evaluation of biomechanical movement patterns.

AES-6050: Research Design and Methods in Exercise Science (3 hours)

Selected research techniques and designs utilized in exercise science research with emphasis on general statistics, interpretation of data, research ethics, scientific writing and library use.

AES-6200: Applied Exercise Physiology (3 hours)

Effects of exercise on the major systems of the human body, including cardiorespiratory, neuromuscular, glandular and digestive; with emphasis on optimizing human performance. Prerequisite: B or higher in AES-6020 and AES-6030 or instructor consent.

AES-6300: Exercise and Sport Nutrition (3 hours)

Explores the relationships between nutrition, energy metabolism, and exercise and sport performance, with an in-depth analysis of dietary and nutritional supplementation. Prerequisite: B or higher in AES-6200.

AES-6320: Vitamins and Minerals (3 hours)

Examination of the role and function of vitamins and minerals from physiological and clinical perspectives.

AES-6340: Nutrition and Exercise for Weight Management (3 hours)

Examines nutrition and exercise strategies for weight management with an emphasis on metabolic, physiological and psychological factors.

AES-6360: Practicum: Sports Nutrition (3 hours)

This course examines the planning and implementation of a sports nutrition program. Students are required to complete a nutrition assessment and planning case study on a member of their community.

AES-6380: Special Topics Seminar in Sports Nutrition (3 hours)

In-depth study of selected advanced topics in sports nutrition.

AES-6400: Principles of Fitness and Health Promotion (3 hours)

Examines a systematic approach to personal training using the National Academy of Sports Medicine's Optimum Performance Training model. The course provides an overview of evidence-based principles of fitness assessment, program design, balance, flexibility, strength, stabilization and power. Designed to

prepare students interested in becoming a Certified Personal Trainer through the National Academy of Sports Medicine (NASM). Prerequisite: B or higher in AES-6020 and AES-6030 or instructor consent.

AES-6420: Program Design in Fitness and Health Promotion (3 hours)

Explores program design principles for fitness and health promotion, with an emphasis on the National Academy of Sports Medicine's Optimum Performance Training model. Prerequisite: B or higher in AES-6400 or instructor consent.

AES-6440: Practicum: Fitness and Health Promotion (3 hours)

Planning and implementation of a fitness or health promotion program through a case study with a member of their community. Prerequisite: B or higher in AES-6420 or instructor consent.

AES-6460: Business Development and Entrepreneurship in Fitness and Health (3 hours)

Interfaces between human resource management, operations, marketing and entrepreneurship within the context of entrepreneurial, for-profit and nonprofit fitness and health promotion ventures. Prerequisite: B or higher in AES-6440 or instructor consent.

AES-6500: Principles of Human Movement Science (3 hours)

Examines a systematic approach for identifying neuromusculoskeletal dysfunctions and the National Academy of Sports Medicine's Corrective Exercise Continuum. Designed to prepare students interested in becoming a Corrective Exercise Specialist through the National Academy of Sports Medicine (NASM). Prerequisite: B or higher in AES-6020 and AES-6030 or instructor consent.

AES-6520: Program Design in Corrective Exercise Training (3 hours)

Explores program design principles for corrective exercise training, with an emphasis on the National Academy of Sports Medicine's Corrective Exercise Continuum. Prerequisite: B or higher in AES-6500 or instructor consent.

AES-6540: Practicum: Human Movement Science (3 hours)

Provides practical experience in planning and implementing a corrective exercise program through a case study with a member of their community. Prerequisite: B or higher in AES-6520 or instructor consent.

AES-6560: Special Topics: Seminar in Movement Science (3 hours)

In-depth study of selected advanced topics in human movement science. Prerequisite: B or higher in AES-6540 or instructor consent.

AES-6600: Principles of Sports Performance Training (3 hours)

Examines a systematic approach to integrated performance training using the National Academy of Sports Medicine's Optimum Performance Training model. Designed to prepare students interested in becoming a Performance Enhancement Specialist through the National Academy of Sports Medicine (NASM). Prerequisite: B or higher in AES-6020 and AES-6030 or instructor consent.

AES-6620: Program Design in Sports Performance Training (3 hours)

Explores program design principles for integrated sports performance training, with an emphasis on the National Academy of Sports Medicine's Optimum Performance Training model. Prerequisite: B or higher in AES-6600 or instructor consent.

AES-6640: Practicum: Sports Performance Training (3 hours)

Planning and implementation of an integrated sports performance training program through a case study with a member of their community. Prerequisite: B or higher in AES-6620 or instructor consent.

AES-6660: Special Topics: Seminar in Sports Performance Training (3 hours)

In-depth study of selected advanced topics in sports performance training. Prerequisite: B or higher in AES-6640 or instructor consent.

AES-6810: Essentials of Strength Training and Conditioning (3 hours)

Explore the foundations of strength and conditioning as established by the National Strength and Conditioning Association (NSCA). Design and critique strength and conditioning programs based on NSCA guidelines. Designed to prepare students interested in becoming Certified Strength and Conditioning Specialist (CSCS) through the NSCA. Prerequisite: B or higher in AES-6020, and AES-6030 or instructor consent.

AES-6820: Advanced Strength and Conditioning Theory (3 hours)

Explore the principles of resistance training and periodization. Develop periodized programs based on foundational and current literature. Critique and justify programming selections. Prerequisite: B or higher in AES-6810 or instructor consent.

AES-6840: Practicum in Strength and Conditioning Theory (3 hours)

Development and implementation of a strength and conditioning program through a case study with a member of the community. Justify your programming selection and assess program success.

AES-6860: Seminar in Strength and Conditioning (3 hours)

In-depth exploration and analysis of advanced topics in strength and conditioning. Evaluation of current industry trends and practices. Creation of personal strength and conditioning philosophy.

AES-6990: Capstone Experience (3 hours)

Culminating experience in the Master of Science in Applied Exercise Science degree. Experiences may include, but are not limited to, independent research that leads to an actual product such as a publishable journal article, professional field experience, conference presentation, advanced certifications, program or facility development, website, online course materials, curriculum development.

Art Courses

ART-6601: Teaching Art in Middle & Secondary Schools (3 hours)

This course develops the pre-service teachers understanding of art content and the methodology necessary to teach middle and high school students. Field experience: Required. Laboratory fee: Required. Prerequisite: A basic studio course.

ART-6950: Independent Study (1-6 hours)

Laboratory fee is determined by type of study.

Biology Courses

BIO-6720: ACCA Seminar in Biology (3 hours)

Biology courses on selected topics as offered by the Associated Colleges of the Chicago Area (ACCA). Consult the department chair for details on specific courses.

BIO-6950: Independent Study in Biology (1-6 hours)

Chemistry Courses

CHE-6720: ACCA Seminar in Chemistry (3 hours)

Chemistry courses on selected topics are offered by the Associated Colleges of the Chicago Area. Consult the Department of Natural Sciences and Geography for details on specific courses.

Counselor Education Courses

CED-6000: Introduction to the Counseling Profession (3 hours)

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

CED-6005: Fundamentals of School Counseling (3 hours)

In this course candidates examine the profession of school counseling with an overview of the philosophy, history, theory, roles, and current trends and issues specific to school counseling and education. It also investigates national models and standards for P-12 school counseling programs. Candidates will explore the purpose of professional organizations and significance of research and scholarly publications. Emphasized are the certifications and licensing for all roles and functions of counselors in various settings. The course will also include a general overview of ethical and legal issues related to counseling and reflect on the importance of advocating for students from diverse contexts.

CED-6010: Counseling Theory and Practice (3 hours)

Individual, couple and systems theories of counseling/psychotherapy. Examination of the helping process, client and counselor characteristics that influence the process consistent with current professional research and practice in the field allowing the development of a personal model of counseling.

CED-6015: Counseling Techniques and Interventions (3 hours)

This course addresses the competencies, attitudes and skills essential to developing the character and identity of a professional counselor. Foundational and advanced counseling skills and therapeutic interventions examined as they apply to the personal, social and academic realms. Counseling techniques from the major schools and orientations including crisis intervention, multicultural and ethical issues. This course will use role-playing and videotaping to fortify burgeoning skills and interventions.

CED-6020: Career Counseling and Education (3 hours)

Career counseling approaches through the lifespan. Developmentally appropriate career programming in educational and agency settings. Occupation information sources and self-awareness emphasized.

CED-6035: Counseling and Human Development (3 hours)

Students are provided with an understanding of the nature and needs of persons throughout the lifespan including developmental and multicultural domains. Counseling approaches and issues are discussed in relation to developmental stages. Resiliency factors and ethical issues are applied across the lifespan.

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

Addresses the competencies, attitudes and skills essential to the developing the character and identity of a professional counselor. This course is designed to give the student an understanding of ethics and applicable laws in the profession of counseling as well as allowing them to examine their own moral values. Prerequisite: B or higher in CED-6000.

CED-6055: Multicultural Counseling (3 hours)

Assessment and therapeutic treatment of diverse populations with special emphasis on understanding of the cultural context of relationships, issues and trends in a multicultural society. Emphasis on specific problems associated with age, race, disability, religious preferences, etc., and how these affect the counseling relationships.

CED-6210: School Counseling Program Development & Organization (3 hours)

Examination of the role and function of the school counselor in a comprehensive school counseling program. Emphasis on developmental counseling and the components of an effective developmental school counseling program. Discussion of school counseling, historical roots, present and future trends. Role of counseling in total education program.

CED-6220: Counseling and Consulting in Schools (3 hours)

Counseling and consulting strategies used by counselors in the school setting for academic, career and personal/social issues. Examination of specific problems of children and adolescents.

CED-6225: College Counseling: Preparation, Planning, & Admission (3 hours)

Addresses the college counseling role of the high school counselor. College admission counseling, ethical considerations, research on college choice, and operation and responsibilities within a high school college counseling office. Culturally responsive college counseling and special populations.

CED-6230: Evaluation & Research for Counselors (3 hours)

Introduces students to the importance of research methods and program evaluation in advancing the counseling profession. Identifying and reading research, critically evaluating results, analyzing and using data to enhance program quality.

CED-6240: Group Work in Schools (3 hours)

Will provide an understanding, both theoretical and experiential, of school counseling groups for grades K-12. The purpose, development, dynamics, theories, methods, skills, ethics and other group approaches in a multicultural society will be covered. Students will experience and participate as group members in small group activities. Prerequisite: B or higher in CED-6010 and CED-6015.

CED-6250: Fundamentals of Assessment (3 hours)

Historical, current and expected uses of testing and assessment procedures in educational settings. Statistical concepts, ethics and ethical factors in the appropriate use of various assessment techniques and tools with emphasis on benefits and limitations.

CED-6260: Career Counseling for School Counselors (3 hours)

This course addresses grades K-12 career counseling in the schools. Career education viewed through the world of work, career theories, related life processes and development of programs and interventions to promote the career development of all students. Prerequisite: B or higher in CED-6000.

CED-6310: Clinical Mental Health Counseling Profession (3 hours)

This course provides a knowledge base for understanding the history and trends in clinical mental health counseling as well as the political systems and interventions for change. Students will obtain a perspective on clinical mental health counseling program development and delivery of services to diverse clientele.

CED-6330: Transforming Crisis to Wellness (3 hours)

An understanding of personal wellness and how it relates to one's daily encounters with different areas in life. This course is intended to explore the areas of optimal wellness and life events. An emphasis is placed on the role of the counselor in providing optimal health resolutions for clients in times of crisis.

Prerequisite: B or higher in CED-6000 and CED-6015.

CED-6340: Clinical Group Counseling (3 hours)

Will provide an understanding, both theoretical and experiential, of group purpose, development, dynamics, theories, methods, skills, ethics and other group approaches in a multicultural society. Students will experience and participate as group members in small group activities. Prerequisite: B or higher in CED-6010 and CED-6015.

CED-6350: Brief Therapy (3 hours)

Identification and application of brief therapy models to a variety of disorders with individuals, groups and families. Develop an understanding of techniques, assessment instruments and ethical issues. Issues and models of crisis intervention. Prerequisite: B or higher in CED-6010.

CED-6355: Cognitive Behavioral Theory & Therapy (3 hours)

An examination of cognitive and cognitive-behavioral theories and their therapeutic application for clients with emotional and behavioral disorders. Assessment of pathology from a cognitive framework and implementation of appropriate cognitive and cognitive behavioral techniques and interventions in the clinical setting. Comparison of CBT to alternative approaches with a focus on empirical evidence supporting its effectiveness with particular diagnoses. Consideration of its use with special populations and exposure to Applied Behavioral Analysis. Prerequisite: B or higher in CED-6000, CED-6010 and CED-6015.

CED-6420: Substance/Alcohol Abuse & Treatment (3 hours)

The addictive process and implications; societal attitudes, research and legislation; support systems and treatment strategies.

CED-6430: Counseling Persons with Addictions (3 hours)

Students will be introduced to the history of substance abuse and attempts at social control. Pharmacology, signs and symptoms, screening and assessment, treatment models, and the profession of substance abuse counseling and ethics will be introduced and processed. Students will be required to attend an out-of-class support meeting. Prerequisite: B or higher in CED-6010.

CED-6500: Counseling and Psychopharmacology (3 hours)

The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other non-pharmacological modalities. Prerequisite: B or higher in CED-6000, CED-6420 and CED-6055.

CED-6550: Family Systems Theory & Therapy (3 hours)

Psychotherapy from a systems perspective focusing on the competencies, cognitions and skills to developing the orientation of a family systems counselor. Strategic and systems theories of family therapy are examined in light of multicultural and ethical issues. Family systems counseling techniques and interventions are described and demonstrated including crisis interventions, multicultural and multigenerational considerations related to the family life cycle. Prerequisite: B or higher in CED-6010.

CED-6610: Advanced Clinical Mental Health Counseling (3 hours)

Reviews application of counseling approaches, supervision techniques, documentation styles and all domains involved in professional mental health counseling. This advanced course reinforces and emphasizes the application of skills and approaches when working in a mental health setting including issues related to impact of legislation and reimbursement. Corequisite: CED-6930.

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: B or higher in all required coursework or advisor consent.

CED-6926/6927: Internship: School Counseling I & II (6 hours)

This is a two-semester clinical school internship that meets the requirement for the Illinois State Board of Education (ISBE), School Counselor endorsement, and the CUC capstone requirement for classroom teachers with two years of teaching experience. Supervised individual and group work experiences in P-12 and clinical settings appropriate to the program are required for 200 internship hours per semester (total 400 for the year). A classroom seminar component meeting is also required. Prerequisite: Admission to this course is based on Division of Human Services approval of two-year teaching experience. **NOTE:** The ISBE School Counseling Content Exam must be passed before the start of Internship II. *This internship is not intended for candidates seeking the Licensed Professional Counselor (LPC), which requires 600 internship hours.* Prerequisite: B or higher in CED-6920.

CED-6928/6929: Internship: School Counseling I & II (6 hours)

This is a two-semester clinical school internship that meets the requirement for the Illinois State Board of Education (ISBE), School Counselor endorsement, and the CUC capstone requirement for candidates without a standard teaching certificate in the state of Illinois and candidates with a standard teaching certificate in the state of Illinois seeking the additional LPC licensure. Supervised individual and group work experiences in P-12 and clinical settings appropriate to the program are required for 300 internship hours per semester (total 600 for the year). A classroom seminar component meeting is also required. **NOTE:** The ISBE School Counseling Content Exam must be passed before the start of Internship II. Prerequisite: B or higher in CED-6920.

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

On-site and campus-based experiences to introduce the student to various functions of clinical mental health counselors. Students will be applying prior classroom knowledge to working with clients under the supervision of a University or community supervisor. Supervision will be provided by video/audio taping of professional interventions with clients and live and/or group supervision. Prerequisite: B or higher in CED-6000, CED-6035, CED-6045, CED-6055, CED-6310 and PSY-6040.

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

On-site and campus-based experiences to introduce the student to various functions of clinical mental health counselors. Students will be applying prior classroom knowledge to working with clients under the supervision of a University or community supervisor. Prerequisite: B or higher in CED-6930.

Communication Courses

COM-6100: Media and Cultural Studies (3 hours)

An overview of critical media theory with focus on how media shape our cultural landscape.

COM-6110: Advanced Speech Communication (3 hours)

Public speaking as persuasion and dialogue. Application of communication theory to the public speaking situation. Prerequisite: a basic speech course.

COM-6220: Interpersonal Communication (3 hours)

Theoretical knowledge of interpersonal (family, business, intimate, friendship) relationships. Develop skills for listening, conversation and conflict management.

COM-6230: Organizational & Team Communication (3 hours)

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

COM-6240: Public Relations (3 hours)

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

COM-6250: Intercultural Communication (3 hours)

Principles and practices of communication as applied to interactions between people from different cultures. Field Trip: Required.

COM-6331: International Film History (3 hours)

History of international cinema from World War II to the present. Field Trips: Required.

COM-6350: Administration and Management: Media Arts (3 hours)

Examines and integrates issues and practices of media arts administration and management. Field Trip: Required. Fee: Required.

COM-6910: Topics in Communication (3 hours)

Selected current topics in communication as they relate to various settings. Topics vary each time the course is taught. Field Trip: Required.

COM-6950 Independent Study (1-6 hours)

Computer Science Courses

CSC-6021: Data Structures and Algorithms II (3 hours)

Development of methods for organizing and processing large data sets. Types of data structures analyzed include linear lists, stacks, queues, graphs and trees using the Java and Python programming language.

Algorithm analysis methods are used throughout to analyze data structures and algorithm design alternatives. Prerequisite: B or higher in CSC-3420 or instructor consent.

CSC-6022: Advanced Data Structures and Algorithms (3 hours)

Development of methods for organizing and processing large data sets. Data structures analyzed include Linear Lists, Graphs, Trees, Heaps, Dictionaries and Their Implementations, Balanced Search Trees, Graphs and Processing Data in External Storage using the C++, Java and Python programming languages. Algorithm analysis methods are used throughout to analyze data structures and algorithm design alternatives. Prerequisite: B or higher in CSC-6021 or instructor consent.

CSC-6051: Operating System II (3 hours)

Advanced concepts of operating system design, including Cloud-based, Security, File Systems, Fault Tolerance, Reliable Data Delivery and Networked Applications. Also includes Linux Operating System concepts, management, maintenance and the required resources. Prerequisite: B or higher in CSC-4450 or instructor consent.

CSC-6160: Software Engineering I (3 hours)

Broad perspective on software development, including ethics, project management, software development lifecycle, problem specification and analysis, system design techniques, implementation and documentation. Prerequisite: B or higher in CSC-2410 or instructor consent.

CSC-6161: Software Engineering II (3 hours)

Detailed insight into system design techniques, testing, implementation, dependability and security, and software reuse, component-based, service-oriented, embedded and distributed software engineering. Prerequisite: B or higher in CSC-3460 or CSC 6160, and CSC-2620 or CSC-6220, or instructor consent.

CSC-6162: Advanced Software Engineering (3 hours)

Advanced topics in Software Engineering providing more in-depth coverage than the first two courses in the Software Engineering Major, including but not limited to the following topics: Design and Implementation, Software Testing, Software Evolution, Software Reuse, Component-based Software Engineering, Distributed Software Engineering, Service-oriented Software Engineering, Systems engineering, Systems of systems and Real-time software engineering. Prerequisite: B or higher in CSC-6161 or instructor consent.

CSC-6220: Database Design and Development I (3 hours)

Introduction to database systems, including but not limited to the following topics: Types of database models, database management systems, SQL language, relational data model and relational database constraints, relational database design by ER and EER-to-relational mapping, introduction to SQL programming techniques, object and object-relational databases, and XML language. Prerequisite: B or higher in CSC-2410 or instructor consent.

CSC-6221: Database Design and Development II (3 hours)

Second course in database systems providing more in-depth coverage, including but not limited to the following topics: SQL language with Complex Queries, Triggers, Views and Schema Modification; Database Programming Techniques; Data Modeling Using the Entity-Relationship (ER) and Enhanced Entity Relationship (EER) Models; Object, Object-Relational and XML: Concepts, Models, Languages and Standards; and Database Design Theory and Normalization. Prerequisite: B or higher in CSC-2620 or CSC-6220 or instructor consent.

CSC-6222: Advanced Design and Development (Big Data) (3 hours)

Advanced course in database systems providing more in-depth coverage than the first two courses in the Database sequence, including but not limited to the following topics: Big Data, File Structures, Hashing, Indexing and Physical Database Design; Query Processing and Optimization; Transaction Processing, Concurrency Control and Recovering; Distributed Databases, NOSQL Systems, Cloud Computing and Big Data; Advanced Database Models, Systems and Applications; and Database Security. Prerequisite: B or higher in CSC-6221 or instructor consent.

CSC-6350: Website Design and Development I (3 hours)

Comprehensive introduction to the tools and skills required for both client and server-side programming and development of platform-independent sites using the most current web development technology. Prerequisite: B or higher in CSC-2620 or CSC-6220 or instructor consent.

CSC-6351: Website Design and Development II (3 hours)

Second course in Website Design and Development with advanced treatment of the tools and skills required for both client- and server-side programming. Development of platform-independent sites using the most current Web development technology. Topics include PHP, JavaScript, Web Services in C# and Java, and HTML5 Web Sockets and Web Workers. Prerequisite: B or higher in CSC-6350 or instructor consent.

CSC-6352: Advanced Web Design and Development (3 hours)

Third course in Website Design and Development, providing more advanced skills in website design and real-life experience in website development. As a major part of this course, students will work together as a team to build a complex website with advanced treatment of the tools and skills required for both client- and server-side programming. Prerequisite: B or higher in CSC-6351 or instructor consent.

CSC-6440: Computer Networking and Cyber Security I (3 hours)

Multiple computer networking concepts including the OSI reference model for networking protocols, cyber security, TCP/IP implementation, internetworking technologies such as frame relay, FDDI, X-25, ISDN services, the internet and the World Wide Web. The use of internetworking software applications, routing/switching hardware and algorithms, security, intranets and intranet servers and browsers, networks and network servers, LANs/WANs. Also included are case studies of existing networks and network architectures. Prerequisite: B or higher in CSC-2410 or instructor consent.

CSC-6441: Computer Networking and Cyber Security II (3 hours)

Multiple computer networking concepts including those of Wireless and Mobile Networks, Multimedia Networking, Security in Computer Networks and Network Management. Also included are case studies of existing networks and network architectures, and programming in the UNIX environment. Prerequisite: B or higher in CSC-6440 or instructor consent.

CSC-6442: Advanced Computer Networking and Cyber Security (3 hours)

A broad introduction to host-based and Internet-based computer security. Topics covered include an introduction to cryptography, authentication protocols, access control, database security, intrusion detection, malicious software such as worms and virus propagation, and techniques to secure the Internet such as firewalls, intrusion detection systems and web and IP security. Prerequisite: B or higher in CSC-6441 or instructor consent.

CSC-6530: Mobile Application Design and Development I (3 hours)

Fundamental concepts of application development for Android smartphones and tablets using Java. Some game development and an introduction to the development of iOS mobile applications.
Prerequisite: B or higher in CSC-3430 or instructor consent.

CSC-6531: Mobile Application Design and Development II (3 hours)

Fundamental concepts of application development for iOS app development with a broader and deeper treatment of Swift programming language. The development of games for iOS smartphones and tablets and some iOS mobile applications. Prerequisite: B or higher in CSC-6530 or instructor consent.

CSC-6532: Advanced Mobile Application Design and Development (3 hours)

Third course in Mobile Application Design and Development Major providing more advanced skills in mobile application design and real-life experience in mobile application and development. As a major part of this course, students will work together as a team to build a complex mobile application.
Prerequisite: B or higher in CSC-6531 or instructor consent.

Doctor of Business Administration Courses

DBA-7000: DBA Residency Experience 1 (1 hour)

The residency occurs during the first term of a student's enrollment in the DBA program. It provides students the opportunity to meet professors and peers, as well as build a community that they can access throughout their program and beyond. Residencies provide a rich learning experience. Some of the competencies students will develop in Residency I include an introduction to the DBA research and dissertation process focusing on problem identification. Students will self-assess their leadership, time management and research skills. Students will establish a Comprehensive Professional Portfolio in which to record their significant achievements in the program.

DBA-7010: Foundations of the Doctoral Experience (2 hours)

This course orients and provides students with the foundational tools they will need for success in writing course assignments, literature reviews and the dissertation. APA style, scholarly writing, academic integrity, library literacy skills, and writing for an academic audience will be reviewed.

DBA-7020: The Global Leader: Social Responsibility and Ethical Decision Making (3 hours)

A critical examination of the creative tension among the three principal components of organizational performance: leadership, social responsibility and ethical decision making. This course examines the leader as the principal driving force of global performance, the role of sustainable social responsibility in the global world and the intricacies of ethical decision making in diverse cultures.

DBA-7030: Strategy Formulation, Deployment, and Innovation: A Global Perspective (3 hours)

This course reviews the key elements of strategy formulation, deployment and innovation in a global environment. Considered are the applications of strategic management in the formulation of global strategy, the unique elements of strategy deployment in a global environment and the process of using formulation and deployment in creating innovative global strategies.

DBA-7040: Global Business Operations (3 hours)

This course provides the tools and knowledge to enable business managers and leaders to synchronize and optimize value from existing physical or intangible resources. Such knowledge facilitates prudent decision making and obtaining value from organizational assets, including supply-chain management that can create optimal performance.

DBA-7050: Business Analytics and Financial Decision Making (3 hours)

This course provides experience and application in predictive analysis and advanced data analytics to discover new business trends. It provides for powerful new visualization that empowers the use of big data in reaching financial decisions that support effective global planning strategies for identifying and taking advantage of new global market opportunities.

DBA-7060: Global Concepts in Strategic Marketing (3 hours)

Understanding the challenges present in the global marketplace requires leaders to appreciate myriad complex socio-economic and technological factors, as well as ethical principles and corporate social responsibility. In this course, students will evaluate international market challenges requiring strategic thinking and apply techniques creatively. Student will synthesize emerging market data to assess strategies for framing challenges as opportunities present in a global context for branding, advertising, promotion, distribution and competition. The contemporary technology-driven nature of business requires innovative thinking in international marketing strategies; thus, student will formulate strategic business solutions to effectuate change.

DBA-7100: DBA Residency Experience 1 (1 hour)

This intensive course requires students to travel to campus to attend a four-day residency within the first term of the DBA program. This is a companion course to *Foundations of the Doctoral Experience (FDE)*. This residency is an introduction to the DBA program and dissertation process. Residency I provides students the opportunity to meet faculty, staff and peers, and build a network and learning community to support their doctoral journey and professional career. Residency requires pre- and post-work. Students who have not already done so will take their pretest assessment through Peregrine. Students will create their Comprehensive Professional Portfolio and learn its effective use. Students will finish with an assessment of their leadership, and a plan for achieving the DBA.

DBA-7200: DBA Residency Experience 2 (1 hour)

Students who have approved prospectuses will emerge with a plan for writing chapters 1-3 of the proposal. Pre- and post-work encompasses the term. Prerequisite: B or higher in DBA-7000.

DBA-7300: DBA Residency Experience 3 (1 hour)

This course is taken after the proposal is written, with the goal of preparing students to collect data and write chapters 4-5 of the dissertation. Prerequisite: B or higher in DBA-7200.

DBA-7401: Mentor Course Room 1 (3 hours)

This course is the first of three 8-week classroom experiences required to complete the Doctorate of Business (DBA) Program. In these virtual Course learners work intensively to complete foundational elements of their applied business studies to advance the progress of their research. In the first Course Room, the learner works with his or her mentor to: a) draft any remaining portions of Chapter 1: Introduction such as the Opening, Participant Inquiries (Qualitative Studies), and Summary that meets the DBA Rubric, b) Outline Chapter 2: Literature Review following the DBA Rubric, and c) complete the Chapter 3: Methodology Plan Document and obtain mentor approval. Interaction between the learner and mentor is facilitated through written submissions of the proposed study elements, as well as biweekly virtual conferences between the mentor and learner.

DBA-7402: Mentor Course Room 2 (3 hours)

This course is the second of three 8-week classroom experiences required to complete the DBA Program. In these virtual Course Rooms learners work intensively to complete foundational elements of their applied business studies to advance the progress of their research. In the course, the learner works with his or her mentor to: a) finalize Chapter 2: Literature Review to meet the DBA Rubric, and b) finalize Chapter 3: Methodology following the DBA Rubric. Interaction between the learner and mentor is facilitated through written submissions of the proposed study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-7401.

DBA-7403: Mentor Course Room 3 (3 hours)

This course is the third of three 8-week classroom experiences required to complete the DBA Program. In these virtual Course Rooms learners work intensively to complete foundational elements of their applied business studies to advance the progress of their research. In the course, the learner works with his or her mentor to: a) complete the Collaborative Institutional Training Initiative (CITI), b) revise Chapter 1, 2, and 3 as needed for Institutional Review Board (IRB) Approval, and c) obtain IRB Approval and begin data collection. Interaction between the learner and mentor is facilitated through written submissions of the proposed study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-7402.

DBA-7404: Accompanying Mentor Course Room 1 (1 hour)

This course begins the dissertation research and writing processes. In this course the learner works with his or her mentor to: a) develop an appropriate scholarly and business foundation for the proposed study through submission of weekly annotated bibliographies, b) identify a topic appropriate for applied business research within the learner's specialization, and c) refine the topic into a Problem Statement and Significance of the Study, Researcher's Positionality, as well as a Purpose of the Study that meets the DBA Rubric requirements. Interaction between the learner and mentor is facilitated through written submissions of the proposed study elements, as well as biweekly virtual conferences between the mentor and learner.

DBA-7405: Accompanying Mentor Course Room 2 (1 hour)

This course is the second dissertation research and writing processes. In the course the learner works with his or her mentor to: a) develop an appropriate scholarly foundation for the proposed study through submission of weekly annotated bibliographies, b) draft to meet the DBA Rubric the proposed study's Research Question(s), Hypothesis and Theoretical Framework, if the learner has selected a quantitative methodology or the Research question(s) and Conceptual Framework, if the learner has selected a qualitative methodology, and c) draft the Background of the Problem to meet the DBA Rubric. Interaction between the learner and mentor is facilitated through written submissions of the proposed study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-7404.

DBA-7406: Accompanying Mentor Course Room 3 (1 hour)

This course is the third dissertation research and writing processes. In the course the learner works with his or her mentor to: a) develop an appropriate scholarly foundation for the proposed study through submission of weekly annotated bibliographies, and b) draft, to meet the DBA Rubric the proposed study's Rationale for Methodology and Design, Operational Definitions for the Study, Assumptions and Limitations, and c) obtain all instrumentation permissions, if applicable, as well as all necessary site permissions. Interaction between the learner and mentor is facilitated through written submissions of the

proposed study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-7405.

DBA-7407: Accompanying Mentor Course Room 4 (1 hour)

This course continues the dissertation research and writing processes. In the course the learner works with his or her mentor to: a) finalize Chapter 1: Introduction to meet the DBA Rubric, b) create a draft of Chapter 2: Literature Review to meet the DBA Rubric, and c) create an outline of Chapter 3: Methodology to meet the DBA Rubric. Interaction between the learner and mentor is facilitated through written submissions of the proposed study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-7406.

DBA-7408: Accompanying Mentor Course Room 5 (1 hour)

This course continues the dissertation research and writing processes. In the course the learner works with his or her mentor to: a) submit Chapters 1, 2 and 3 to the members of the Committee for review and comment, b) make revisions as required to Chapter 1, 2 and 3 based on Committee review c) complete oral argument of Chapters 1, 2 and 3 before Committee members and d) Chapters 1, 2 and 3 are approved by Committee for submission to IRB. Interaction between the learner and mentor is facilitated through written submissions of the proposed study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-7407.

DBA-7409: Accompanying Mentor Course Room 6 (1 hour)

This course continues the dissertation research and writing processes. In the course the learner works with his or her DBA Rubric c) draft Chapter 5: Implications and Conclusions following the DBA Rubric. Interaction between the learner and mentor is facilitated through written submissions of the proposed study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-7408.

DBA-7605: Quantitative Data Analysis for Applied Business Research (3 hours)

DBA-7605 builds on concepts of quantitative data analysis provided in previous doctoral coursework. Students will examine critically literature of statistical theory related to quantitative applied business research. Independent evaluation of underlying assumptions and requirements of statistical design and techniques offers students opportunities to assess global trends and formulate innovative business solutions. Coursework will incorporate the use of statistical software to construct a data-driven approach to business and leadership inquiry. Students will evaluate the worth of descriptive and inferential statistics using both non-parametric and parametric techniques utilized by business scholars and practitioners to effectuate change in global business environments.

DBA-7700: Qualitative Data Analysis for Applied Business Research (3 hours)

DBA-7700 builds on concepts of qualitative data analysis provided in previous doctoral coursework. Students will examine critically literature of social science theories and conceptual models used in applied business research. Independent evaluation of underlying assumptions and requirements of qualitative designs, data collection, and coding offers students opportunities to assess global trends and formulate innovative business solutions. Coursework will incorporate the use of computer assisted coding to construct a thematic-driven approach to business and leadership inquiry. Students will evaluate the worth of qualitative research designs that assist business scholars/practitioners in affecting change in global business environments.

DBA-7901: Doctoral Research Design for Business (4 hours)

Research methods and designs for contemporary business applications require an approach suitable for inquiry by social scientists that is grounded in the scholarly and practitioner literature. In this course students will consider both theoretical foundations and practical considerations in undertaking qualitative and quantitative research studies. The placement of this course early in the DBA program offers students the opportunity to consider prospectively the attributes and qualities offered by research designs as they undertake drafting the DBA research proposal.

DBA-8000 Dissertation Session 1 (3 hours)

This course is first of two final classroom experiences in which learners finalize their research study. In the course, the learner works with his or her mentor to: a) finalize Chapter 4: Data Results and Analysis to meet the DBA Rubric, b) finalize Chapter 5: Implications and Conclusions to meet the DBA Rubric, and c) revise Chapters 1, 2 and 3 to the past tense, as well as draft remaining portions of the study such as the abstract, dedication, acknowledgements, table of contents, reference page, appendices and the like. Interaction between the learner and mentor is facilitated through written submissions of the study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-7409.

DBA-8010 Dissertation Session 2 (3 hours)

This course is the final classroom experience for the dissertation research and writing process. In the course, the learner works with his or her mentor to: a) submit the entire study to the members of the Committee for review and comment, b) make revisions as required to study based on Committee review, c) complete the oral argument of entire study before Committee members, d) obtain final approval of entire study and oral argument from Committee and e) complete any remaining graduation requirements. Interaction between the learner and mentor is facilitated through written submissions of the study elements, as well as biweekly virtual conferences between the mentor and learner. Prerequisite: B or higher in DBA-8000.

DBA-8020 Dissertation Continued Studies (0 hours)

DBA students who complete their coursework including Dissertation 1 (DBA-8000) and Dissertation 2 (DBA-8010) but have not completed all of the requirements for graduation (see DBA Guidebook), will register for DBA Dissertation Continued Studies (DBA-8020), which is an 8-week course where students work intensely with their mentor and committee to complete the dissertation graduation requirements. Students must remain continuously enrolled each term and complete DBA-8020 until they obtain final approvals and qualify to graduate. There is no limitation on the number of terms a student may enroll although there is a limit to the number of years a student may continue working on their dissertation. This course is not credit bearing. Fee: Required.

DBA-8021 Dissertation Continued Studies (0 hours)

Like DBA-8020, this is an 8-week course, offered in the second 8-weeks of every term. Students must remain continuously enrolled each term and complete DBA-8020/DBA-8021 until they obtain final approvals and qualify to graduate. There is no limitation on the number of terms a student may enroll although there is a limit to the number of years a student may continue working on their dissertation. This course is not credit bearing. Fee: Required. Prerequisite: DBA-8020.

INNOVATION IN HEALTH CARE MANAGEMENT

DBAH-7701: Innovative Best Practices in Health Care Management (3 hours)

This course is a survey of best practices in health care management and focuses on those determined to be innovative through recognition from Malcolm Baldrige Awards, Magnet Certification and the Center of Excellence Designation. Innovation is reviewed and methods and techniques that stimulate, develop and foster innovative practices are examined.

DBAH-7702: Health Care Analytics and Financial Applications for Health Care Management (3 hours)

This course examines the application of health care analytics and models to increase health care performance by the health care facility or system with emphasis on revenue cycle management and supply chain management using mobile technologies and other advanced techniques. It uses analytics in examining financial management, patient care innovations that improve financial performance while improving quality and mitigating risk.

DBAH-7703: Governance of Health Care Systems (3 hours)

This course reviews health care system governance from the perspective of strategic policy formulation and execution, the governing body, ensuring the establishment of internal controls to ensure the integrity of the system, methods for accountability and transparent reporting to health care system stakeholders. It reviews innovative practices in health care system governance using information technology to leverage and ensure that the organization is proactive and compliant to regulations and accreditation standards as it meets the needs of the patient population it serves.

INNOVATIONS IN HUMAN RESOURCES

DBAR-7701: Human Resource Foundations and Current Challenges: Theories, Models and Practice (3 hours)

In this course, students will examine the foundational concepts of Human Resources (HR) in business environments, and recognize the current challenges to HR management as they relate to traditional theories, models and practices. They will analyze the changes in the role of HR in today's workplace, and be able to apply efficient and innovative strategies that integrate relevant theory, models and best practices.

DBAR-7702: Human Resources Management Strategic Implementation and Performance (3 hours)

In this course, students will examine the foundational concepts of Human Resources (HR) in business environments, and recognize the current challenges to HR management as they relate to traditional theories, models and practices. Students will analyze the changes in the role of HR in workplace over time, and be able to apply efficient and innovative strategies that integrate relevant theory, models and best practices.

DBAR-7703: Human Resources Management: An International Case Study Approach (3 hours)

In this course, doctoral students will examine international HRM from a case-based overview. The real-life cases are designed to reflect the impact of national-level cultures and business practices on institutional IHRM decision-making. Institutional factors that influence HRM practices as they relate to the very nature of IHRM locally, nationally and globally are addressed in context. The cases present IHRM issues as faced by multi-nationals, some of whose home bases are not in the United States. This includes organizations that are in emergent nations. This transnational perspective prepares students for the new realities of IHRM, where institutional practices have to be implemented within different countries and with new perspectives.

MARKETING INNOVATIONS

DBAM-7701: Advanced Marketing Research (3 hours)

Advanced Marketing Research is a study of the theories, concepts and techniques that marketers use to conduct marketing research in organizations. Students will focus on each of the major steps in conceptualizing, organizing, and conducting a marketing research design from defining the marketing research problem through selecting an appropriate methodology, collecting and analyzing data, to drawing and presenting conclusions from the data. Each of the steps along the marketing research path will be accompanied by practical case examples.

DBAM-7702: Consumer Global and Multicultural Marketing (3 hours)

Consumer Global and Multicultural Marketing is a study of global and multicultural marketing, including global marketing strategies, emerging trends, special topics and consideration of global corporate social responsibility. Emphasis is on providing a solid understanding of the research support for marketing principles, coupled with illustrations of practical application of marketing approaches, reinforced with detailed case examples.

DBAM-7703: Integrating Distribution Channels and Customers (3 hours)

Integrating Distribution Channels and Customers examines the distribution channel from understanding marketing channel systems, to developing the marketing channel, to managing the marketing channel, all the way to evaluating channel member performance. Emphasis is placed upon channel design strategy; product, pricing and promotion issues in channel management; and international channel perspectives. Students will receive a solid grounding in the ways marketers develop, connect to and manage global markets while integrating partners throughout the distribution system.

STRATEGIC LEADERSHIP AND INNOVATION

DBAL-7701: Strategic Leadership Thought (3 hours)

This course provides a compendium of leadership on how one leads in today's global, interconnected world. This goal is achieved through two reciprocal actions: leadership thought and thought leadership. Leadership thought provides a historical framework of leadership thought and the conditions under which it appears to be effective. Thought leadership is a unique, informed, useful and relevant perspective that derives from strategic leadership thought. It starts at the top, is integrated throughout the organization, and becomes an integral part of the brand.

DBAL-7702: Strategic Leadership Practice (3 hours)

This course surveys the universe of leadership practice and allows the student to assess and determine the optimal leadership practice for their situation. It provides a collateral seven-point principle framework that covers care, communication, consciousness, contrasts, context, change and capability in better understanding the contemporary issue of leadership practice.

DBAL-7703: Disruptive Innovation Execution (3 hours)

This course builds on a synthesis of leadership thought and practice and examines them in the context of innovation and its execution. Innovation execution begins with Strategic Leadership Thought and Practice and translates them into actionable knowledge. The course builds upon the course, Strategy Formulation, Deployment and Innovation: A Global Perspective. Students will learn how to create a flexible yet disciplined innovation process to support strategic leadership thought and strategic leadership practice.

Director of Christian Education Courses

DCE-6320: Administration of Parish Education (3 hours)

Basic principles of administration and supervision as they apply to the parish's education program. Practical implications for organization, operation and evaluation of Sunday school and midweek programs, youth and adult Bible classes, vacation Bible school, small group ministry, preschool and day care programs and the recruitment and training of lay teachers. Field Work: Required.

DCE-6330: Youth Ministry Theory & Practice (3 hours)

Philosophical and theological foundation underlying youth work in a Christian congregation; emphasis on a relational orientation. Specific skills for parish ministry with junior and senior high school youth. Peer caring, program development and administration, training of adult counselors, planning and leading youth events. Field Work: Required.

DCE-6340: Church Leadership & Development (3 hours)

Developing the servant leader role related to the vision, mission and goals of a local congregation's education and youth ministries.

DCE-6350: Parish Teaching I (3 hours)

Principles, organization, materials and practices of teaching the Christian faith to early childhood students through junior high school youth; special attention to Sunday school and confirmation instruction and programs. Students will gain experience in actual teaching situations and in structuring lessons. Field Work: Required. Prerequisite: B or higher in DCE-2300 or instructor consent.

DCE-6351: Parish Teaching II (3 hours)

Principles, organization, materials and practices of teaching the Christian faith to senior high school youth and adults; special attention to Bible class and small group ministry. Students will gain experience in actual teaching situations and in structuring lessons. Field Work: Required. Prerequisite: B or higher in DCE-2300 or instructor consent.

DCE-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.

DCE-6950: Independent Study (1-6 hours)

DCE-6985: Practicum in Christian Education (3 hours)

This course is designed as a capstone course for students in the Master of Christian Education program. Students will choose a project to pursue in their current ministry location and use their coursework and other resources to complete this project.

DCE-6990: Internship in Christian Education (6 hours)

A supervised six-month field experience designed to provide opportunities to become more familiar and more competent with DCE ministry in a Lutheran congregation. The student registers for 6 semester hours for one semester.

Comprehensive Exam

COMP-7000: Comprehensive Exam (0 hours)

The comprehensive exam is a written exam in two parts that is administered in Blackboard. The purpose of the exam is to evaluate a) the content knowledge and students' ability to apply that knowledge to address a problem in the field, and b) students' ability to formulate a scholarly argument based on a literature review on a topic of students' choice. Successful completion of the comprehensive exam is a major step that leads to admission to doctoral candidacy in the Concordia University Chicago doctoral programs.

Dissertation Courses (EdD and PhD)

DISS-7010: Dissertation (3 hours)

Scholarly work on a dissertation as approved by the dissertation committee. Pass/Fail.

DISS-7020: Dissertation (3 hours)

Scholarly work on a dissertation as approved by the dissertation committee. Pass/Fail. Prerequisite: P in DISS-7010.

DISS-7030: Dissertation (3 hours)

Scholarly work on a dissertation as approved by the dissertation committee. Pass/Fail. Prerequisite: P in DISS-7020.

DISS-7040: Dissertation Teach-out (3 hours)

This courses is available only to students who have transferred their doctoral work to CUC due to an approved teach-out scenario. Scholarly work on a dissertation as approved by the dissertation committee. Pass/Fail. Prerequisite: P in DISS-7030.

DISS-7050: Dissertation Teach-out (3 hours)

This courses is available only to students who have transferred their doctoral work to CUC due to an approved teach-out scenario. Scholarly work on a dissertation as approved by the dissertation committee. Pass/Fail. Prerequisite: P in DISS-7040.

DISS-7060: Dissertation Teach-out (1-3 hours)

This courses is available only to students who have transferred their doctoral work to CUC due to an approved teach-out scenario. Scholarly work on a dissertation as approved by the dissertation committee. Pass/Fail. Prerequisite: P in DISS-7050.

DISS-7070: Dissertation Teach-out (3 hours)

This courses is available only to students who have transferred their doctoral work to CUC due to an approved teach-out scenario. Scholarly work on a dissertation as approved by the dissertation committee. Pass/Fail. Prerequisite: P in DISS-7060.

DISS-7080: Dissertation Teach-out (1-3 hours)

This courses is available only to students who have transferred their doctoral work to CUC due to an approved teach-out scenario. Scholarly work on a dissertation as approved by the dissertation committee. Pass/Fail. Prerequisite: P in DISS-7070.

DISS-8000: Dissertation Supervision (0 hours)

This course will be taken by doctoral candidates who have completed the required semester hours of Dissertation. Doctoral candidates must use this course to maintain continuous enrollment while working on their dissertation. Pass/Fail. Prerequisite: P in DISS-7030.

Early Childhood Education Courses

ECE-6100: Early Childhood Curriculum and Content, Ages 3-5 (3 hours)

Programs, standards, materials, resources for early childhood curriculum. Understanding of issues, trends, and current practices related to foundations of developmentally appropriate practices in various models and programs. Experiences in curriculum design, development, implementation, adult-child relationships and evaluation. Field Experience: Required.

ECE-6105: Observation and Assessment (3 hours)

Methods of observation, documentation and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. Current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

ECE-6110: School Age Curriculum, Ages 6-8 (3 hours)

This course develops the candidate's ability to design, implement and evaluate experiences for the school-age child. Focus on essential concepts, inquiry tools, content areas and overall academic discipline including working with differentiated learners. Field Experience: Required with school-age children.

ECE-6115: Infant and Toddler Curriculum (3 hours)

Programs for infants and toddlers in centers, homes and agencies. Issues related to program provision for all children in a pluralistic society. An overview of early intervention services and issues. Field Experience: Required.

ECE-6120: Developmentally Effective Instruction for Diverse Learners (3 hours)

This course uses a wide variety of developmentally appropriate approaches, instructional strategies, and tools that connect children of diverse backgrounds and experiences to learning. Field Experience: Required observations and interactions with diverse learners.

ECE-6160: Child, Family and Multicultural Community (3 hours)

Processes, research, skills and in-depth knowledge about families and multicultural communities needed to develop reciprocal relationships with families in centers, home child care, schools, districts and communities. Demonstration of cultural competence in multicultural settings and effective communication and collaboration involving families and communities in children's development and learning are included.

ECE-6170: Professional Leadership and Advocacy in Early Childhood Education (3 hours)

Candidates will demonstrate leadership skills in alignment with NAEYC Code of Ethical Conduct and other professional guidelines relevant to their collaborative professional role. Candidates will be engaged in advocacy for children and the profession. Oral, written and technological articulation will be demonstrated throughout the course.

ECE-6180: Trends and Issues in Early Childhood Education (3 hours)

Trends, problems, challenges and issues confronting the early childhood professional will be studied and presented in class. Presentation of a challenge or issue with proposed courses of action will be given to a

center or school staff. Prerequisite: B or higher in ECE-6320, ECE-6105, ECE-6115, ECE-6100, ECE-6110, ECE-6120, ECE-6160 and ECE-6170.

ECE-6190: Practicum and Research in Early Childhood Education (3 hours)

Exposure to the total range of services for young children and their families including administration and supervision of programs. Research and implications for instruction will be studied. Supervised Field Experience: Required. Prerequisite: B or higher in ECE-6320, ECE-6105, ECE-6115, ECE-6100, ECE-6110, ECE-6120, ECE-6160 and ECE-6170.

ECE-6320: Child Development and Ethics in Early Childhood Education (3 hours)

This course examines child development and ethics of current theory and practice in early childhood education. Critical examination of a variety of current models is included. Issues of mainstreaming, inclusion and cultural pluralism as they relate to the education of children from birth through grade three are also incorporated.

ECE-7010: Child Development and the Educational Process (3 hours)

Candidates will examine current research in child development and its relationship to early childhood educational process and practice. The course explores the impact of growth and behavior in the areas of intellectual, social, physical, emotional, creative and spiritual development of young children as well as the latest in brain research as it relates to cognitive development and well-being of children from culturally, linguistically and economically diverse backgrounds.

ECE-7020: The Leadership/Supervision of Early Childhood Centers and Programs (3 hours)

This course is an in-depth exploration of the issues and concerns of the leadership and supervision in diverse early childhood settings. Candidates will gain experiences in models and theories of administration and supervisions, public relations, advocacy and marketing, management styles and skills, team building, best practices of organization operations and management, as well as standards and compliance.

ECE-7030: Trends, Issues, & Research in Early Childhood Education (3 hours)

Examination of current research, trends and issues in the early education of children with emphasis on interpreting and applying research data to principles and practices of early childhood education locally, nationally and internationally. Candidates will explore social, political and legal issues that influence the education of young children and best practices appropriate for all learners.

ECE-7040: Cultural and Socioeconomic Influences Affecting Diverse Learners (3 hours)

Examination of the relationship between theory, research and practice of characteristics and potential factors impacting child care and education of young children. Candidates will examine current research on culturally, economically, socially, gender and linguistically diverse learners. Investigation of a wide range of materials, instructional approaches to early childhood, assessments and technology-based practices evaluated through the aforementioned lenses.

ECE-7050: Models of Assessment (3 hours)

A study of a variety of types of assessments used for program evaluation, curriculum design and young children's learning and development is the focus of this course. Selection, administration, analysis and interpretation of formal and informal individual, program and personnel assessments currently available to early childhood professionals will be an integral part of the course.

ECE-7060: Curriculum Models in Early Childhood Education (3 hours)

This course explores research and practices of a variety of curriculum models. Current trends toward data-driven instruction and evidence-based curriculum development will be examined. Focus on effective and appropriate curriculum planning and instructional practices across all content areas will be explored.

ECE-7070: Language, Literacy, & Reading Instruction in Early Childhood Education (3 hours)

This course examines the research, theory and best practices related to cognition, language and literacy in early education. Candidates will explore the importance of early experiences in reading and writing as well as the quality of instruction and adult-child interactions as a means to create successful learners.

ECE-7080: Legal Issues in Early Childhood Education (3 hours)

A study of the historical and current legal trends and issues involving legislation and policy in early childhood education will be the focus of this course. Candidates will explore roles of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education. The course addresses the understanding and responsibilities of early childhood professionals on record keeping, identification and mandated reporting, safety practices, and communication of legal issues.

ECE-7090: Family and Community Relationships & Advocacy (3 hours)

This course explores the research and practices surrounding the relationships between families, communities, early childhood professionals and policy makers in providing appropriate early child care, education and funding. In-depth study, analysis and discussion of strategies for developing culturally appropriate family-professional partnerships will be explored. Students will address the advocacy needs, opportunities and practices necessary to build dialogue with all early childhood stakeholders as a spokesperson for young children.

ECE-7110: Early Childhood Education Internship (3 hours)

Candidates will participate in a structured internship in the field of early childhood education. Supervised field experiences and opportunities to acquire and apply knowledge about early childhood education and related employment opportunities will be designed to link University coursework to real world situations. Prerequisite: B or higher in ECE-7010, ECE-7020, ECE-7030, ECE-7040, ECE-7050, ECE-7060, ECE-7070, ECE-7080 and ECE-7090.

Elementary Education Courses

EDEL-6901: Teaching English Language Arts: Content

The candidate will explore the conventions for language and literacy development (reading, writing, speaking, listening) in linguistically diverse classrooms—including English language learners and learners with special needs. An examination of various genres and characteristics in children’s literature that will meet the needs of all learners. Field Experience: 10 hours. Prerequisite: Acceptance to the College of Education.

EDEL-6902: Teaching English Language Arts: Methods and Assessment

The candidate will develop effective, creative and research-based strategies for language and literacy development (reading, writing, speaking, listening) in linguistically diverse classrooms, including English language learners and learners with special needs. Field Experience: 10 hours. Prerequisite: Acceptance to the College of Education.

EDEL-6908: Teaching Science: Content, Methods and Assessment (3 hours)

In this course, students will: (i) acquire proficiency in elementary grades science content, (physical, life and earth sciences, including engineering and technology) standards, curriculum and assessment for diverse classrooms—including English Language Learners and learners with special needs; Methods include planning and teaching lessons that utilize inquiry, creative thinking and problem-solving. Field Experience: 10 hours. Prerequisite: Acceptance to the College of Education.

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

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

EDEL-6918: Teaching Physical Education and the Fine Arts: Content, Methods and Assessment (3 hours)

The candidate will explore and develop effective and creative strategies to teach the skills that are pertinent to lifelong physical well-being and creative expressions in the classroom. Field Experience: 10 hours. Prerequisite: Acceptance to the College of Education.

EDEL-6919: Teaching Mathematics Content, Methods and Assessment (3 hours)

In this course, students will acquire proficiency in elementary grades math content, standards, curriculum and assessment, and develop effective and creative strategies to teach mathematical concepts, procedures and reasoning processes in diverse classrooms—including English Language Learners and learners with special needs. Field Experience: 10 hours. Prerequisite: Acceptance to the College of Education.

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

The candidate will articulate and demonstrate the competencies, attitudes and behaviors for effective teaching and classroom management in linguistically and culturally diverse classrooms. Prerequisite: Acceptance to the College of Education.

Differentiated Instruction Courses

EDI-6010: Differentiation and Learning Theory (3 hours)

Introduction to the philosophy, learning theory and theoretical perspective of differentiation. Examination of ways that classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs and levels of all students.

EDI-6020: Curriculum and Instructional Development for the Differentiated Classroom (3 hours)

Candidates will develop knowledge and skills in planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

EDI-6030: Instructional Methods for the Differentiated Classroom (3 hours)

Candidates will develop the knowledge and skills of how to build a democratic learning community inclusive of a broad set of effective teaching strategies. Through this process the candidates will learn to shape and maintain learning conditions that facilitate effective differentiated instruction, including effective classroom management as an ongoing, maintenance-oriented process that involves motivating students to learn, providing appropriate instruction and feedback, and managing student work.

EDI-6035: Assessment of Student Learning (3 hours)

This course enables teachers to develop an understanding of how to create, implement and evaluate classroom assessments effectively and efficiently. A variety of assessment tools and types will be explored. Understanding the alignment of assessment to curriculum and teaching practices will be a focus.

EDI-6040: Seminar in Differentiated Instruction (3 hours)

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

Educational Leadership Courses

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

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

EDL-6121: Ohio: Supervision and Improvement of Instruction (3 hours)

A study and application of various educational supervisory models with emphasis on the instructional process. This course also integrates Ohio-specific tools, practices and policies for evaluation.

EDL-6122: Oregon Supervision and Evaluation to Improve Teaching and Learning (3 hours)

This course examines and provides application of various supervisory theories and practices with emphasis on improvement of instructional pedagogy and the development of professional growth plans to improve teacher performance.

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

This course involves the examination and evaluation of data in relation to school improvement and student learning, analysis of current practices, identification of change processes and intervention, application of strategies and tools to process school change, and the development of a collaborative culture. This class is highly interactive requiring thoughtful and engaging dialogue and the ability to reflect on the impact of change within educational settings.

EDL-6131: Ohio: School Evaluation and Change Process (3 hours)

This course involves the examination and evaluation of data in relation to Ohio school improvement and student learning, analysis of current practices, identification of change processes and intervention, application of strategies and tools to process school change, and the development of a collaborative culture. This class is highly interactive requiring thoughtful and engaging dialogue and the ability to reflect on the impact of change within educational settings.

EDL-6140: Curriculum and Assessment: Framework for Student Learning (3 hours)

This course is designed to prepare the instructional leader to develop the knowledge and skills related to curriculum and assessment at the building level. Analysis of curriculum frameworks aligned to state and national standards, and assessment processes leading to school improvement will be examined.

EDL-6150: School District Financial Planning and Analytics (3 hours)

Explores the role of the chief school business official in overseeing and allocating financial, human resource and other resources to promote student performance.

EDL-6201: Ohio School Finance and Business Management (3 hours)

Explores and examines district-wide resource allocation and management as it impacts school and district programs through the planning, implementation and evaluation of a school district budget, human resources, facilities, transportation, communication and technology.

EDL-6210: School Finance and Business Management (3 hours)

Financing of public and nonpublic schools and its relationship to government and other sponsoring agencies. Introduction of methods used in business and financial management of schools.

EDL-6211: Principles of School Business Management (3 hours)

Introduces students to the role of school business management including key concepts, skills and aptitudes. Provides a basis from which students can connect and apply key school business management concepts to their graduate business education in the MBA and CSBO programs.

EDL-6212: Oregon School Finance (3 hours)

Financing of Oregon 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-6215: Budgeting, Grant Writing and Third Source Funding (3 hours)

Principles of budgeting as it relates to program and educational needs. Writing grants and identifying and securing additional program funding from government and third-party sources.

EDL-6220: School Organization and Human Resources (3 hours)

Leadership theory and its impact on educational organization, culture, leadership skills and processes.

EDL-6225: Special Education Finance (3 hours)

Students will explore issues related to funding programs for students with special needs. Further discussion focuses on policies, practices and issues related to special education finance at the local, state and federal levels, including sources, legal mandates and budgeting. Cross-Listed: SPED-6225.

EDL-6230: School Law and Policies (3 hours)

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

EDL-6231: Ohio School Law and Policies (3 hours)

Investigates Ohio state and federal laws, regulations, case law, and constitutional provisions affecting students and the school community. Students analyze current legal issues and the importance of policies and procedures.

EDL-6232: Oregon School Law (3 hours)

Investigates Oregon state and federal laws, regulations, case law, and constitutional provisions affecting students and the school community. Students analyze current legal issues and the importance of policies and procedures.

EDL-6235: Principal as Resource Manager (3 hours)

The management and allocation of financial, human and capital resources in support of school and district operations.

EDL-6240: Instructional Leadership (3 hours)

Elements of instructional leadership are examined, emphasizing parent, staff and community collaborations including advanced curriculum and instruction.

EDL-6241: Ohio: Instructional Leadership (3 hours)

Elements of instructional leadership are examined, emphasizing parent, staff and community collaborations including advanced curriculum and instruction and incorporating the key aspects of the Ohio Improvement Process.

EDL-6242: (Oregon) Instructional Leadership Online (3 hours)

Elements of Instructional Leadership are examined emphasizing parent, staff and community collaborations including curriculum and instruction.

EDL-6250: Special Education Law & Policy (3 hours)

Impact of special education policies and implementation as related to public and nonpublic schools. Analysis of legal guidelines, litigation, individualized education programs, inclusion and characteristics of exceptional learners. Cross-Listed: SPED-6250.

EDL-6300: Ethical Leadership: Models and Practices (3 hours)

Examination of current and anticipated ethical issues and dilemmas facing education in light of recent knowledge, research and societal demographics related to school leadership.

EDL-6310: Schools, Parents and Community Partnerships (3 hours)

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

EDL-6500: Administration of Early Childhood Programs (3 hours)

Analysis of professional standards in the field and implications for program practice. Provision for children with special needs.

EDL-6510: School Fund Accounting and Budgeting (3 hours)

Analysis of school funding and accounting required for the CSBO endorsement.

EDL-6520: School Finance Law (3 hours)

Analysis of laws governing school finance and accounting procedures as they affect schools and districts.

EDL-6530: Instructional Coaching and Mentoring (3 hours)

In this course students will investigate coaching models and principles of teacher mentorship. This course will examine the critical role the teacher leader has in improvement of instruction and in the professional development of faculty.

EDL-6710: Using Data to Inform Practice (3 hours)

Analyzing data to inform professional practice and lead school improvement efforts.

EDL-6715: Providing Instructional Support (3 hours)

This course aims to instruct teacher leaders about the distributed nature of professional development; provide a theoretical understanding about concepts of induction, retention and resilience; help manage the anxiety common to new teachers; and develop and apply a teacher support plan based on a case study of their choosing among several case studies provided in the course. These theories and strategies will be

practically implemented through the development of an individual action plan that focuses on providing instructional support for teachers.

EDL-6720: Influencing the School Culture (3 hours)

Developing and sustaining a school culture that supports student achievement.

EDL-6725: Building Collaborative Relationships (3 hours)

Developing and sustaining collaborative relationships for effective school reform.

EDL-6755: Utilizing Data for School Success (3 hours)

The administrator's role and responsibility in analyzing data to inform professional practice and lead school reform efforts.

EDL-6760: Leadership Strategies that Enhance Teaching & Learning (3 hours)

Theories, research and best practices that support effective instructional practices.

EDL-6765: Creating the Culture to Lead Effective School Reform Efforts (3 hours)

Factors that impact a school culture and the effect of human behavior on organizations.

EDL-6775: Leading School Based Professional Learning Communities (PLC's) (3 hours)

This course focuses on designing and leading professional learning systems and processes within various educational settings. Research and theory on professional development and learning of educators is explored in relation to three models of professional learning: standardized, site-based and individual.

EDL-6815: Exploring Leadership Strategies that Promote Collaborative Relationships with School Administrators (3 hours)

Developing effective collaborative relationships between teacher leaders and school administrators.

EDL-6825: Building Collaborative Relationships with Peers, Colleagues, and External Stakeholders (3 hours)

Collaboration as a means of engaging all stakeholders in continuous improvement.

EDL-6983: School Leadership Internship I (3 hours)

An academic, 16-week Principal Preparation clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities.

EDL-6984: School Leadership Internship II (3 hours)

An academic, 16-week Principal Preparation clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities. Prerequisite: B or higher in EDL-6983 or EDL-6993.

EDL-6986: Internship in School Business Management I (3 hours)

An academic, 16-week long clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities in finance.

EDL-6987: Internship in School Business Management II (3 hours)

An academic, 16-week long clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities in finance.

EDL-6988: Teacher Leader Practicum (3 hours)

The practicum provides the opportunity to apply the national and Illinois teacher leader standards addressed in the coursework to an authentic school setting. The candidate will develop, implement and evaluate a school-based action plan that is conceptualized and developed throughout the entire Teacher Leader Program. This plan will focus on improvement of classroom instruction and increased student performance.

EDL-6993: School Leadership Internship I (3 hours)

An academic, 16-week Principal Preparation clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities.

EDL-6994: School Leadership Internship II (3 hours)

An academic, 16-week Principal Preparation clinical experience at the pK-12 level, requiring extensive, intensive and diverse assignments and administrative activities. Prerequisite: B or higher in EDL-6983 or EDL-6993.

EDL-6997: Oregon PreAL Internship in School Leadership I (3 hours)

The CUC-Oregon PreAL Internship is a rigorous academic year-long program which provides diverse clinical experiences at the PreK-12 level for candidates seeking the Preliminary Administrator License (PreAL) administrative credential. Interns complete comprehensive clinical experiences and engage in authentic leadership projects, which are aligned with their school's focus on the improvement of student achievement, the ELCC Building-Level Standards (2011) and TSPC Standards. The capstone project of the School Leadership Program is a component of the internship. Prerequisite: The internship begins in August and ends in May concurrent with the Fall and Spring semesters at Concordia University Chicago. Candidates will complete the internship in their own school. However, a minimum of 15 hours of the total required 288 are to be completed in a diverse setting which is a school that serves students at different grade levels, PreK-12, are ethnically and culturally diverse, and may be located in a community other than the candidate's own school.

EDL-6998: Oregon PreAL Internship in School Leadership II (3 hours)

This is the second semester of a two-semester administrative internship which provides diverse clinical experiences at the PreK-12 level for candidates seeking the Initial Administrative License (PreAL) administrative credential. Interns complete comprehensive clinical experiences and engage in authentic leadership projects, which are aligned with their school's focus on the improvement of student achievement, and the ELCC and TSPC Standards. The capstone project of the School Leadership Program is a component of the internship.

EDL-7100: The Superintendency (3 hours)

Administrative techniques and interrelationships of the district administrator with other administrators, school staff, school boards and various governmental agencies.

EDL-7110: Strategies of Educational Leadership (3 hours)

Analysis of management and supervisory skills and behavior that lead to the improvement of instruction in public and private schools.

EDL-7111: Strategies of Educational Leadership for the Illinois Superintendent Endorsement (3 hours)

This course explores the theories, practices and standards of educational leadership with practical

applications to the Superintendent Endorsement. The field of educational leadership is continuously being redefined in response to changing school contexts, policies and cultural realities. Focus is on the analysis of instructional leadership skills and behavior that lead to the improvement of instruction in public and private schools. Reading, scholarly writing, class discussions, project-based real life assignments and personal reflection about emerging issues in education are strongly emphasized.

EDL-7120: Research-Based Decision Making K-12 (3 hours)

This course prepares students to be consumers of research in order to make leadership decisions based on qualitative and quantitative research studies. Investigation of primary source research studies includes the analysis of the research problem, research questions, literature review, methodology and results to understand the structure of research studies that can be applied to authentic problems in various fields of study.

EDL-7121: Research-Based Decision Making Non-K12 (3 hours)

This course prepares students to be consumers of research in order to make leadership decisions based on qualitative and quantitative research studies. Investigation of primary source research studies includes the analysis of the research problem, research questions, literature review, methodology and results to understand the structure of research studies that can be applied to authentic problems in various fields of study.

EDL-7140: Organizational Change K-12 (3 hours)

This course is designed to address the importance of organizational changes at it relates to school Administration. The need for change, planning for change, implementing change and evaluating change will be discussed from a variety of theoretical and practical perspectives.

EDL-7141: Organizational Change Non-K12 (3 hours)

This course is designed to address the importance of organizational change. The need for change, planning for change, implementing change, and evaluating change will be discussed from a variety of theoretical and practical perspectives.

EDL-7210: Policy Analysis (3 hours)

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

EDL-7211: Policy Analysis Non K-12 (3 hours)

This course is designed for doctoral students seeking a degree program specializing in higher education leadership, organizational leadership, sports management leadership, health and human performance, and gerontology. Students examine the policy process of analysis, formation and implementation, and the ways in which politics shape these processes.

EDL-7220: Human Resource Administration and Bargaining (3 hours)

Functions of human resource planning, recruitment, selection, placement, development and related legal issues, and human relations.

EDL-7230: Educational Finance (3 hours)

Public values, policy issues, specialized terminology and practical problems associated with the generation, distribution and internal allocation and control of education revenues and expenditures.

EDL-7232: Oregon Educational Finance (3 hours)

This course examines all aspects of the management of resources in an Oregon school district including finance, human resources and auxiliary services. Students will identify effective strategies to provide district resources to promote student performance. Students will identify and analyze how district resources can be allocated to provide for and advocate for every child.

EDL-7235: Educational Finance (3 hours)

This course examines all aspects of fiscal management in a school district including finance, human resources and auxiliary services. Students will identify effective strategies to provide district resources to promote student performance.

EDL-7240: Supervisory Theory and Practice (3 hours)

Examination of the theory and implementation of best practices related to the development of a positive organizational culture. Particular emphasis is given to supervision, evaluation and professional learning skills and behaviors of school district leaders in diverse school communities.

EDL-7241: Supervisory Theory and Practice for the Illinois Superintendent Endorsement (3 hours)

Examination of the theory and implementation of best practices related to the supervision and professional development of leaders at the school and district levels. Particular emphasis is given to the role of the superintendent in the supervision, evaluation and professional learning platform of all school leaders in diverse school communities. Teacher performance data and district improvement efforts are linked and a review of the district's professional learning plan is addressed.

EDL-7242: Supervisory Theory and Practice Oregon (3 hours)

This course examines the theory and implementation of best practices related to the supervision and professional development of school personnel. Particular emphasis is given to the supervision of diverse school communities and the moral nature and obligation of supervisory leadership.

EDL-7245: Managing Illinois School District Finances (3 hours)

This course examines all aspects of fiscal management in a school district including finance, human resources and auxiliary services. Students will identify effective strategies to provide district resources to promote student performance. Students will identify and analyze how district resources can be allocated to provide for and advocate for every child.

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.

EDL-7252: Oregon Legal Issues for School Districts (3 hours)

This course examines legal issues affecting schools districts in Oregon. Federal and state case law will be reviewed and applied to legal problems that confront school administrators.

EDL-7255: Managing Legal and Human Resource Issues (3 hours)

This course examines all aspects of managing legal and human resource issues in Illinois public school districts including the recruitment, selection, evaluation and supervision of high-quality staff. Students will demonstrate understanding of state and federal laws, regulations, and case law affecting Illinois public schools.

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

This course examines all aspects of curriculum instruction and assessment by utilizing existing school district data and reviewing the district's curricular, instructional and assessment programs. Students will understand and evaluate the current assessment plan and make recommendations for improvement that lead to comprehensive, rigorous and coherent curricular and instructional programs. Analysis of the district's curriculum map, instructional processes and formats, and the district's assessment plan will be conducted as it contributes to supporting high-quality instruction and improved student learning.

EDL-7300: Ethics for Educational Leaders (3 hours)

Ethical and philosophical analysis of administrative roles and responsibilities in light of moral dilemmas that prevail in schools and districts. Attention to diversity and the impact that leadership has on the educational environment is explored.

EDL-7301: Face-to-Face Ethics in School Leadership Superintendent Endorsement Program (3 hours)

The course centers on a variety of moral dilemmas that prevail in societies and organizations. Candidates will gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of laws, regulations and professional ethics to ethical decision-making. Integrity is fostered through the ethical and philosophical analysis of experiences in educational leadership. Attention is paid to the issue of building district culture and ethical environments that promote equitable learning outcomes for all students. Attention is focused on the engagement and collaboration between schools, families and the community in the provision of culturally responsible teaching and learning. The impact that leadership has on the educational environment is explored. Experience in district leadership is gained through the analysis of and the creation of policy and codes of conduct that support the success of all students. The primary aim of this course, then, will be to work through general ethical problems and practice that promote the principles of democracy, equity and respect for all classes of people.

EDL-7310: Organization and Community Partnerships (3 hours)

An examination of the nature of organizational development in order to build effective community outreach and partnerships. Topics explored include organizational and community culture, climate, political structures, community groups and other influencing factors, which impact organizational decision-making.

EDL-7891: Internship: Superintendent Track (3 hours)

Students complete an internship to fulfill a requirement for the superintendent endorsement.

EDL-7894: Superintendent Internship I: The Superintendent as an Instructional Leader (3 hours)

This is the first in a three-internship course sequence required for superintendent candidates under the new requirement of ISBE 23 Illinois Administrative Code 33. The curricular focus is the superintendent as instructional leader. Candidates are required to complete field-based clinical experiences that prepare them to lead the curricular, instructional and assessment programs in a school district. Prerequisite: Attendance at the Internship Orientation Session during which all requirements are explained.

EDL-7895: Superintendent Internship II: The Superintendent as Change Agent (3 hours)

This is the second in a three-internship course sequence required for superintendent candidates under the new requirement of ISBE 23 Illinois Administrative Code 33. The curricular focus is the superintendent as change agent. Candidates are required to complete field-based clinical experiences that prepare them to lead the curricular, instructional and assessment programs in a school district. Prerequisite: B or higher in EDL-7894.

EDL-7896: Superintendent Internship III: The Superintendent as HR and Resources Manager (3 hours)

This is the third in a three-internship course sequence required for superintendent candidates under the new requirement of ISBE 23 Illinois Administrative Code 33. The curricular focus is the superintendent as human and district resources manager. Candidates are required to complete field-based clinical experiences that prepare them to lead the curricular, instructional and assessment programs in a school district. Prerequisite: B or higher in EDL-7895.

EDL-7897: Oregon ProAL Internship (3 hours)

Middle Grades Education Courses

EDMG-6000: Middle Grades: Development and Philosophy (3 hours)

Young adolescent development and diversity. Middle level philosophy and implications for curriculum, instruction, school organization, programming and best practices. Field Experience: Required.

EDMG-6900: Content and Methods for Middle Grades Literacy (3 hours)

Middle grades literacy content, standards, curriculum, data-informed instruction and assessment for diverse classrooms, including English language learners, and students with special needs. Teaching reading, writing, speaking and listening conventions and second language acquisition processes. Emphasis on best practices for young adolescent development and interdisciplinary learning." Field Experience: Required. Fee: Required. Prerequisite: Acceptance to the College of Education

EDMG-6906: Content & Methods for Middle Grade Mathematics (3 hours)

Middle grades mathematics content with integration of inquiry, creative thinking, problem-solving and content-area literacy. Mathematics standards, curriculum, data-informed instruction and assessment, supportive environment and professionalism for diverse classrooms, including English language learners, and students with special needs. Emphasis on best practices for young adolescent development and interdisciplinary learning. Field Experience: Required. Fee: Required. Prerequisite: Acceptance to the College of Education.

Educational Technology Courses

EDT-6010: Integrating Technology Across the Curriculum (3 hours)

This course is an introduction to the disciplined practice of integrating technology into teaching and learning. It provides an overview of current instructional technologies and theory-based design strategies for effectively using these technologies.

EDT-6030: Using Technology to Build Learning Communities (3 hours)

Examination and evaluation of the use of technologies in the design and building of learning communities and development of community-based outreach and engagement.

EDT-6040: Visual Literacy in the Classroom (3 hours)

Pedagogical concepts and design strategies underlying the use of an image-rich curriculum to enhance instruction. Examination and evaluation of the use of visual technology tools and techniques to build visual literacy and meet learning objectives.

EDT-6050: Technology for Effective Decision Making in Teaching and Learning (3 hours)

Examination of the decision-making process and the role of technology in supporting data-driven decision making to enhance teaching and learning.

EDT-6065: Emerging Technology Trends, Professional Learning and Evaluation (3 hours)

An overview of current and emerging innovative technologies in teaching and learning. Theories and skills necessary to design and implement professional learning opportunities in light of current and emerging teaching/learning/technology needs. An examination of an evaluative framework for assessing the effectiveness of technology interventions and programs.

EDT-6070: Educational Technology Leadership (3 hours)

Leadership theories and practices to improve professional practice and exhibit leadership in the community by promoting the use of digital resources to improve student learning.

EDT-6080: Applied Project in Educational Technology (3 hours)

Capstone course in the Educational Technology Program. Prerequisite: 3.00 cumulative grade-point average and B or higher in EDT-6010, EDT-6210, EDT-6205, EDT-6030, EDT-6040, EDT-6050, EDT-6065, EDT-6070 and RES-6600.

EDT-6205: Educational Technology Hardware and Software (3 hours)

Planning, configuring and maintaining computer/technology systems, including basic networks, for school laboratories, classroom clusters and other appropriate instructional arrangements. Primary focus is on K-12 schools.

EDT-6210: Theoretical, Ethical and Practical Foundations of Educational Technology (3 hours)

Study of the theoretical, historical, contemporary and ethical foundations of educational technology. Debates social and ethical issues surrounding integrated technologies as they are designed and implemented for an academic environment. Examines how technology is embedded within policies and practices in curriculum and instruction.

EDT-6220: Emerging Educational Technology Trends (3 hours)

This course will provide an overview of current and emerging innovative technology trends in teaching and learning. Specifically, students will explore the ideas and theories that drive many of the most recent trends in K-12 educational technology. This exploration will be capped with the design and development of an engaging technology-supported lesson for students in K-12 classrooms that leverages current and emerging teaching/learning/technology trends.

EDT-6230: Assistive Technology: Principles and Practice (3 hours)

This course will address the use of assistive technology within a teaching and learning environment. It will present research and trending developments on how specific technologies address the academic and access needs of individuals with cultural/linguistic, sensory, social, emotional, cognitive and physical disabilities. Topics include defining and differentiating assistive and educational technologies; identifying the legislative policies connected with such technologies; exploring ethical and legal ramifications of assistive technology usage; and collaboration and implementation of assistive technology-enhanced materials and teaching/learning opportunities for all learners. Cross-Listed: SPED-6230.

EDT-7010: Theories in Educational Technology for Teaching and Learning (3 hours)

This course analyzes core theoretical perspectives in educational design and technology. This includes a historical review of the field, and an examination of the impact of seminal theories of teaching and learning from education, cognitive science, instructional design and the learning sciences.

EDT-7020: Designing for Online Learning Systems (3 hours)

This course will investigate the role of online learning in education, training and development. The course will specifically investigate educational psychology and instructional design concepts and their role in designing effective online learning systems. Students will also understand methods of assessment and evaluation models of online learning systems.

EDT-7030: Design of Learning Environments (3 hours)

This course addresses the design of technology-enhanced learning environments. The application of various designs and their guiding principles will be examined and critiqued. Examples include online, blended, flipped, one-to-one, informal, collaborative and non-traditional learning settings.

EDT-7040: Human-Computer Interaction for Learning Systems (3 hours)

This course investigates the interaction between the technology and the individual for learning. In this course, students will be asked to construct and evaluate learning technologies with principles from the fields of human-computer interaction (HCI), educational psychology, instructional design and cognitive science to achieve instructional and assessment goals.

EDT-7050: Project Management (3 hours)

This course explores the principles of project management for systems design in greater depth. Specifically, students will investigate best practices and issues for effectively implementing existing project management models given the needs of an organization and its stakeholders.

EDT-7060: Strategic Planning and Evaluation of Technology Programs (3 hours)

This course addresses strategic planning and evaluation of technology programs in organizational settings. Several planning and evaluation models will be analyzed and compared for their utility in learning contexts.

EDT-7070: Technology Leadership in Organizations (3 hours)

This course addresses issues that technology leaders face when collaborating with other administrative departments. Practical and theoretical strategies will be analyzed and compared to enable students to become more effective technology leaders in organizations. Issues addressed include strengthening communication, establishing stakeholder roles, promoting connections with teaching and learning, and supporting professional development.

EDT-7080: Contemporary Issues in Technology and Instructional Design (3 hours)

This course addresses issues related to the alignment of technology initiatives with teaching and learning in the current educational environment. Examples of topics include social computing, technology to improve productivity, technology to support professional development, collaboration tools, and governmental initiatives in curriculum and instructional design.

EDT-7100: Issues in Data Management (3 hours)

This course investigates issues surrounding the use of data in an organization. Students will examine and assess the required practices and systems needed to effectively support large-scale data use. This includes design of data systems, data mining, database structures, data analytics and government mandates for data use.

EDT-7110: Technology Department Management (3 hours)

This course addresses issues of managing a technology department's personnel and resources. The application of appropriate leadership principles within a technology department will be examined. Topics addressed include management of technology operations, technology resources, project management, hiring, staffing, training and evaluation.

EDT-7120: Technology Policy Analysis and Development (3 hours)

This course addresses the analysis of local, regional, federal and international policies that affect technology applications in educational settings. Students will also consider opportunities for advocacy to influence policy decisions. Topics addressed include local acceptable use policies, regional issues, federal programs, equity, and other social, legal and ethical issues.

EDT-7200: Issues in Technology Design and Management (3 hours)

This course investigates the constantly evolving “nuts and bolts” technical requirements of an educational organization. Students will explore ways to meet essential device requirements for the core technical infrastructure. Topics addressed include electronic networking, communication systems, device management, and management of technology systems, cloud computing and evaluating the effectiveness of the systems.

Secondary Education Courses**EDSC-6230: Literacy Instruction for Content Area Classrooms - Middle and Secondary (3 hours)**

Teaching literacy strategies in the content area classroom to secondary education students. Emphasis on the following: content area literacy, language acquisition, instructional approaches, reading processes, text selection, writing to learn, fostering discussion, visualization techniques, organization strategies, assessment, vocabulary, comprehension strategies, fluency, new literacies and collaborating with others. Acceptance to Teacher Candidacy is required.

EDSC-6570: Teaching Diverse Learners at the Secondary Level (3 hours)

This course develops the pre-service teacher’s understanding of theories and methodology essential to teaching diverse students in the 9-12 classroom. Emphasis on cultural and linguistic diversity. Field Experience: 10 hours. Prerequisite: Acceptance to the College of Education.

EDSC-6602: Content and Methods for Teaching English at the Middle/Secondary Level (3 hours)

This course develops the pre-service teacher’s understanding of English and Language Arts content and methodology necessary to teach middle and high school students. Pedagogical research and field experience required. Field Experience: 20 hours. Prerequisite: B or higher in EDSC-6570 and acceptance to the College of Education.

EDSC-6605: Content and Methods for Teaching Physical Education at the Middle and Secondary Levels (3 hours)

Learning theories, instructional styles and strategies for directing motor learning experiences with an emphasis on developing a comprehensive literature review of instructional strategies for physical education. Field Experience: 20 hours. Prerequisite: B or higher in EDSC-6570 and acceptance to the College of Education.

EDSC-6606: Content and Methods for Teaching Mathematics at the Middle/Secondary Level (3 hours)

Curriculum, methods and materials in mathematics at the secondary and middle school levels. Philosophy, structure and operation of comprehensive American secondary and middle schools. Field Experience: 20 hours. Prerequisite: Acceptance to the College of Education and B or higher in at least nine hours of undergraduate mathematics.

EDSC-6618: Content and Methods for Teaching Science at the Middle and Secondary Level (3 hours)

This course develops the pre-service teacher's understanding of science content and methodology necessary to teach middle and high school students. Field Experience: 20 hours. Prerequisite: B or higher in EDSC-6570 and acceptance to the College of Education.

EDSC-6619: Content and Methods of Middle/Secondary Social Science (3 hours)

This course develops the pre-service teacher's understanding of social studies content and methodology necessary to teach middle grades and high school students. Field Experience: 20 hours. Prerequisite: B or higher in EDSC-6570 and acceptance to the College of Education.

Education (EDU) Courses

EDU-6000: Classroom Discipline (3 hours)

Theological basis, legal ramifications and practical applications of classroom disciplinary techniques. Prominent current approaches will be examined in light of research. Application to the participants' classrooms through problem-solving techniques.

EDU-6015: Seminar in Higher Education (3 hours)

This course will serve as an introduction to the U.S.-based higher education learning environment. Students will work to develop English grammar, reading, writing, speaking and listening skills.

EDU-6041: Seminar in Gifted Education (3 hours)

Students will design, implement, and evaluate a leadership project related to gifted education and the needs of gifted and talented students.

EDU-6110: Foundations of Curriculum & Instruction (3 hours)

This course examines the philosophical, historical, social and psychological foundations in education and their impact on teacher practice in curriculum, instruction and assessment.

EDU-6135: Fundamentals of Learning Theory (3 hours)

Learning facilitators will develop an understanding of cognitive development in K-12 children and adult learners. This course will focus on cognitive functioning, brain research and critical thinking as they relate to research-based best practices for teaching and learning.

EDU-6200: Beginning Reading Instruction (3 hours)

This course examines the factors involved in the beginning literacy processes. The focus is on current theory and research relating to issues in literacy in grades K-3. Candidates will administer and interpret appropriate assessments and plan effective intervention lesson(s) for students who struggle in reading. Field Experience: 7 hours. Field Setting: Public educational setting for classroom observation and work with K-1 students required.

EDU-6205: Foundations of Language and Reading Theory (3 hours)

This course will deepen understanding of reading research and language acquisition factors that influence the reading and writing processes. Candidates will also explore historical influences on literacy research and practice, examining literature in sociolinguistics, psycholinguistics, educational learning theory and literacy research. Field Experience: None. Field Setting: None.

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-6228: Diagnosis of Reading Problems (3 hours)

Candidates will study the causes and types of reading difficulties that are characteristic of elementary, middle, and secondary struggling readers. In addition, candidates will learn procedures for assessing the struggling reader, including administration and interpretation of various standardized and informal assessments.

EDU-6229: Remediation of Reading Problems (3 hours)

Candidates will study the current research relating to common reading problems and the various best practices to remedy the problems. Candidates will use data to inform teaching practices and plan differentiated instruction to meet the needs of a diverse group of elementary, middle and secondary learners. Prerequisite: B or higher in EDU-6228 or its equivalent.

EDU-6230: Content Reading: Middle and Secondary Schools (3 hours)

This graduate reading course emphasizes the development of competence as a literacy coach/leader in a middle or secondary setting. Integrity is fostered through attention to the diversity of learners in their various educational settings. Leadership and collaborative relationships are fostered through various experiences with middle and secondary content-area teachers, cohort peers, and literacy professionals. Candidates are expected to participate in field experiences outside of course online or class hours, which include conducting interviews with teachers, teaching a lesson and conferencing with teachers. Field Experience: 5 hours. Field Setting: Candidate-arranged work with middle/secondary teacher required.

EDU-6231: Studies in Elementary, Middle and Secondary School Reading (3 hours)

Candidates will explore principles, practices and problems for elementary, middle and secondary school reading students. Innovative knowledge from leading literacy leaders in their respective fields will be analyzed critically and discussed. Emphasis is on application of current theory, research and best practices.

EDU-6232: Secondary Reading Instruction (3 hours)

Candidates will explore various social, cognitive, and affective aspects at play when working with secondary students to develop their reading skills and practices. A major goal for candidates will be to identify and build upon students' established multiliteracy skills and processes. Candidates will be exposed to and apply age-appropriate texts, assessments, and instructional and learning practices during class sessions and a clinical situation. A strong focus is on using data to inform teaching practices while attending to student motivation and engagement. Prerequisite: B or higher in EDU-6294.

EDU-6234: Assessment of Reading with Remedial Materials and Resources (6 hours)

This is a graduate-level course series that explores the causes and types of reading difficulties, procedures for assessing the struggling reader, and experiences in administering and interpreting standardized and informal tests. The course also attends to current research relating to common reading problems and their correction. Field Experience: 15 hours. Field Setting: Public educational setting and work with primary and intermediate/upper students required.

EDU-6291: Roles, Relationships, and Ethics of the Reading Professional (3 hours)

In this course, the role of the reading professional in program development, implementation, supervision and assessment is explored from an ethical perspective. Adult learning theory, professional development and program evaluation are also investigated. Field Experience: 10 hours. Field Setting: Candidates arrange to work with teacher and need access to school data and resources.

EDU-6294: Practicum I in Reading Instruction (3 hours)

Candidates will demonstrate application of assessments and remedial techniques in a supervised, clinical situation. Taking information gleaned from administering various formal and informal assessments, candidates will demonstrate their abilities to gather data and interpret the data in order to design data-driven, appropriate instruction. Prerequisite: B or higher in EDU-6228, EDU-6229 and EDU-6231.

EDU-6298: Reading Practicum Using Developmental Instruction and Support (6 hours)

This course emphasizes the application of assessment and remedial techniques in a supervised, clinical situation for K-12 levels. It is the culminating experience for implementing data-driven instruction and the reporting of student progress. The MA Reading Program Capstone is embedded in this course.

Prerequisite: B or higher in EDU-6234 or permission of department chair. Field Experience: 20 hours. Field Setting: Candidate-arranged or course-embedded work with elementary and intermediate/secondary students.

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

This course critically examines issues and trends in children's literature, including using it as a basis for the promotion of cultural and linguistic diversity. Candidates learn action research principles and apply them in conducting an in-depth study of research highlighting implications for instruction. Field Experience: None. Field Setting: None.

EDU-6310: Thematic Approaches to Children's Literature (3 hours)

Contemporary children's literature explored through study of specific themes such as family crisis, death, minorities and changing roles.

EDU-6380: Assessment, Evaluation and Data-Driven Decision Making (3 hours)

This course enables learning facilitators and educational leaders to develop an understanding of school-wide and classroom-based assessment and evaluation by analyzing the types and purposes of assessment, and the use of assessment as a tool for school and student improvement. This course focuses on evaluating an assessment system, critiquing classroom-based assessment practices, and data gathering and analysis in order to create systems and methods that best use assessment and data for increased student achievement and broader school improvement.

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

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

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

Using case examinations, pre-service teacher candidates will engage in discussions over ethics in educational contexts. School law, the development of professionalism and teaching with integrity will also be discussed.

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

This course is designed to introduce pre-service teacher candidates to the purposes, scope and design of educational research. The intended outcomes of the course would be to understand the role of research in educational design and decision making, to create consumers of research within the pre-service teaching community, and to learn how to incorporate appropriate research practices into instructional settings.

EDU-6450: Adult Learning (3 hours)

Addresses the adult learner's development, learning styles, conditions of learning and life circumstances. Also examines the adult educator's role, methodology, learning theory and evaluation techniques.

EDU-6500: Curriculum Construction (3 hours)

This course focuses on educational objectives and the selection and organization of learning experiences. Contemporary types of curriculum organization, factors affecting curriculum and pertinent research will be explored.

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

This course engages contemporary educational issues in the United States, such as obstacles and challenges faced by educators. Educators will inspect basic assumptions and social forces that influence current educational policymaking and reform. Cross-Listed: FPR-6400.

EDU-6520: Research-Based Instructional Strategies (3 hours)

Reviews of research that support effective instructional strategies.

EDU-6525: Teacher as Practitioner (3 hours)

This course addresses the knowledge and skills connected with effective teaching and instruction through the analysis of current and emerging research in pedagogy.

EDU-6526: Socially, Culturally and Linguistically Diverse Students: Perspectives for Practitioners (3 hours)

This course seeks to prepare teachers for teaching culturally and linguistically diverse students and to explore issues of language and culture involved in teaching diverse and/or marginalized students in American schools.

EDU-6530: Curriculum Change & Development (3 hours)

EDU-6535: Teacher as Leader (3 hours)

This course promotes effective teacher leadership in classrooms, schools and other social institutions. Course content examines comparative educational systems, organizational theory, and school change and reform processes.

EDU-6540: Special Education Curriculum and Pedagogy (3 hours)

Information and skills necessary to develop and organize curriculum to facilitate acquisition, maintenance and generalization of skills for students with special needs. Instructional planning and design based on knowledge of the disability, pedagogy and curriculum goals.

EDU-6545: Action Research (3 hours)

Understanding of action research in educational settings. Focus on development of basic action research skills for improved teacher practice. Skills for interpreting published research also are emphasized.

EDU-6550: Brain Research and Classroom Learning (3 hours)

EDU-6556: Seminar in Reflective Practice (3 hours)

Students are presented action research theory to conduct an action research inquiry of their own design that fosters reflection and growth in their own practice. The action research paper at the end of the course serves as the capstone experience for the master's degree in curriculum and instruction.

EDU-6560: Technology and Effective Classroom (3 hours)

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

EDU-6640: Teacher as Researcher (3 hours)

Principles of teacher research. Focus on development of basic research skills to carry out action research, self-study or other practitioner research projects with the goal of improved teacher practice. Skills for interpreting published research are also emphasized.

EDU-6700: Assessment Theory & Practice (3 hours)

Introduction to psychometrics including reliability and validity theory and evaluation. Development, implementation and scoring of effective measurement instruments including authentic assessments and tests across the disciplines. Interpretation of results and instructional planning.

EDU-6710: Giftedness, Research & Policy (3 hours)

Students will identify and study the unique characteristics of the gifted learner, assess current research, consider the underrepresentation of culturally, linguistically, and economically diverse populations in gifted programs. Students will review current laws, policies and national standards in order to apply them to the education of gifted and talented students

EDU-6715: Curriculum Development for Gifted and Talented Learners (3 hours)

In this course candidates will learn how to develop K-12 Curriculum for the gifted and talented students that take into consideration the wide range of abilities and varying needs of gifted and talented students. Curriculum modification and development that aligns with assessment frameworks and instructional practices will be addressed. Gifted curriculum models will be studied and analyzed.

EDU-6720: Identification, Assessment and Evaluation of Instructional Models for Gifted Learners (3 hours)

Students will learn multiple methods to identify and support gifted learners. Instructional models in gifted education will be examined and evaluated. Challenges to inclusive identification of gifted students will be a focus.

EDU-6725: Differentiated Instruction for Gifted and Talented Learners (3 hours)

In this course, candidates will conduct an in-depth study of differentiation strategies to meet the needs of gifted learners. Further, students will create learning experiences that provide choice and challenge with opportunities for more profound and more complex learning.

EDU-6730: Learning Environments for Gifted Education (3 hours)

Students will develop the knowledge and skills necessary to create and enrich the learning environment in gifted education programs. Students will research, analyze and understand the impact of the physical, emotional and academic learning environment on gifted and talented students.

EDU-6735: Assessing Gifted and Talented Students (3 hours)

This course enables candidates to defend and develop an understanding of how to create, implement and evaluate assessments for, of and as learning. A variety of assessment instruments will be explored and designed. The focus will on the alignment of assessment to curriculum and teaching practices appropriate for gifted and talented learners.

EDU-6740: Technology in Gifted Education (3 hours)

Students will research, analyze and integrate technology to support the curriculum, instruction and assessment practices for gifted and talented students. In addition, students will explore the role of web-based programming, assistive technologies and other technology-based tools/resources to enrich and individualize the experiences of gifted learners.

EDU-6745: Gifted and Talented Practicum (P-12) (3 hours)

The practicum consists of an approved eight-week field experience in a P-12 setting that offers programs for gifted students. The field experience provides candidates opportunities to provide professional development, leadership and to practice using instructional strategies and materials as well as model an appropriate mindset for meeting the needs of students who are gifted or talented.

EDU-6750: Issues and Trends in Curriculum & Instruction (3 hours)

This graduate course explores in-depth/emerging topics and issues in curriculum and instruction. It maintains a consistent disciplinary framework while the content changes each term.

EDU-6760: Social & Emotional Needs of the Gifted Learner (3 hours)

Students will examine research, demonstrate understanding and develop teaching practices that address the social and emotional growth of gifted and talented learners. In addition, students will investigate the influence and impact of family, teacher, peers and other stakeholders on gifted learners.

EDU-6770: Trauma-Informed Pedagogy (3 hours)

This course focuses on best practices in trauma-informed pedagogy to address the needs of students experiencing trauma, which can interfere with learning and interpersonal relations. This course explores the impact of the following dimensions of trauma on children: social, emotional, physical and academic.

EDU-6775: Creating Trauma-Sensitive Environments (3 hours)

This course explores how to create learning environments that are sensitive and responsive to trauma. To do so, the course looks at professional development and other kinds of support teacher leaders can draw upon, as well as how to bring families and the wider community into this work. Finally, this course attends to the needs of teachers and staff who may experience secondary trauma.

EDU-6780: Social Emotional Learning & Resilience (3 hours)

This course focuses on social-emotional learning instructional strategies and curriculum to address students experiencing high levels of stress so that it interferes with learning and interpersonal relations. Candidates will learn best practices related to social-emotional learning and how to create classroom communities that support resilience in students.

EDU-6921: Student Teaching: Elementary/Middle School Education (6 hours)

Supervised experience in a 1-6 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 accepted 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 5-12 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 accepted to the MAT Secondary Education program who have been approved for student teaching.

EDU-6950: Independent Study in Education (1-3 hours)

EDU-6970: Independent Research (3 hours)

EDU-6982: Practicum in Staff Development (3 hours)

A capstone fieldwork experience in staff development allowing prospective specialists to put into practice what has been learned throughout the course of study. The practicum may extend for more than one semester. Prerequisite: Completion of coursework in the program.

EDU-6990: Thesis (3-6 hours)

EDU-7030: The Impact of ESEA on the Educational Landscape (3 hours)

Tracing the research streams of the Elementary and Secondary Education Act and its impact on American educational policy, this course examines the ideologies and people that influence curriculum development and instructional practices through a historic lens.

EDU-7100: Curriculum Theory & Design (3 hours)

This course moves from theoretical perspectives in curriculum to the design process with a focus on the relationship between theory and practice.

EDU-7420: Multicultural Education: Pedagogy in Practice (3 hours)

This course will examine the historical and political impact of multicultural education in our schools. A study of the trends in multicultural education that have guided instructional and assessment practices will be a critical component. Developing and evaluating curriculum and instructional strategies appropriate in multicultural education will also be a focus.

EDU-7500: Instructional Coaching for Effective Teaching (3 hours)

Knowledge and skills required to be an effective instructional coach. Collaboration, reflection, modeling, communication and leadership in effective coaching models.

EDU-7600: Global Perspectives in Curriculum & Instruction (3 hours)

This course examines through a global lens a number of contemporary policy issues and practices that impact the way we enact curriculum development, instruction and assessment.

EDU-7700: Research-Based Instructional Practices (3 hours)

This course will critically examine research-based instructional strategies. Understanding how to determine the effectiveness of instructional strategies based on a variety of factors such as student population and needs, available resources, and goals of the academic institution will be a focus. Understanding how instruction connects to assessment and curriculum will also be explored.

EDU-7800: Curriculum Leadership (3 hours)

This course will examine the role of the curriculum leader as a change agent in developing curriculum processes and planning that engage the educational community. Implementation strategies related to building an effective instructional program will be examined. Current trends and issues in curriculum, instruction and assessment based on research-based practices will provide a focus for the leader to improve teaching and learning.

EDU-7890: Comprehensive Seminar (3 hours)

Students demonstrate understanding of key concepts taught in the courses they have completed in their doctoral program. Candidates will lead seminars that review basic core content and emphasize practical

applications. At the completion of the course, candidates will present a professional portfolio.
Prerequisite: Completion of all but three or fewer courses in the doctoral program.

Education (EDUC) Courses

EDUC-6040: Introduction to Classroom Teaching and Technology for Learning (3 hours)

Introduction to variety of instructional strategies for teaching with a focus on using technology for learning. Enrollment is limited to graduate students working toward initial certification. Required for acceptance to the College of Education.

EDUC-6045: Introduction to Theories of Learning and Cognition (3 hours)

This course will introduce pre-service teachers to learning theory, research on cognition, developmentally appropriate instruction and Social and Emotional Learning Standards. Field Experience: Required.

EDUC-6060: Classroom Management and Assessment (3 hours)

A methods course that focuses on appropriate classroom management strategies and classroom assessment and evaluation. Enrollment limited to graduate students working toward initial teacher certification. Field Experience: Required.

EDUC-6150: Foundations of Education (3 hours)

Introductory course that examines the philosophical frameworks for effective teaching and learning, explores the competencies for effective teaching and learning, and traces the historical and contemporary development of education in the American and global contexts.

EDUC-6250: Integrating and Assessing Learning in Diverse Classrooms (3 hours)

Introductory planning and assessing course that explores interdisciplinary unit plans and resource kits to promote critical thinking and collaborative skills, formal and non-formal modes of assessments for interdisciplinary lessons, and the incorporation of state, national and Illinois Social and Emotional Learning Standards and community resources within lesson plans.

EDUC-6350: Theories of Learning, Language Acquisition & Cognition Across Cultures (3 hours)

This foundational education course examines learning, cognition and language acquisition theories pertinent to linguistically and culturally diverse classrooms. Emphasis will be on application of theories to create culturally responsive teaching practices and learning experiences.

EDUC-6290: Characteristics and Instruction of Exceptional Learners (3 hours)

Introductory course that examines the characteristics of exceptional learners (physical, psychological, behavioral/social and academic) and needs of exceptional learners, including students who have special needs/disabilities and/or who are gifted and talented, explores appropriate programing, instructional strategies, assessments and record-keeping procedures for these learners and identifies the laws, policies and procedures applicable to exceptional learners.

EDUC-6350: Theories of Learning

EDUC-6435: Introduction to Education (3 hours)

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

EDUC-6980: Student Teaching Internship: Major Program and Focus Program (6 hours)

Designed for students who are completing licensure in two program areas. The title of the programs will be inserted for “Major Program” and “Focus Program.” Internship in the major program every day for eight weeks of the semester, and in the focus program every day for eight weeks of the semester under the guidance of classroom cooperating teachers and the supervision of the University. Illinois Professional Teaching Standards (2010) are assessed with the Education Teacher Performance Assessment and other assessments. Seminar and colloquium participation is required. Fee: Required. Prerequisite: Acceptance to Student Teaching Internship. Corequisite: EDUC-6985.

EDUC-6985: edTPA Seminar and Colloquium (0 hours)

Focus on edTPA portfolio-related needs, issues, skills and areas of knowledge, specifically in preparation for submitting the assessment to Pearson. Corequisite: EDUC-6980.

EDUC-6990: Education Internship (2 hours)

Supervised experience (100 clock hours) in a school, an educational setting, or with an organization in a position that utilizes the skills of an educator. Site to be approved by Concordia-Chicago prior to start.

English Courses

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

General survey of adolescent literature and related media materials for grades six through 12 including criteria for evaluation and study of trends and issues.

ENG-6380: Literary Theory & Criticism (3 hours)

Various contemporary critical approaches to the study of literature and to research tools and methods used in literary studies.

ENG-6520: 20th-Century American Fiction (3 hours)

Forms and themes in American fiction from World War I to the present. Writers include Fitzgerald, Hemingway, Faulkner and Morrison.

ENG-6540: Modern Drama (3 hours)

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

English as a Second Language Courses

ESL-6027: Assessment of Language Minority Students (3 hours)

Comprehensive overview of current developments in the assessment of English language learners in the context of school learning and academic achievement. How to structure assessment procedures to reflect current research understandings, best classroom practices and state and federal mandates are emphasized. Analysis of purposes and forms of assessment, barriers to fair assessment of ELLs, and designing and adapting authentic assessment tools for formal and informal methods of assessing English proficiency and academic development in English at varying levels. Field Work: 20 hours.

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

Examination of the historical, philosophical, legal and ethical foundations of teaching English language learners. Emphasis given to the development of current educational policies and effective instructional practices of educating all language minority students. Field Work: 5 hours.

ESL-6350: Cross-Cultural Studies: Teaching Culturally and Linguistically Diverse Students (3 hours)

Examination of diverse cultures and how they differ and are the same, focusing on historical and contemporary social and cultural issues affecting culturally and linguistically diverse students. Emphasis on the impact of the cultural, social, psychological, structural and sociopolitical processes affecting the learning, participation and identity construction of language minority students and the need for appropriate teaching and learning strategies for today's diverse student population. Also addressed is the role of ethics in instruction for CLD students and moral education to promote the development of independent, reflective moral agents that enable individuals to make informed decisions and justify principles that guide decision-making processes. Field Work: 10 hours.

ESL-6556: Seminar in Reflective Practice

Implementation of an action research, self-study or other practitioner research project. Data collection and analysis to inform researcher's perspective as it relates to pertinent educational issues. As a result, the research will be presented in a final formal format to serve as the project capstone.

ESL-6610: Language and Linguistics (3 hours)

Analysis of the symbolic systems and the cultural bases of English in relationship to other languages through exploration of structure and history, language development and variation and communicative competence in the context of language use. Examination of L1 and L2 literacy development. Field Work: 5 hours.

ESL-6620: Teaching English as a Second Language (3 hours)

Application of major theories and research to help ELLs develop language and literacy in the content areas. Development and implementation of standards-based instructional strategies and assessment procedures adapted to ELLs at varying levels of language and literacy development in the content areas. Field Work: 30 hours.

ESL-6630: Methods and Materials for Teaching Culturally and Linguistically Diverse Students (3 hours)

Exploration and analysis of relevant K-12 pedagogical approaches, methods and strategies needed to convey to a diverse population state and professional standards-based curricula. Development, adaptation and evaluation of materials for implementation in lesson planning and assessment for teaching English to speakers of other languages to particular groups of different ages, ability levels and cultural backgrounds. Inclusion of strategies that foster both language acquisition and academic achievement in speaking, reading, writing and listening. Field Work: 30 hours.

ESL-6635: Methods & Materials for Teaching Bilingual Students (3 hours)

Exploration of principles and methodology for planning, selecting, implementing and evaluating materials used for instructing LEP students in a bilingual classroom. Issues of first and second language development, effective primary language teaching, strategies and acculturation matters. Prerequisite: Bilingual proficiency in a language other than English. Bilingual proficiency is defined as being able to demonstrate adequate speaking, reading, writing and grammar skills (in real-world situations in a spontaneous and non-rehearsed context) in a non-English language in which transitional bilingual education is offered in Illinois.

ESL-6640: Teacher as Researcher (3 hours)

Principles of teacher research. Focus on development of basic research skills to carry out action research, self-study or other practitioner research projects with the goal of improved teacher practice. Skills for interpreting published research are also emphasized.

Foreign Language Courses

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

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

FOL-6120: Theoretical Foundations for Teaching Bilingual Students (3 hours)

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

Foundations and Policy Courses

FPR-6000: Foundations of American Education (3 hours)

Development of richer and more systematic interpretations of the historical, cultural and social foundations of American education and schooling.

FPR-6050: Critical Pedagogy and Educational Theory (3 hours)

Exploration of critical strands in educational theory and practice. Convergences and divergences among theoretical perspectives. Development of critical consciousness and an individually defined, socially engaged pedagogy.

FPR-6060: Education in the Popular Imagination (3 hours)

Examination and critique of representations of teaching and schooling in the media and popular culture. Impact of media/pop culture representations of teachers, students and schools on the public debate over education. Uses of media studies/popular culture in pK-12 classrooms.

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

This course engages contemporary educational issues in the United States, such as obstacles and challenges faced by educators. Educators will inspect basic assumptions and social forces that influence current educational policy making and reform. Cross-Listed: EDU-6515.

FPR-6550: Politics, Policy and Reform (3 hours)

School and system policies and practices within historical, political and contemporary contexts. Theoretical and practical aspects of policy development, adoption and implementation. Power structures and relationships. School change and reform initiatives. Impact of politics and policy-making on teaching and learning in classrooms.

FPR-6700: Reconceptualizing the Curriculum (3 hours)

Philosophical bases of curriculum approaches. Historical and current trends in curriculum theory. Curriculum practice, past and present. Vision and action toward participatory, democratic curriculum making in classrooms, schools and society.

FPR-6900: Seminar in Critical Praxis (3 hours)

Program culminating course. Critical reflection on one's own beliefs and assumptions as they relate to teaching and learning. Practical application and advocacy.

FPR-7000: Historical and Cultural Contexts of Education (3 hours)

A seminar that examines historical and current issues of democracy, meritocracy and diversity in education. Influences of historical decisions about education on modern education. Normative, technical and political issues involved in reform of public education.

FPR-7010: Philosophical and Theoretical Foundations of Education (3 hours)

Study of the philosophical and theoretical foundations of education, including analysis of the aims and goals of education, processes of attainment, content and curriculum, and the socialization function of education and schooling. Develop an understanding of the intersections between theory/philosophy, ethical perspectives and the development of policy, practice and institutions.

FPR-7011: Philosophical and Theoretical Foundations of Leadership (3 hours)

Study of the philosophical and theoretical foundations of education and leadership, including analysis of the aims and goals of education, processes of attainment, content and curriculum, and the socialization function of education, schooling and complex organizations. Develop an understanding of the intersections between theory/philosophy, ethical perspectives, and the development of policy, practice and institutions.

FPR-7100: Political and Social Contexts of Education (3 hours)

Study of selected political and social theories of education. Examine the complex relationships that have and will continue to manifest between schools and society such as power structures, stakeholder groups and competing interests in educational practice and policy making at multiple levels. Study of how such theories and perspectives affect school and system organization and control. Consider ethical perspectives.

FPR-7210: Social Justice in Educational Contexts (3 hours)

Study theories of social justice and practical implications for teachers, administrators and other educational professionals. Introduction to dynamics of oppression, privilege and social power, culturally relevant and critical pedagogies and social identity.

FPR-7300: Philosophy of Scientific Knowledge (3 hours)

This course provides an orientation to the nature, uses and limitations of science with the aim of achieving and understanding of the variety of approaches to research design and developing conceptual frameworks. With regard to the metatheory of knowledge, particular attention will be paid to the following topics: the relationship between theory and observations, the role of the researcher's values in knowledge generation, how the research conceptualizes the relationship between researcher and subjects, the standards that are used to appraise theories, the theory of reality (ontology) and of how to know that reality (epistemology) that underlies critical theories, and how different methods of data gathering and data analysis influence the generation of scientific knowledge.

FPR-7450: Assessment in Educational Settings (3 hours)

Assessment theory and practice in micro and macro school contexts. Introduction to psychometrics, including reliability and validity. Data analysis and data-based decision-making. Creating, application and/or critique of international, national, state, district, school and classroom assessments to improve student achievement, evaluate programs and inform policymaking.

FPR-7500: Community Contexts of Schooling (3 hours)

Schools and their local contexts. Micropolitics of schools. Conceptions of parent engagement and school/family/community partnerships. School-community organizing.

FPR-7705: Learning Inside and Outside the Classroom (3 hours)

Socio-cultural, cognitive and behavioral theories of learning. Relationship between the individual and multiple contexts in which the learning takes place. Current pedagogical practices and trends from these perspectives. Learning environments and instructional strategies based on these perspectives.

FPR-7720: Urban Education in a Global Community (3 hours)

Examination of the commonalities and differences in schooling in major urban centers around the world. Diverse theoretical perspectives applied to educational systems in global contexts.

Gerontology Courses

GERO-6000: Perspectives in Gerontology (3 hours)

Introductory course for the Master of Arts in gerontology program that provides students with a comprehensive overview of the multi-disciplinary field of gerontology. Involves several academic disciplines or professional specializations in an approach to gerontology. Substantive, conceptual and methodological issues central to the study of aging and the life course are explored.

GERO-6045: Aging, Values, Attitudes, and Ethics (3 hours)

Provides an overview of ethics as they relate to aging and older adults. This course examines a variety of ethical and moral issues at the clinical, social, cultural, policy and individual levels. Students explore key value issues that shape societal and individual perceptions about ethics and aging. This course considers the ethical implications of ageism.

GERO-6050: Adult Development and Aging (3 hours)

This course promotes integrity as students acquire attitudes and skills that promote the understanding of adult development with special attention paid to the aging process. It further promotes integrity as students learn to suspend judgment and draw various fields together in order to understand and provide quality care services to the aging population with sensitivity to cultural differences. Students obtain the knowledge of techniques and research while attaining competency in the timely use of various person centered interventions. As knowledge and competency develop, a sense of confidence and leadership is cultivated.

GERO-6160: Sociology of Aging (3 hours)

This course examines the impacts of aging on individuals and societies, including social, cultural and individual reactions to aging in the society and the diversity of reactions to aging. Theoretical frameworks for aging and involvement will be presented, examined and integrated. Field trips may be required.

GERO-6495: Program Management in Aging (3 hours)

Designed to expand students' knowledge of and skills in effective program management of aging services and organizations serving older adults. Students review the aging network while considering the unique needs of older adults. This course also examines approaches for managing service programs effectively. Implications for program evaluation are considered.

GERO-6500: Public Policies and Aging (3 hours)

The course provides an overview and analysis of the policymaking process and policy initiatives as these affect older adults in society.

GERO-6510: Diversity in Aging (3 hours)

This course focuses on the differences and diversity of the aging population from a national perspective. Topics include race, ethnicity, gender, social class, spiritual and economic issues.

GERO-6750: Advanced Topics in Gerontology (3 hours)

Covers a variety of special topics in gerontology. This course is developed and offered based on interest from students and instructors. The topics broaden and complement the gerontological content offered in the required courses taken in the MA in gerontology program. Examples of topics include: Families in Later Life; Death and Dying; Aging and Health; Resilience over the Life Course; Global Aging; Gender and Aging; Aging in Literature and Film; Sexuality and Aging; and Grant Writing.

GERO-6900: Seminar in Gerontology (3 hours)

Focuses on current issues and problems in gerontology utilizing literature reviews, research and primary data collection. Students complete a thesis, applied or analytical project and are expected to define, complete and defend their project and complete their capstones during this 16-week course. This course includes the capstone experience.

GERO-6980: Practicum in Gerontology (3 hours)

The practicum experience encompasses a supervised practice in a community agency that serves older adults and their families. In addition to the coursework, students are required to complete 240 hours of service during this 16-week course.

GERO-7000: Gerontological Theory (3 hours)

Reviews major types of gerontological theory within the context of theoretical paradigms. This course explores the differences and commonalities within the various theoretical strands of knowledge construction within gerontology.

GERO-7500: The Physiology of Aging (3 hours)

Presents an in-depth analysis of the biology of aging, building up from changes occurring at the molecular and cellular level and analyzing the consequences at the organism level. Examines the influence of these age-related changes in what are commonly considered a disease of aging.

GERO-7505: The Psychological Aspects of Aging (3 hours)

Examines psychological development and change across the adult lifespan. Using frameworks of developmental psychology, this course reviews and explores adult development in the broad domains of cognition, personality and socio-emotional functioning. Issues related to normative and optimal adult development and aging are considered.

GERO-7560: Sociocultural Aspects of Aging (3 hours)

Presents a socio-cultural perspective on the aging process. This course examines social and cultural factors that influence aging and the nature of the integration of older adults into society, as well as the way in which population aging affects the larger society.

GERO-7800: Demography and Epidemiology of Aging (3 hours)

Explores fertility, mortality and global aging; distribution of health and illness within a population; age-based migration and its impact on locations of origin and destination; variations in health and mortality by

gender, race, ethnicity and social class; impact of health and mortality patterns for individuals, society and public policy.

GERO-7805: Issues in Aging Policy (3 hours)

Explores the development, implementation and analysis of social policy in the United States on major issues affecting older people. Considers the determinants of aging policy. The policymaking process and development of legislation are analyzed as factors related to the making of policy for older adults.

GERO-7810: Foundations of Teaching and Learning in Gerontology (3 hours)

Exploration and application of teaching and learning strategies for communicating gerontological knowledge. This course addresses teaching gerontology in classroom settings as well as in public settings to a variety of audiences in applied and policy settings.

GERO-7820: Leadership, Applied Ethics, Aging & Global Change (3 hours)

Examines the ethical dilemmas of leadership, the foundations and context of moral choice, and the moral implications of decision-making as they relate to gerontological leadership. Considers the ethical challenges and decision criteria facing leaders, the role of politics and power in organizations and the leader's ability to promote and infuse organizational ethics and integrity in an aging and globalized world.

GERO-7900: Diversity in Aging Societies (3 hours)

Explores how ethnicity, race and gender structure the lives of individuals throughout the life course and how other factors such as age, cohort and class intersect with these realities. This course considers how the lives of people differ across diverse strata and how social policies shape individuals' lives.

GERO-7905: Professional Seminar in Gerontology (3 hours)

Applies and integrates knowledge gained in earlier courses and strengthens skills necessary to claim identity as a gerontologist. Through applications in gerontology-related areas such as advocacy, professionalism, and/or family and workplace issues, candidates will hone skills needed in the profession (i.e., CV/resume development, job acquisition tools, communication skills, etc.).

Grant Writing, Management, and Evaluation Courses

GME-6215: Budgeting, Grant Writing and Third Source Funding (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.

GME-6300: Introduction to Grants (3 hours)

Provides an overview of key components of the grant process. Identifying priorities, utilizing grant databases and distinguishing various giving sources such as foundations, corporations, government agencies and individuals. Strategies for proposal development, researching, identifying and cultivating partnerships.

GME-6310: Introduction to Not-for-Profit Organizations (3 hours)

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit's organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization's purpose into action. A service learning project will incorporate theories into real-world applications. Cross-Listed: MGT-6530.

GME-6330: Grant Management (3 hours)

Provides an overview of the basics of grants management and procedures required for proposal processing within organizations. Addresses programmatic and financial aspects from project development, proposal development, partnership/relationship building, implementation, audits and monitoring, through closeout procedures.

GME-6340: Theories and Models of Evaluation for Grants (3 hours)

Focuses on the ability to identify conceptual similarities and differences between contemporary models of evaluation practice. Reviews historical perspectives and evolution of evaluation. Introduction to theories, models, standards and procedures common to program evaluation. Methods to determine appropriate selection of a program evaluation strategy for grants.

GME-6350: Principles and Methods of Evaluation for Grants (3 hours)

This course will prepare candidates with knowledge of national program evaluation standards, an understanding of major principles and methods for designing program evaluation activities, developing and implementing useful and valid evaluation design procedures, and reporting program evaluation results for grants.

GME-6990: Capstone Project for Grant Writing, Management, and Evaluation (3 hours)

Candidates will be required to synthesize knowledge gained in the MA in Grant Writing, Management, and Evaluation program by providing written evidence of an internal or external program evaluation and/or submission of a grant proposal. Candidates will be required to demonstrate their ability to plan and think strategically, to present ideas concisely and persuasively to an agency or organization in their field through the application of course content and evaluation theory.

Greek Courses**GRE-6950: Independent Study in Greek (0-6 hours)****Health Care Administration and Leadership Courses****HAL-6100: Health Care Systems I (3 hours)**

An overview of health care systems focusing on the role of values, assessment of health status and analysis of need, access and use of services, supply, demand, and distribution of health resources, analysis of health care costs and expenditures. Cross-Listed: MBAH-6650.

HAL-6150: Health Care Systems II (3 hours)

Examination of the private and public financing of health service, quality of care assessment, control of quality and costs of care, professional self-regulation and compliance, leadership and administration approaches, and government regulations and system reform. Cross-Listed: MBAH-6655. Prerequisite: B or higher in HAL-6100.

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

This course is an examination of the major legal issues encountered in the health care industry. Among the topics to be included are institutions as corporations; principles of liability; contract negotiation; legal aspects of medical ethics and access to health care; and legislative and regulatory factors in health care.

HAL-6400: Health Care Finance and Economics (3 hours)

Issues in health finance, particularly as these impact health care administration, health policy, policy formation and population health. Microeconomic and macroeconomic considerations. Cross-Listed: MBAH-6675. Prerequisite: B or higher in HAL-6100 and HAL-6150.

HAL-6500: Public Policy in Health Care (3 hours)

Issues related to U.S. Public Health and allocation of resources. Local, state, regional and national public health funding and policy. Examination of health policy on health education and promotion, medical service and practice. Cross-Listed: MBAH-6665. Prerequisite: B or higher in HAL-6100 and HAL-6150.

HAL-6800: Health Information Management (3 hours)

Cross-Listed: MBAH-6665.

Health and Human Performance Courses**HHP-7000 Cardiovascular Responses to Exercise (3 hours)**

This course examines cardiovascular adaptations to acute and chronic exercise. The course will provide an in-depth analysis of metabolic, systemic and hormonal responses to the stress of exercise and the adaptive changes that occur with training, as well as the underlying mechanisms.

HHP-7010: Neuromuscular Responses to Exercise (3 hours)

This course examines neuromuscular adaptations to acute and chronic exercise. Students will engage in an in-depth analysis of neuromuscular structure and function, motor unit recruitment during different types of movement, and muscle adaptations to resistance and endurance training.

HHP-7020: Exercise for Disease Prevention and Management (3 hours)

The purpose of this course is to provide the student with a framework for evaluating current information on exercise recommendations for special populations. Students will engage in an in-depth analysis of the implications for exercise in preventing and managing obesity, coronary heart disease, diabetes, cancer, asthma, neurological conditions and musculoskeletal conditions.

HHP-7030: Advanced Exercise and Sports Nutrition (3 hours)

This course examines the latest evidence-based principles and recommendations on meal, energy and nutrient timing for optimal fueling and performance. Topics include principles of nutrient timing, regulation of metabolism by micronutrients and macronutrients and their role in weight control in athletes, safety and validity of supplements and ergogenic aids, and nutritional aspects of optimal performance.

HHP-7040: Measurement and Evaluation in Health and Human Performance (3 hours)

This course develops skills for the selection, development and implementation of various types of instruments and techniques for measuring and evaluating health and human performance interventions. Evaluation of these interventions includes general health behaviors, health-related fitness, nutritional and dietary intake, body composition, and other areas related to an individual's quality of life. Students will learn methods for developing/choosing psychometric and biometric tools, choosing appropriate evaluation designs, procedures for data collection, and describing evaluation results.

HHP-7050: Program Design in Physical Activity and Health (3 hours)

This course examines planning and organization of health programs. Students will investigate, contrast, develop and evaluate a variety of intervention activities. Theories regarding techniques to enhance behavior change and instructional design strategies to meet the health needs of a diverse population will be explored.

HHP-7060: Health Promotion and Disease Prevention (3 hours)

The course examines the process of disease prevention and control through the education and advocacy of health promotion. Students will examine the physiological and medical factors associated with common diseases/conditions including asthma, obesity, diabetes, hypertension, heart disease and other metabolic disease states. Students examine various topics while utilizing methods of health communication for prevention/control of chronic diseases.

HHP-7070: The Professoriate (3 hours)

This course examines the latest evidence-based principles and experiential recommendations on the professoriate in higher education. Topics include principles and strategies of teaching and learning; professional relationships; philosophy of education; issues of race and gender, promotion and tenure, and the scholarship of teaching, research and service.

HHP-7090: Ethical Issues in HHP (3 hours)

This course examines the ethical conflicts and challenges around autonomy, liberty, individual rights and the common good in regard to healthful living and quality of life. Human rights, civil rights, influence of race, social class and gender/sex will be examined in the context of health issues, such as social determinants of illness, health promotion and behavior modification, social justice, and research equity. Ethical considerations will center on the program design, evaluation and research aspects related to Health and Human Performance with special attention to inclusion.

HHP-7100: Seminar in Health & Human Performance (3 hours)

This course is designed to provide an opportunity for the students to study a specific topic/area of interest within the field and develop an academically sound project with the aid of an advisor. Topics/area of interest will be approved by the Program Director. Independent study should be related to specific program design of Health & Human Performance interventions, grant proposals for agency submission, or academic manuscript preparation for professional presentation and/or publication. This course will culminate in an independent study that will directly demonstrate program competencies.

Higher Education Courses

HLDR-6800: Law and Higher Education (3 hours)

This course addresses the legal environment of postsecondary institutions and specific issues that affect higher education. In addition to faculty and administrative structuring, curriculum development and institutional financing, a university's policy is affected by legal concerns, including constitutional privileges, ethics and regulations that may be relevant in regard to state and local municipalities. Students enrolled in this course will participate in research and weekly discussions evaluating the significance and importance of the limitations and allowances of government-defined operating and monetary restrictions on academic institutions.

HLDR-6810: Institutional Advancement and Development in Higher Education (3 hours)

This course examines the role of Institutional Advancement in supporting the mission and vision of the higher education institution through the development of external funds, relationships with alumni and other external constituencies, and communications support and public visibility.

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

This course addresses the major social issues affected by higher education, specific issues and trends, dominant themes of historical and institutional impact. Students enrolled in this course will acquire an improved understanding of previous events of the significance of higher education, including how it has developed and increased in importance to society.

HLDR-6830: Governance and Leadership in Higher Education (3 hours)

This course includes the theoretical perspectives on higher education organizations, the organizational structure, management and leadership of colleges and universities, and governance systems. Learners enrolled in this course will become familiar with the purpose of institutional governance, its various functions, administrative models and the factors utilized to define its strategies.

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

This course addresses the major financial and economic issues experienced within higher education including fiscal awareness, social responsibility and stewardship. Learners will be able to understand the primary concerns involved with budgeting, ethics and management within the higher education landscape, applying theories and principles to maintaining a functioning and sustainable institution. Learners will be exposed to the economic, political and organizational cultural factors that affect the allocation of monetary resources within the higher education organization.

Human Service Courses

HMS-6000: Introduction to the Human Service Profession (3 hours)

Students are provided an understanding of the nature of the profession of human services from the origins of the field to present challenges and approaches. Students develop an identity with the profession through membership in a human service organization and are exposed to the many parts of the multidisciplinary field of human services.

HMS-6010: Human Service Systems (3 hours)

The curriculum in this course covers knowledge and theory of the interaction of human systems including the following: individual, interpersonal, group, family, organizational, community and societal.

HMS-6015: Intervention and Direct Services (3 hours)

Knowledge and skill development in aspects of direct service delivery, self-awareness, professional identity and appropriate interventions to working with clients involved in various human service programs. Prerequisite: B or higher in HMS-6000.

HMS-6030: Information, Planning and Evaluation in Human Services (3 hours)

Students are introduced to the philosophical and theoretical approaches to information management, information literacy and research in the field of human services. Students will use knowledge, theory and skills in systemic analysis of service needs, strategies, services, interventions and evaluation of service outcomes. Prerequisite: B or higher in HMS-6000.

HMS-6045: Values, Attitudes & Ethics (3 hours)

Examination of personally held values, attitudes and ethics and the various ways they can impact work with others to promote understanding of human service ethics and their application to practice for a variety of human service fields and activities. Prerequisite: B or higher in HMS-6000.

HMS-6495: Administration of Human Services (3 hours)

Focus on structure of programs, financial and legal concerns, agency management, and evaluation of services of planning. Prerequisite: B or higher in HMS-6000.

HMS-6925: Internship: Human Service (3 hours)

Supervised experience (300 clock hours) in a human service agency or organization. Site to be approved by Concordia-Chicago prior to semester. On-campus classroom component required.

HMS-6995: Internship: Human Services Administration (3 hours)

Supervised experience (300 clock hours) in a human service agency or organization. Site to be approved by Concordia-Chicago prior to semester. On-campus classroom component required.

Independent Study

INS-6990: Master's Thesis (3 hours)

Instructional Design and Technology Courses

IDT-6100: Foundations of Instructional Design and Technology (3 hours)

An overview of the field of Instructional Design and Technology emphasizing the guiding principles and ethical foundations of the field.

IDT-6200: Social Computing (3 hours)

Students will learn the design and development principles of social computing, emphasizing the critical review of how the social and cognitive aspects of learning can be effectively facilitated through computer-supported cooperative work and computer-supported collaborative learning.

IDT-6250: Evaluation Methodology Applications in Instructional Design and Technology (3 hours)

This course provides an overview of evaluation methodologies and examines implementation models. It will provide an opportunity for students to apply the evaluation methodology in instructional design activities specifically in developing and implementing valid instructional design evaluation procedures and reporting evaluation results.

IDT-6300: Instructional Strategies for Learning Technologies (3 hours)

Students will be provided an overview of learning theories and instructional strategies used in the field of instructional design and technology.

IDT-6400: Needs Assessment and Task Analysis (3 hours)

Students will learn how to assess the learner's context, instructional needs and applications of learning as they relate to instructional strategies, scope, goals and sequencing instructional design decisions.

IDT-6500: Project Management for Instructional Design (3 hours)

Students will explore project management as a framework for the instructional design development process, focusing on needs assessments, selection of a specific design model, implementation steps and evaluation methods.

IDT-6600: Systemic and Technological Innovation (3 hours)

Students will learn the theoretical frameworks related to organizational change processes and the analytical tools needed to analyze, manage, and lead change and support innovation within the field of instructional design and technology.

IDT-6700: Human-Computer Interaction and Multimedia Design (3 hours)

Students will learn the design and development principles of digital applications to increase learning, productivity and support performance. The students will also explore multimedia learning theory as a framework for instructional design to facilitate the human-computer interaction.

IDT-6800: Learning Analytics and Data-Driven Decision Making (3 hours)

Students will be provided an overview of learning analytics and their role in supporting data-driven decision-making to enhance learning outcomes.

IDT-6990: Capstone in Instructional Design and Technology (3 hours)

Plan, develop, implement and evaluate an instructional design for the purpose of enhancing learning. To be taken as the last course (capstone) in the master's in Instructional Design degree program.

Knowledge Information Management Courses

KMIL-6000: Knowledge Audits, Measurements, and Analysis (3 hours)

This course incorporates an overview of the various methods and techniques for evaluating an organization's utilization of possessed knowledge; benchmarking and measurement practices that assist a company's assessment of knowledge management efficiency, functionality and potential. Auditing processes, the importance of developing and altering current efforts, with the allowance for contingency concerns.

KMIL-6020: Knowledge Management for Higher Education Leadership (3 hours)

Application of knowledge management principles to a university environment, including how to apply information regarding learners, faculty, staff, state and national legislature, and competing institutions to improve the academic quality and educational conditions of the organization. The process of acquiring knowledge from a learning institution and developing a system to assist with future strategies that correspond with the current requirements, industry preferences and objectives of an institution.

KMIL-6090: Knowledge Management Information Leadership (3 hours)

This course provides an understanding of current knowledge management theories and techniques including strategy, development, measurement and analysis of business information. In addition, learners will become familiar with the process of knowledge acquisition, application functionality forecasting, and innovative change initiatives associated with end-user objectives.

Leadership Courses

LDR-7000: Leadership Theories and Professional 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. Doctoral level course.

LDR-7010: Developing the Organization's Human Capital (3 hours)

In this course, students examine and explore human resources policies and practices; administrative supervision strategies and effective communication techniques; job performance, employee development and deployment, diverse work force, employment law, training and development, harassment and health issues, and disabilities and discrimination. Doctoral-level course.

LDR-7020: Leading the Knowledge Enterprise (3 hours)

Leading the Knowledge Enterprise is a course that introduces students to the exciting and sometimes hard to-define field of knowledge management. The role of the leader is emphasized, especially as it relates to identifying and leveraging the intellectual capital of an organization; promoting and facilitating knowledge sharing and innovation; intellectual assets, knowledge management strategy, knowledge management cycle and knowledge taxonomies. Doctoral-level course.

LDR-7030: Promoting and Leading Change (3 hours)

Effective change leadership requires an understanding of the basic principles and practices underlying innovation, change processes and sustainability in organizations. The focus of LDR-7030 is initiating, implementing and ensuring continuation of change as a key leadership challenge. Various change theories and principles are examined with an emphasis on the leader's role in capacity building, creativity, organizational strengths and style. Participants are encouraged to develop a more situated and experienced informed approach to change in the organizational front lines. Doctoral-level course.

LDR-7040: Creating & Leading a Learning Organization (3 hours)

In this course, students explore and examine the five disciplines of learning organizations; characteristics of learning organizations, growth cycles, building capacity and sustainability. Doctoral-level course.

LDR-7050: Strategic Forecasting and Planning (3 hours)

This course examines strategic planning models, forecasting methods, trend analysis, futuring, problem-based learning, return on investment, organizational health and effectiveness, cost/benefit analysis, and research and planning. Doctoral-level course.

Mathematics Education Courses

MAE-6230: Seminar in Elementary School Mathematics (3 hours)

Recognition and solutions of children's difficulties in elementary school mathematics, the content of the new programs and the methods for reaching them. Prerequisite: One year of teaching experience.

MAE-6950: Independent Study in Math Education (1-3 hours)

MAE-6970: Independent Research in Math Education (3 hours)

Mathematics Courses

MAT-6200: Topics in Statistics (3 hours)

Introduction to basic statistical concepts including frequency distributions, central tendency, variations, normal curve, correlations and regression with applications to statistical inference and use in decision-making in education. Prerequisite: B or higher in MAT-1805 or equivalent.

MAT-6220: Topics in the History of Mathematics (3 hours)

Major trends in mathematics from earliest times to the 17th century, with a focus on the outstanding contributions and applications to the classroom. Prerequisite: B or higher in MAT-1805 or equivalent.

MAT-6230: Topics in Problem Solving with Number Theory (3 hours)

Problem-solving techniques with applications to natural phenomena, games and puzzles. Use of principles of Number Theory to solve problems. Includes applications to the classroom. Prerequisite: B or higher in MAT-1805 or equivalent.

MAT-6370: Topics in College Geometry (3 hours)

An introduction to the development of Euclidean and non-Euclidean geometries and their axiomatizations with applications to the classroom. Prerequisite: B or higher in MAT-1820.

MAT-6500: Topics in Math for Teachers (1 hour)

Exploration of various content topics relevant to the teaching of school mathematics. Mathematical thinking, problem solving, connections and applications are stressed. Maybe repeated under a different topic.

MAT-6950: Independent Study: Math (1-3 hours)

MBA Courses

BUS-7000: Internship in Business (1 hour)

The 16-week internship experience is meant to give students a real-world perspective in a business-related area while working toward completion of the MBA degree. An internship can be taken by any student actively enrolled in the MBA program. This experiential learning course emphasizes learned skills, exposure to hands-on business techniques and gaining experience within business. All work sites and positions are to be approved by the MBA Chair. International students must have their I-20s signed by the school's designated school official (DOS) before they begin the internship experience. Pass/Fail.

MBA Accounting Courses

MBAA-6305: Business Communications & Organizational Behavior (3 hours)

Examination of theories relating to organizational performance such as interpersonal behavior, organizational culture, team dynamics, power, leadership and conflict. Stresses fundamental communication principles and techniques for effective writing and speaking in diverse business situations. Prerequisite: B or higher in MBAC-6300.

MBAA-6310: Intermediate Financial Accounting I (3 hours)

Analyze how accounting meets information needs of various users by developing and communicating information useful for external decision making. Builds on basic accounting by taking a more in-depth look the theory and practice of accounting. Topics include: accounting theory, accounting cycle, financial statements, time value of money and the classification and valuation of asset and liability accounts. Prerequisite: B or higher in MBAC-6300.

MBAA-6315: Intermediate Financial Accounting II (3 hours)

Analyze how accounting meets information needs of various users by developing and communicating information useful for external decision making. Builds on basic accounting by taking a more in-depth look the theory and practice of accounting. Topics include: classification and valuation of equity accounts, revenue recognition, the statement of cash flows, accounting changes and error analysis and full disclosure in financial reporting. Prerequisite: B or higher in MBAA-6310.

MBAA-6320: Financial Management of Not-for-Profit Organizations (3 hours)

Financial accountability and internal controls. Accounting for basic transactions and events and generation of financial statements. Analysis of financial statements to understand the financial health of an organization. Financial management tools for decision making such as operational forecasts, budgets and incremental analysis. Cross-Listed: MBAN-6605. Prerequisite: B or higher in MBAC-6300.

MBAA-6325: Auditing Theory and Practice (3 hours)

Examines the auditing environment, with emphasis placed on developing skills for performing financial audits. These skills include planning the audit, testing internal controls, substantive and analytical testing, audit sampling and drawing conclusions from results. Topics include planning for materiality and audit risk; evaluating effectiveness of internal controls; reporting weaknesses to management, ethics and AICPA Code of Professional Conduct, and audit opinions. Prerequisite: B or higher in MBAC-6300.

MBAA-6330: Advanced Accounting (3 hours)

Covers accounting for partnerships and business combinations. In-depth analysis of consolidated financial statements, foreign currency translations and government entities. Some coverage of nonprofit accounting. Prerequisite: B or higher in MBAC-6300.

MBAA-6335: Federal Taxation (3 hours)

Current laws relating to income realization and recognition, exclusions from income, business and personal deductions, credits from tax, business and personal gains and losses, depreciation, accounting periods and methods, and alternative minimum tax. Basics of tax research, understanding how to analyze difficult tax questions and interpret tax law changes and professional and ethical standards of the preparer. Prerequisite: B or higher in MBAC-6300.

MBAA-6340: Corporate Taxation (3 hours)

Applies many of the basic principles learned in Federal Taxation to the dealings of corporate taxpayers and their shareholders. Overview of corporate tax, ethical stewardship, transactions in the life of a "C" corporation, Subchapter S and other forms of business organizations. Basics of the taxation of corporate mergers and acquisitions. Prerequisite: B or higher in MBAC-6300.

MBA Core Courses**MBAC-6000: Leading & Managing Effective Organizations (3 hours)**

Designed to provide students with the skills and knowledge to facilitate innovative leadership and management within different types of organizations. Focuses on the impact of leadership and management on organizational effectiveness. Students will hone their critical thinking and problem-solving skills, learn attributes of successful leaders and managers, the challenges they face in a global society, and how they build relationships and impact culture for organizational sustainability and innovations.

MBAC-6050: Ethics, Law & Communication in Decision Making (3 hours)

Introduces the legal and ethical obligations in business. Knowledge of law and ethics must be included into managerial decisions. Students will learn to apply and communicate ethical frameworks to business decisions, with a lens on social responsibility. Evidence that proactive and effective communication can provide a competitive edge to organizations, reducing risk and liability.

MBAC-6100: Global Marketing in a Digital Era (3 hours)

Provides students with the knowledge and understanding of the global marketing environment through key marketing concepts, digital marketing tools and global marketing strategy. Challenges students to think critically about the global marketplace. Students will hone their approach to global marketing decisions, policies and strategies and learn to formulate and evaluate a global marketing plan through the use of digital marketing tools and techniques.

MBAC-6155: Organizational Behavior for Competitive Advantage (3 hours)

This course focuses on providing students with cutting-edge thinking about how organizational behavior creates competitive advantage through the people within an organization. Organizational behavior functions as a system that focuses on the individuals and groups who create, innovate and execute the organization's strategy. Knowing how to motivate and mobilize an organization's human capital is critical to organizational performance. This course will assist students in developing a systematic understanding of why people behave the way they do and understand how to translate that knowledge into organizational applications.

MBAC-6200: Economics for Managers (3 hours)

Examines key economic concepts critical to managerial decision-making within today's business environment with an emphasis on national and global real-world applications. Incorporates both microeconomic and macroeconomic principles. Prerequisite: Passing score on Common Professional Component (CPC)-based comprehensive exam in the Economics section, passing score on academic leveling course (ALC), or a 3-credit undergraduate course in economics.

MBAC-6250: Strategy for Entrepreneurship & Innovation (3 hours)

Challenges students to think about how to create, build or change an organization through sound leadership and management theories, personal relationships, creative and critical thinking, as well as how design thinking and innovation principles can be used to create value.

MBAC-6300: Accounting for Decision Making (3 hours)

Provides students with an understanding of accounting information critical in planning, control and decision-making to achieve stated goals within an organization. Incorporates the use of cases that focus on accounting data in directing the decisions and strategy of businesses. Identifies skills to analyze financial information through the use of appropriate accounting software in order to make sound managerial decisions. Prerequisite: Passing score on Common Professional Component (CPC)-based comprehensive exam in the Accounting section, passing score on academic leveling course (ALC), or a 3-credit undergraduate course in accounting.

MBAC-6350: Managing Human Capital (3 hours)

Information on how organizational managers and leaders must understand how changing technologies, demographics, mergers and acquisitions, and globalization influence the potential of human capital to create and maintain strategic competitive advantage. Focus on how expanding the leadership and talent pool by having a sound diversity strategy can create competitive advantage. Addresses issues such as

immigration, diversity laws, work-life balance, equal opportunity, ageism and the multigenerational workforce.

MBAC-6400: Statistics Applied to Managerial Problems (3 hours)

Provides students with an understanding of statistical data for the primary purpose of managerial problem solving and decision making. Topics include probability distributions, estimation and hypothesis testing, quality control and regression analysis. Applications of statistical techniques to issues in marketing, investment analysis and manufacturing. Prerequisite: Passing score on Common Professional Component (CPC)-based comprehensive exam in the Finance section, passing score on academic leveling course (ALC), or a 3-credit undergraduate course in finance.

MBAC-6450: Financial Management (3 hours)

Develops the financial skills and critical thinking necessary to understand and discuss financial policy decisions in a global economy. Topics covered include: financial statement analysis for decision making; developing an understanding of the time value of money; the cost of capital, valuation of stocks and bonds, management of short-term assets, short-term and long-term financing, capital markets, and multinational financial management. Also addresses the impact of legal, social, technological and ethical considerations on efficient economic outcomes. Prerequisite: Passing score on the Finance section of the Peregrine inbound test.

MBAC-6500: Global Management (3 hours)

Focuses on how globalization has opened the world to organizations and provides students the skills and knowledge to perform effectively as a leader within a company with global presence. Topics cover the broader themes about globalization and its implications, as well as multinational business strategies, from exporting to foreign direct investment, as well as economic, political and cultural influences on the international marketplace.

MBAC-6990: Capstone (3 hours)

The capstone course is a culmination of your MBA coursework and is taken in the final term of your program. Gives students the opportunity to utilize the knowledge and skills developed through the MBA program. Through the MBA course portfolio signature assignments, students will demonstrate how knowledge learned impacts their business leadership. Prerequisite: 30 hours of MBA coursework or permission from department chair.

MBA Digital Marketing Courses

MBAD-6105: Digital Strategy & Planning (3 hours)

Combines the strategic view of digital marketing with a tactical approach using exercises and projects to learn and use the tools and techniques of digital marketers. This course will develop a strategic framework for planning and analyzing digital marketing strategies. Students will leave the course with a working knowledge of the tools and processes for creating, managing and executing digital marketing plans.

MBAD-6110: Digital Marketing Analytics (3 hours)

This course will focus on the analytical insights derived from online marketing initiatives within social media, search and website activity. This course will guide students through web analytics and other data sources to better understand important and appropriate metrics and how to use them to analyze and improve digital marketing initiatives.

MBAD-6115: Social Media Marketing Communications (3 hours)

This course is designed to help students understand how marketing communications has (and has not) changed due to the rise of social media. More importantly, the course will equip students with appropriate knowledge, perspectives and practical skills for leveraging the opportunities inherent in social media and consumer-to-consumer social interactions for achieving business and marketing goals.

MBAD-6120: Mobile Marketing (3 hours)

Mobile marketing focuses on utilizing the power of mobile technologies as a means to access and communicate with increasingly mobile consumers. Mobile is at the epicenter of the highly disruptive changes occurring within digital marketing. The introduction of new mobile marketing vehicles is accelerating. Marketers need to be aware of the evolving options available, evaluate which are relevant to their marketing objectives and create compelling campaigns that take advantage of the power of these new media.

MBA Entrepreneurship Courses**MBAE-6255: New Venture Opportunity Scan (3 hours)**

This course provides a systematic approach to analyze existing industries and global markets, searching for gaps and opportunities to transform existing industries and/or create new industries and/or markets. Students will evaluate opportunities on the bases of social and ethical concerns, customer desires and market trends, along with opportunities for increased global interconnectedness. Prerequisite: B or higher in MBAC-6250.

MBAE-6260: Pivots on the Problem/Customer Opportunity (3 hours)

This course provides an experiential application of skills and techniques to convert an identified macro-level industry gap or market opportunity into a micro-level problem to be solved or customer desire to be fulfilled. This course explores various processes by which to test the depth of the problem pain or the magnitude of the customer desire to evaluate the revenue potential of entrepreneurial opportunities. Finally, this course will help students develop and evaluate an initial go-to-market hypothesis or strategy. Prerequisite: B or higher in MBAC-6250.

MBAE-6265: Prototyping/Co-Designing Solutions (3 hours)

This course provides an experiential application of prototyping concepts to evaluate new product and/or service opportunities. The course synthesizes learning gained from working with beta-test customers and/or vendors to design and rapidly prototype physical solutions to determine a final unique value proposition. Finally, this course will help students determine an optimal way to capitalize on an entrepreneurial opportunity. Prerequisite: B or higher in MBAC-6250.

MBAE-6270: Business Plan for Entrepreneurial Opportunity (3 hours)

This course serves as the culminating experience for the MBA Entrepreneurship Specialization. This course will consist of designing, analyzing and proposing an entrepreneurial new venture business plan consisting of a detailed Year One operating plan and a three-to-five-year strategic plan. The course's summative final assessment is a business plan competition which includes feedback from an outside panel of entrepreneurs, startup funding experts and/or industry experts relevant to the students' new venture concepts. Prerequisite: B or higher in MBAC-6250 or MBAD-6105.

MBA Finance Courses

MBAF-6455: Fundamentals of Money & Banking (3 hours)

This course provides an understanding of the role and importance of money, banking and financial markets within the U.S. economy and the global economy. This course will explore the origins of money and also the nature of money and how financial institutions are involved in the exchange of goods and services on a global basis. Finally, this course will help you appreciate the importance of interest rates and the Central Bank. Prerequisite: B or higher in MBAC-6450.

MBAF-6460: Advanced Financial Statement Analysis (3 hours)

The focus of this course is the analysis of financial reporting and disclosures. Students will understand how the financial reports are used to help in management decision-making and to create value within the organizations. This course explores the role of managers in financial reporting and disclosure choices. Finally, this course will provide the knowledge to develop and interpret financial statements and to learn the skills necessary to make decisions from the reports. Prerequisite: B or higher in MBAC-6450.

MBAF-6465: International Finance (3 hours)

This course will focus on international finance from both the corporate and banking perspective. It is designed to help students understand financial constraints on international business and differences between domestic and international environments. This course will guide students through international monetary system, the differences between foreign trade and foreign investments, measurement and management of foreign-exchange exposure, international financial markets and banking, import/export financing, and international taxation. Prerequisite: B or higher in MBAC-6450.

MBAF-6470: Intermediate Corporate Finance (3 hours)

This course provides a comprehensive review of corporate finance topics and examines the concepts, techniques and tools that financial managers use to make effective investing, financing and working capital management decisions. Students will examine advanced capital budgeting topics, financing decisions, working capital management and multinational finance. Prerequisite: B or higher in MBAC-6450.

MBA Healthcare Courses**MBAH-6650 Health Care Systems I (3 hours)**

An overview of health care systems focusing on the role of values, assessment of health status and analysis of need, access and use of services, supply, demand, and distribution of health resources, analysis of health care costs and expenditures. Cross-Listed: HAL-6100.

MBAH-6655: Health Care Systems II (3 hours)

Examination of the private and public financing of health service, quality of care assessment, control of quality and costs of care, professional self-regulation and compliance, leadership and administration approaches, and government regulations and system reform. Cross-Listed: HAL-6150. Prerequisite: B or higher in HAL-6100.

MBAH-6670: Innovative Best Practices in Health Care Management (3 hours)

This course is an examination of best practices in health care innovation management. It focuses on understanding specific methods and techniques of innovation employed by Malcolm Baldrige award recipients in health care innovation. Innovations in the U.S. health care system will also be compared with health care innovations in other countries. Students will focus on how to design and implement their own health care innovations. Cross-Listed: HAL-6400. Prerequisite: B or higher in HAL-6100 and HAL-6150.

MBAH-6675: Health Care Analytics (3 hours)

This health care analytics course will introduce graduate students to using patient data, databases and electronic medical records to manage and improve patient care as well as increase efficiency in both private and public health care facilities. The course also introduces the concept of clinical intelligence and explains the role of analytics in supporting a data-driven health care system. The course goes beyond data collection to analyzing collected data and turning it into actionable information. Cross-Listed: HAL-6500. Prerequisite: B or higher in HAL-6100 and HAL-6150.

MBAH-6665: Health Information Management (3 hours)

Cross-Listed: HAL-6800.

MBA Leadership courses**MBAL-6005: The Leader as Trainer, Mentor and Coach (3 hours)**

This course is designed to provide students with an overview of the methods used by leaders to approach training, coaching and developing their organizational workforces. Faced with the constant of change and ever-increasing global competition and pressures, organizations must find ways to develop the individuals, teams and leaders in their organizations if they are to remain relevant and competitive in today's marketplace. Students explore various means that can be used for development, including various forms of training, mentoring and coaching. Ethical issues as they relate to development and coaching are also examined. Cross-Listed: OLDR-6800.

MBAL-6010: Leader Development: Cultivating, Sustaining and Renewing the Organization (3 hours)

This course is designed to provide an opportunity for exploration and critical examination of self in the context of leadership development and proficiency. The organizational leader is viewed as the lead learner whose responsibility is to cultivate, shape and sustain the development of the organization and personnel. Emphasis is placed on the practice of self-reflective leadership grounded in established theory and principles. Students are encouraged to self-assess and articulate their own generative capacities, professional renewal initiatives and leadership legacy. Purpose, intention and actionable plans for leadership growth and development are encouraged. Cross-Listed: OLDR-6810.

MBAL-6015 Leadership Communication and Decision-Making (3 hours)

This course is designed to provide students with an overview of the key elements of communication and decision-making in 21st-century organizations. Current, relevant and timely resources are explored to provide students with opportunities to analyze elements and functions of communication and decision-making. Significant emphasis will be on effective communication skill sets and competencies utilized in organizational communication and decision-making in the current global milieu, working in both real-world and virtual environments. Cross-Listed: OLDR-6830.

MBAL-6020: Agents of Change (3 hours)

In this course students will examine the various roles and processes in organizational intervention as they relate to identifying, implementing and sustaining change. Organizational culture, climate, communication practices, mental models and change theories will be explored. Cross-Listed: OLDR-6840.

MBA Not-For-Profit Courses

MBAN-6600: Introduction to Not-for-Profit Organizations (3 hours)

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit's organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization's purpose into action. A service learning project will incorporate theories into real-world applications.

MBAN-6605: 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. Cross-Listed: MBAA-6320.

MBAN-6610: Topics in Board Governance and Management of Volunteers (3 hours)

Importance of volunteers to a not-for-profit enterprise or church. Recruiting and motivation of volunteers. Proper role of the board of directors. Leadership issues and topics. Study best practices in industry, identify industry weaknesses and recommend process improvements. Prerequisite: B or higher in MBAC-6300.

MBAN-6615: Fund Development and Management (3 hours)

Development of current and long-range strategic plans. Research and development of actual grant application. Presentation and communication of strategic plan and grant application. Exploration of partnerships and social networks to further an organization's mission. Sources of funding beyond grants, project management and discussions of industry best practices. Prerequisite: B or higher in MBAC-6300.

MBA Project Management courses**MBAP-6605: Managing Projects (3 hours)**

This course focuses on the management of projects, which is one of the major growth areas in the field of management. This course will provide students with a deep understanding of project management by introducing the processes and knowledge areas recommended by the Project Management Institute for effective initiation, planning and execution, monitoring and control, and closure of projects.

MBAP-6610: Project Resources and Teams (3 hours)

This course focuses on the Executing process group within the Project Management Body of Knowledge (PMBOK) to include human resources, communication and stakeholder management. Emphasis on the competencies required to lead projects using global teams during the execution phase. In-depth review of PMP CAPM exam requirements. Prerequisite: B or higher in MBAP-6605.

MBAP-6615: Project Monitoring and Control (3 hours)

This course focuses on the Monitoring and Control process group within the Project Management Body of Knowledge (PMBOK) to include scope, time cost, quality and risk management practices. Advanced scheduling and budgeting processes, project schedule and cost control techniques, quality and risk management will also be addressed. In-depth review of PMP and CAPM exam requirements. Prerequisite: B or higher in MBA-6605.

MBA Sports Management courses**MBAS-6800: The Economics of Sports (3 hours)**

The domain of sports, most notably professional sports, has been elevated to one of the highest rungs of the financial ladder by having entered the world of the professional entertainment industry. In the 21st century, sport has secured its place as one of the paramount forms of entertainment from Friday night high school football games to the Olympic venues. To function as an administrator within this profession, it is imperative to have a comprehensive understanding of the dynamic role of economics. In this course, students explore and examine the concepts and models of micro and intermediate economics as related to the business of sport. Cross-Listed: SPML-6020.

MBAS-6805: Sport Finance (3 hours)

In this course, students develop a framework with an in-depth analysis of the various tools, techniques, ratios, formulas and other finance-related information, and complex financial concerns in the sports workplace.

MBAS-6810: The Essentials of the Law in Sports (3 hours)

This course introduces legal issues and professional ramifications in the field of sports management through the examination of regulations, government intervention and ethically pertinent scenarios. This course allows learners to acquire a thorough understanding of legal considerations, which affect the interaction of league officials and athletes, their professional behavior, and what laws are established to protect their rights and assure they are accountable for their actions. Cross-Listed: SPML-6010.

MBAS-6815: Level the Playing Field: Diversity in Sports (3 hours)

This course is designed to teach students what diversity is and how it applies to sports in general and, more specifically, to gender, race and various cultures. The course will help learners understand the unique challenge for sports leaders to better understand diversity and, through this understanding, help “level the playing field.” Cross-Listed: SPML-6060.

MBA Management Courses

MGT-6530: Introduction to Not-for-Profit Organizations (3 hours)

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit’s organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization’s purpose into action. A service learning project will incorporate theories into real-world applications. Cross-Listed: GME-6310.

Innovation & Entrepreneurship Courses

MIE-6001: Creative Thinking and Practice (3 hours)

Students will explore ways to develop creative talent in themselves, individuals, teams, and at the organizational level and how to develop skills in building work environments that support creative and divergent thinking. Students will use creativity diagnostics. Students will explore case studies, storytelling, global and industry trends, as well as the research on creative thinking. Emphasis is placed on understanding how the concept of creativity has evolved over time and its influence on the digital workplace.

MIE-6002: Leading Innovation in the Digital Age (3 hours)

This course sharpens students’ innovation, design thinking and leadership skills, including how to lead innovative projects. Students will examine leadership theories and styles that foster innovation, learning

how, when and why to take risks, and to reward risk and failure as well as success in others. Focus is on how leading and encouraging innovative thinking and innovation helps create a high impact culture that accelerates growth by developing a diverse, technically adept and global-minded workforce for the digital age.

MIE-6003: Entrepreneurship for the Global Society (3 hours)

Students will study entrepreneurship as a global societal and business phenomenon and gain perspective regarding why and how entrepreneurs start new ventures or pursue innovation, how they are funded, managed and led in a global context. Students will analyze existing industries and global markets for gaps and opportunities, learning how to evaluate the opportunities, as well as how to manage and lead projects across national and cultural borders through the creation and implementation process as applied to project management.

MIE-6004: Financial Accounting for the Entrepreneurial Firm (3 hours)

Students, whether self-employed or working for an entrepreneurial firm, should be able to understand financial information so they can interact with accountants, CFOs, controllers and financial managers, read and interpret financial statements for business diagnostics. Cross-Listed: MBAC 6300 for dual degree (MBA) seeking students.

MIE-6990: Capstone (3 hours)

The capstone is the convergence of creativity, innovation, entrepreneurship and leadership study and is designed to help students synthesize and apply learning from this program in a real-world entrepreneurial or innovation-related experience. The outcome of this course could be the launching of a new product or new business venture, and also provide marketable experience to prospective employers or investors.

Music Courses

MUS-6133: Analysis and Compositional Techniques (3 hours)

Identification and description of musical forms and analytic techniques. Investigation into techniques used by composers of various historical periods. Appropriate application of different analytical techniques for discussion of repertoire from each of these periods. Prerequisite: B or higher in MUS-2123 or equivalent.

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. Prerequisite: B or higher in MUS-2123 or equivalent.

MUS-6153: Music Theory: Form & Analysis (3 hours)

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

MUS-6163: Orchestration & Arranging (3 hours)

Study of the basic techniques in writing for instruments, scoring for both instrumental families and larger ensembles, and arranging music from one medium to another. Preparation of score and parts and reading sessions included. Prerequisite: B or higher in MUS-2123 or equivalent and acceptance into MCM or MA in Music program.

MUS-6173: Music Theory: Counterpoint (3 hours)

Introduction to fundamentals of contrapuntal thought and species counterpoint; writing 16th-century vocal counterpoint; analysis of 18th-century keyboard counterpoint; principles of 20th-century instrumental counterpoint. Prerequisite: B or higher in MUS-2123 or equivalent.

MUS-6213: The Literature of the Organ (3 hours)

Organ music from the Renaissance to the present and its relationship to general music history. Research project required. Prerequisite: B or higher in MUSA-3221 and one of: MUS-2203, MUS-3213 or MUS-3223, 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: B or higher in 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. Prerequisite: B or higher in MUS-3883 or equivalent.

MUS-6263 Twentieth-Century Music Literature and Techniques (3 hours)

History, literature, principal composers and related compositional techniques of Western art music, as well as introductory studies in composition. Prerequisite: B or higher in MUS-2123 or equivalent.

MUS-6322: Service Playing and Liturgical Leadership (2 hours)

Foundations, practice and skills of providing musical leadership to the congregation's song and accompanying at the keyboard. Discernment of how best to lead congregational song of various sources and styles. Prerequisite: B or higher in MUSA-3221 or equivalent.

MUS-6323: Music for the Contemporary Church (3 hours)

Planning music for the services of the church year. Study of the liturgical traditions and contemporary considerations. Prerequisite: B or higher in MUS-2113 and MUS-2112.

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. Prerequisite: B or higher in MUS-3213 or MUS-3223.

MUS-6343: Music in the Age of Reformation (3 hours)

Major developments in Western European art music from 1520-1650 in light of theological, social, political and cultural climates. Critical analysis of musical styles with an emphasis on sacred repertoires of the Protestant church in Germany, France and England. Prerequisite: B or higher in MUS-3213 or MUS-4362/6372 or equivalent.

MUS-6353: Studies in Christian Worship: Theology and Music (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: THY-6353.

MUS-6372: Musical Heritage of the Church (2 hours)

Survey of the history of music within the Christian church from the background of Old Testament times to the present day. Emphasis on how music developed in response to the needs of each age. Research into the music of a particular period/genre of the student's choice. Prerequisite: B or higher in MUS-2203, MUS-3213 or MUS-3223.

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.

MUS-6412: Methodologies of Music Learning (2 hours)

Exploration of methodologies for musical learning with emphasis on Dalcroze, Orff, Kodály and Suzuki. Organized around the basic areas of singing, rhythm, listening, instruments, creative activity and music literacy. Research into one or more of the methodologies as it pertains to the emphasis and interest of the student. Field Experience: Required. Prerequisite: B or higher in MUS-2112, MUS-2113, MUS-2121 and MUS-2123.

MUS-6452: Children's Choir: Techniques & Materials (2 hours)

Discussion and demonstration of techniques and approaches to working with children's voices, organization of choirs and appropriate literature. Emphasis on involvement of children in the church music program. Development of a choral plan based on recent research into the child voice. Clinical experience. Field Trips: Required. Prerequisite: B or higher in MUS-2112, MUS-2113, and either MUS-1661 or MUS-2402, or equivalent.

MUS-6483: Graduate Choral Conducting (3 hours)

Refinement of conducting techniques and the study of musical style. Exploration of choral ensemble issues as well as repertoire and materials. Choral literature research. Prerequisite: B or higher in MUS-3883.

MUS-6520: Graduate Recital (1 hour)

A musical recital in fulfillment of degree requirement. This course is chosen as a performance option for the Master's Capstone Experience in either the MA or the MCM programs.

MUS-6521: Graduate Composition (1 hour)

Submission of original composition in fulfillment of degree requirement. This course is chosen as a performance option for the Master's Capstone Experience in the MA program.

MUS-6643: Literature of the Piano (3 hours)

A study of piano literature from the 18th century to the present with an emphasis on teaching the literature. Research in at least one style period. Prerequisite: B or higher in MUSA-3601.

MUS-6652: Piano Pedagogy & Literature I (2 hours)

Methods and music materials used in beginning levels of piano study. Observation, participation in and evaluation of individual and group instruction. Presentation of materials project. Field Trip: Required. Prerequisite: B or higher in MUSA-3601.

MUS-6661: Practicum in Piano Pedagogy I (1 hours)

Practical application of methods covered in MUS-6652 through observation and supervised teaching in the Preparatory & Community Piano program. Corequisite: MUS-6652.

MUS-6672: Piano Pedagogy & Literature II (2 hours)

Methods and music materials used at the intermediate levels of piano study. Observation, participation in and evaluation of individual and group instruction. Presentation of intermediate-level materials project. Field Trip: Required. Prerequisite: B or higher in MUS-6652.

MUS-6681: Practicum in Piano Pedagogy II (1 hours)

Practical application of methods covered in MUS-6672 through observation and supervised teaching in the Preparatory & Community Piano Program. Corequisite: MUS-6672.

MUS-6883: Graduate Instrumental Conducting (3 hours)

Refinement of conducting techniques and the study of musical style, conducting experiences with various instrumental ensembles. Prerequisite: B or higher in MUS-3883 and 1 semester hour in MUSA-2000.

MUS-6950: Independent Study in Music (1-3 hours)

MUS-6970: Independent Research (3 hours)

Applied Music Courses

Applied music lessons on the graduate level are available for the following: piano, organ, harpsichord, voice, instruments, composition, improvisation and conducting. Applied music courses are numbered MUSA-6000 (graduate level). One hour of credit for 13 half-hour lessons is assigned to applied music courses except in composition for which the same credit requires one-hour lessons. Application of this credit to the Master of Church Music and MA degree in Music is delineated in the requirements for the degree program.

Music Ensembles Courses

MUSE-6800 Graduate Ensemble

MUSE-6900 Kapelle

MUSE-6905 Women's Chamber Choir

MUSE-6925 Men's Chamber Choir

MUSE-6930 Schola Cantorum

MUSE-6940 Wind Symphony
MUSE-6950 Jazz Band
MUSE-6960 University Band
MUSE-6980 Chamber Orchestra
MUSE-6990 University Handbell Choir

Organizational Leadership Courses

OLDR-6000: Leadership & Excellence (3 hours)

Overview of leadership theories and leadership concepts; systems and organizational perspectives, organizational performance and effectiveness, learning organization concepts and strategies.

OLDR-6001: Strategic Leadership & Planning (3 hours)

The course is designed to prepare students with diverse perspectives, frameworks, skills and tools for executing effective strategy within mission-driven organizations. Topics include effective mission-driven organizations, role of strategic leadership, tools for developing and assessing strategic engagement, stakeholder concerns and opportunities for leading change initiatives and strategic planning.

OLDR-6002: Ethical & Social Leadership (3 hours)

Examine and explore ethical dilemmas of leadership, the context and foundations of moral choice, moral implications of decisions and ramifications of leader choices. Ethical challenges and decision-making criteria, stewardship and social responsibility in an age of increased organizational accountability and transparency.

OLDR-6004: Leadership Capstone (3 hours)

This course serves a culminating experience in which students are expected to apply knowledge and insights gained from their graduate course experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity for closure and connection between courses. The purpose of this capstone course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice.

OLDR-6800: The Leader as Trainer, Mentor and Coach (3 hours)

This course is designed to provide students with an overview of the methods used by leaders to approach training, coaching and developing their organizational workforces. Faced with the constant of change and ever-increasing global competition and pressures, organizations must find ways to develop the individuals, teams and leaders in their organizations if they are to remain relevant and competitive in today's marketplace. Students explore various means that can be used for development, including various forms of training, mentoring and coaching. Ethical issues as they relate to development and coaching are also examined. Cross-Listed: MBAL-6005.

OLDR-6810: Leader Development: Cultivating, Sustaining and Renewing the Organization (3 hours)

This course is designed to provide an opportunity for exploration and critical examination of self in the context of leadership development and proficiency. The organizational leader is viewed as the lead learner whose responsibility is to cultivate, shape and sustain the development of the organization and personnel. Emphasis is placed on the practice of self-reflective leadership grounded in established theory and principles. Students are encouraged to self-assess and articulate their own generative capacities,

professional renewal initiatives and leadership legacy. Purpose, intention and actionable plans for leadership growth and development are encouraged. Cross-Listed: MBAL-6010.

OLDR-6820 Leadership: Politics, Power and Applied Ethics (3 hours)

In this course students will examine the ethical dilemmas of leadership, the foundations and context of moral choice and the moral implications of decision making. In doing so, the purpose is to make visible the ethical challenges and decision criteria facing leaders, the role of politics and power in organizations, and the leader's ability to promote and infuse organizational ethics and integrity into the culture.

OLDR-6830: Leadership Communication and Decision-Making (3 hours)

This course is designed to provide students with an overview of the key elements of communication and decision-making in 21st-century organizations. Current, relevant and timely resources are explored to provide students with opportunities to analyze elements and functions of communication and decision-making. Significant emphasis will be on effective communication skill sets and competencies utilized in organizational communication and decision-making in the current global milieu, working in both real-world and virtual environments. Cross-Listed: MBAL-6015.

OLDR-6840: Agents of Change (3 hours)

In this course students will examine the various roles and processes in organizational intervention as they relate to identifying, implementing and sustaining change. Organizational culture, climate, communication practices, mental models and change theories will be explored. Cross-Listed: MBAL-6020.

OLDR-7010: Follower - Leader Relationship (3 hours)

Students explore the often-understudied aspect of leadership – the role of the follower and the dynamics that drive the follower-leader relationship. Students examine the various theories and models of followership, the follower-leader mindsets, and shared leadership practices which promote organizational wellness. Doctoral-level course.

OLDR-7020: Change Innovation and Transformative Leadership (3 hours)

Students examine the various roles and processes in organizational change, innovation and transformation efforts in the context of globally responsible leadership. Organizational culture, climate, communication practices, mental models that acknowledge the need for socially and globally responsible leadership are explored. The necessity for moral integrity in the face of increasing ethical pluralism is also examined. Doctoral-level course.

OLDR-7030: Applied Ethics and Organizational Leadership (3 hours)

Students are offered an opportunity to explore and examine critical ethical issues in organizational leadership such as power, politics, influence and ethical responsibility. Students will examine their personal and professional ethical positions and the impact of their moral compass in decision making. Doctoral-level course.

OLDR-7040: Inclusive Leadership (3 hours)

Differences in gender, race and ethnicity have a significant impact on leadership style and practice in both overt and covert ways in all aspects of life, including within the workplace. This course provides students with an analytic framework for understanding the role that inclusions play in defining and determining access to leadership and power in organizations. Doctoral-level course.

OLDR-7050: Advanced Seminar in Leadership and Strategy (3 hours)

The course is designed to advance students' understanding, perspectives, frameworks and mindsets for integrating leadership and strategy within their organizations. Students explore and examine various organizational issues impacting strategy, strategic decision-making and innovative opportunities for leading and planning change initiatives. Doctoral-level course.

Blended and Online Teaching for pK-12 Educators Courses

OTES-6100: Introduction to pK-12 Online Education (3 hours)

This course provides an overview of historical, current and emerging trends in online education in the pK-12 environment. Specific models are discussed such as blended, online and web-enhanced education emphasizing synchronous, asynchronous and web-enhanced instruction. Ethical, legal and safety issues of the online environment are also discussed.

OTES-6200: Apps and Productivity Tools for Educators (3 hours)

Apps and Productivity Tool for Educators fosters a recognition of a broad range and function of educational apps and productivity tools. Students will develop skills in the use of apps and productivity tools in an educational setting, demonstrate the use of apps and productivity tools in an educational setting, critique apps and productivity tool(s) ability to address a specific educational need(s), and evaluate open and commercial apps and productivity tools as feasible educational solutions.

OTES-6400: Learning Theories and Online Instructional Strategies (3 hours)

The pedagogy of online teaching and learning will be the focus of this course. Through an understanding of the relationship of learning theory to instruction, students will examine successful research-based instructional strategies used in the online environment. Interaction among students and the teacher in an online course will be emphasized.

OTES-6500: Instructional Design for Digital Learning (3 hours)

This course provides an overview of instructional design processes, methodologies and professional standards that guide the development of online instruction. Accessibility concerns in online education will also be discussed.

OTES-6700: Assessment and Student Success in an Online Environment (3 hours)

The effective use of assessment data is central to effective instruction and learner success. This course reviews the role of assessment, the development of assessment strategy, valid and reliable online assessments, and the analysis of assessment data to inform instruction.

Human Performance Courses

PES-6123: Nutrition for Human Performance (3 hours)

Presentation and application of appropriate foundational nutrition relative to exercise, the reduction of disease, body composition and weight control with emphasis on developing a comprehensive literature review. Prerequisite: B or higher in PES-3400, PES-4101/BIO-4100, or instructor consent.

PES-6210: Fitness Testing and Exercise Prescription (3 hours)

Techniques for conducting fitness assessments and developing exercise prescriptions. Prepares the practitioner to develop personal fitness programs based on the results of fitness assessments and other relevant information and apply those techniques to clients during the course of the semester. Computer applications. Prerequisite: B or higher in PES-3400 or equivalent.

PES-6410: Biomechanics (3 hours)

Function of the skeletal, articular and neuromuscular systems in producing efficient movement. Application of mechanical principles in performing sport skills, dance and adaptive activities with an emphasis on developing a comprehensive literature review. Prerequisite: B or higher in PES-3400 or instructor consent.

PES-6420: Physiology of Exercise (3 hours)

Scientific basis for the development of physical fitness and conditioning programs. Bioenergetics of human movement; physiological adaptations during and following exercise with emphasis on developing a comprehensive literature review. Prerequisite: B or higher in PES-3400 or instructor consent.

PES-6431: Physical Growth and Motor Development (3 hours)

Physical growth, motor skill acquisition and learning and motor performance primarily from infancy through adolescence with emphasis on developing a comprehensive literature review on the principles of motor development.

PES-6605: Instructional Strategies for Human Performance (3 hours)

Learning theories, instructional styles and strategies for directing motor learning experiences with an emphasis on developing a comprehensive literature review of instructional strategies for physical education. This course satisfies the K-12, middle and secondary school methods requirement in Human Performance. Prerequisite: B or higher in PES-4620, PES-4630, PES-4640 or instructor consent or Acceptance to the College of Education.

PES-6660: Curriculum Design (3 hours)

Theories and processes of curriculum development, implementation and assessment for the middle and secondary school setting with an emphasis on developing a comprehensive review of current health curricula.

PES-6740: Measurement and Evaluation in Human Performance (3 hours)

Theory, practice and analysis of tests and evaluation procedures related to the study of human performance with emphasis on developing a comprehensive literature review.

PES-6950: Independent Study (1-3 hours)**PES-6970: Independent Research (3 hours)****Philosophy Course****PHI-7000: Ways of Knowing (3 hours)**

An analysis of the dominant practices of idea formation in society, particularly in the areas of natural sciences, social and behavioral sciences, and religion. Course content will focus on the underlying assumptions of these practices with specific attention given to the compatibility of these assumptions and practices across these different paradigms.

Psychology Courses**PSY-6025: Assessment Techniques (3 hours)**

History, purpose, principles and methods of assessment; techniques and instruments employed in measuring abilities, achievement, interests and personality; statistical procedures, limitations of measurement, especially among children. Relationship of assessment to the objectives of the school and counseling procedures.

PSY-6030: Research in Psychology (3 hours)

Introduces the purpose, methods and ethics for conducting and interpreting research in psychology and behavioral sciences. Emphasis on understanding research methods, statistical analysis, needs assessment and program evaluation allowing the development of necessary knowledge to critique research studies.

PSY-6040: Applied Psychopathology & Diagnosis (3 hours)

This course addresses the principles of diagnosis of normalcy and psychopathology through the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual (DSM) and the current edition of the International Statistical Classification of Diseases and Related Health Problems (ICD). Introduction to principles and models of bio-psycho-social-spiritual assessments, case conceptualizations and theories of human development.

PSY-6050: Adult Development & Aging (3 hours)

This course promotes integrity as students acquire attitudes and skills that promote the understanding of adult development with special attention paid to the aging process. It further promotes integrity as students learn to suspend judgment and draw various fields together in order to understand and provide quality care services to the aging population with sensitivity to cultural differences. Students obtain the knowledge of techniques and research while attaining competency in the timely use of various person-centered interventions. As knowledge and competency develop, a sense of confidence and leadership is cultivated.

PSY-6065: Personality Theories (3 hours)

This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the belief systems and underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research. Critical review and analysis of basic and enduring issues in personality theory, assessment and research are covered.

PSY-6070: Physiological Psychology (3 hours)

This course emphasizes the principles of behavioral neuroscience, stressing the methods and rationales used to acquire information and reach conclusions about brain mechanisms underlying behavior. Students will survey topics related to the physiology of psychology including: the basic anatomy of the nervous system (through a variety of approaches—neuroanatomy, neuropharmacology, neurophysiology, neuropsychology and neuroimaging), the normal physiological functions of the nervous systems, cellular electrophysiology, behavioral disorders and brain diseases. The course also reviews current research on the role of the biological basis of behavior. The relative contribution of heredity and environment will also be examined.

PSY-6075: Ethical Issues in Research and Psychology (3 hours)

The purpose of this course is to provide an introduction to the role of ethics in psychological practice and psychological science. The goals consist of integrating the ethics materials presented with one's own morals and values into a professional identity, and be able to develop defensible moral and ethical analyses of ethical dilemmas that commonly arise in psychology. Reflection of personal ethical and moral values will be reviewed through selected theories of moral philosophy, the five moral principles, the

American Psychological Association (APA) Ethical Principles and Codes of Conduct for Psychologists, other APA Standards and Guidelines, and legal statutes governing the practice of psychology. These documents will then be applied to important topics (such as research, teaching, assessment and therapy) throughout the semester. This course thus encompasses moral, philosophical, psychological and legal standards.

PSY-6080: Cognitive Psychology (3 hours)

This course examines the human thought process by investigating the relationship between the mind and mental processes that affect learning and behavior. These processes include the study of information processing in how we make sense of the world around us, memory and how we store information and retrieve it later, attention and the parts to which we pay attention and the parts we do not, unconscious processing and how this happens, decision-making in social contexts and prior to performing actions, language and interacting with others, and self-schema development and how our self-definitions are affected by cultural backgrounds and our social environment.

PSY-6085: Integrative Seminar and Oral Defense (3 hours)

This course will utilize research design skills, evidence-based psychological data, and student interests from previous coursework to progress students through the capstone experience. Students will complete a scholarly paper, deliver a presentation and conduct a final oral defense of the project. It will provide students with an opportunity to identify an interest and deepen their comprehensive knowledge about a topic in an area of psychology, then integrate research findings and combine real-world application into the completion of their capstone project.

PSY-6495: Administration of Human Services (3 hours)

Focus on structure of programs, financial and legal concerns, agency management, evaluation of services and planning.

PSY-6500: Cognitive Development: Theory and Implications (3 hours)

Major perspectives of cognitive development throughout the lifespan, including the developmental and information-processing approaches. Implications for work with various age groups in educational and other settings.

PSY-6505: Psychological Theories and Educational Processes (3 hours)

Psychological theories and their impact on the learning process. Focus on theories of learning, motivation and intelligence. Review of current research in educational psychology.

PSY-6800: Advanced Research in Psychology (3 hours)

Provides students opportunities to demonstrate comprehension and implementation of research methodology by conducting a study in collaboration with a sponsoring faculty member. Participate in an ongoing study or construct a novel design. Literature review, research methodology in practice, sample selection, data collection, selection of appropriate statistics, data entry, analysis of results, development of discussion sections. Preparation for doctoral work in psychology and careers in academic or research settings.

PSY-6950: Independent Study: Psychology (1-3 hours)

PSY-6970: Independent Research (3 hours)

PSY-6990: Master's Thesis (3-6 hours)

PSY-6993: Internship: Psychology (3 hours)

Supervised involvement in a work experience that utilizes psychology in a meaningful manner. Requires department consent.

PSY-6994: Internship: Human Services (3 hours)

Supervised experience (300 clock hours) in a community human services agency. Site to be approved by Concordia-Chicago prior to semester. On-campus classroom component required. Consult internship manual for further information.

PSY-7400: Advanced Learning Theory (3 hours)

In-depth examination of significant past and relevant current theory in cognitive development and processing. Application and critique of theory in learning environments is emphasized. Admission to doctoral program required. Prerequisite: B or higher in PSY-6500 or PSY-6505, or equivalent master's-level course in learning theory.

Research Courses

RES-6600: Research in Education (3 hours)

The focus of this course is on the understanding of educational research. Emphasis will be on the interpretation of research and the development of basic research skills for school improvement.

RES-6620: Introduction to Research (3 hours)

This course examines foundation-level principles and processes of social and behavioral research as applied across disciplines. This course is designed to enable students to acquire both a basic understanding and skills in general research methods. Specifically, the course prepares students to be critical consumers of research and to be active participants in the generation and implementation of research knowledge.

RES-6650: Action Research (3 hours)

Understanding of action research in educational settings. Focus on development of basic action research skills for improved teacher practice. Skills for interpreting published research are also emphasized.

RES-7600: Survey Research (3 hours)

This course introduces students to survey and instrument development including issues related to operationalizing variables, construction, sampling, coding, analysis, and evaluating the reliability and validity of survey research methods.

RES-7605: Quantitative Analysis (3 hours)

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

RES-7620: Advanced Topics in Statistics (3 hours)

An introduction to advanced statistical concepts including multivariate analysis, linear models, hierarchical linear models, factor analysis and data management will be covered in this course. Students will use published software packages and will learn to write basic syntax for custom analysis. Prerequisite: B or higher in RES-7605.

RES-7700: Qualitative Research (3 hours)

An examination of qualitative research approaches with a focus on research design, the role of the researcher, data collection and analysis, and writing from a qualitative perspective.

RES-7710: Advanced Qualitative Analysis (3 hours)

This course provides advanced introductions to a representative range of qualitative methods. It is designed to familiarize doctoral and advanced master's students with the commonly used qualitative research methods. The course will prepare them to further understand philosophies and concepts of qualitative methods, to utilize these methods in their own research, or to evaluate the qualitative work that others have done. This course also teaches how to use qualitative software as an analytic tool to analyze qualitative data. Prerequisite: B or higher in RES-7700.

RES-7800: Mixed Methods Research (3 hours)

This course explores the theory and practice of mixed methods research in program evaluation and applied research. Prerequisite: B or higher in RES-7700 or RES-7605.

RES-7810: Methods of Action Research Inquiry (3 hours)

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

RES-7820: Program Evaluation (3 hours)

This course will prepare students with knowledge of national program evaluation standards, an understanding of major conceptual approaches for designing program evaluation activities, developing and implementing useful and valid evaluation design procedures, and reporting program evaluation results.

RES-7900: Research Design (4 hours)

Principles of research theory, methods, inquiry, problem formulation, data collection, literature searches and ethical considerations. Emphasis on how to design a doctoral-level research study. Prerequisite: B or higher in RES-7700 or RES-7605.

Reading, Language and Literacy Courses

RLL-7000: Trends and Issues in Literacy Research (3 hours)

A historical and philosophical study of the major theories and the empirical research that describes the cognitive, linguistic, motivation and sociocultural foundations of reading and writing processes, components and development. Prerequisite: Acceptance to RLL Ed.D/Ph.D degree program or consent of the department chair.

RLL-7010: Instructional Approaches to Reading, Writing and Language (3 hours)

This course examines the major perspectives, theories and their impact on the learning process related to cognitive, physiological and psychological development of reading and writing in P-Adult educational settings. Candidates will explore, analyze and evaluate new instructional models and related assessment systems for reading, writing and language development. Prerequisite: Acceptance to RLL Ed.D/Ph.D degree program and B or higher in RLL-7000 or consent of the department chair.

RLL-7020: Development and Evaluation of Literacy Programs (3 hours)

Candidates will explore issues, trends and current practices related to literacy models and programs in diverse settings. Practical experience in conducting a program evaluation will be an integral part of this course. This includes an analysis of curriculum construction, program design, development, implementation and evaluation. Prerequisite: B or higher in RLL-7010.

RLL-7030: Policy and Politics of Reading, Language and Literacy (3 hours)

A study of the connections between policy, politics and literacy, linking empirical evidence and foundational theories. Practices for communication with policymakers, public officials and community members will be an integral part of this course. Prerequisite: Acceptance to RLL Ed.D/Ph.D degree program and B or higher in all RLL courses or consent of the department chair.

RLL-7040: Cultural and Socioeconomic Perspectives of Literature and Literacy (3 hours)

An exploration of the historic, current and changing demographic factors that impact and influence literacy practices. Examination of literature and literacy successes as seen through the eyes of diverse learners (culturally, ethnically, economically, socially, gender and linguistically). Prerequisite: Acceptance to RLL EdD/PhD program or consent of the department chair.

RLL-7050: Multiliteracies (3 hours)

Examination and comparison of theories and research in new literacies to create a literate environment that fosters reading, writing, information and communicative competencies in diverse contexts. This course will explore literacies in schools and in the wider scope of the world. Prerequisite: Acceptance to EdD-Leadership: Reading, Language and Literacy or PhD-Leadership: Reading, Language and Literacy.

RLL-7060: Reading, Language and Literacy: Internship I (3 hours)

First of two consecutive semesters in reading, language and literacy clinical experiences in PK-adult settings, requiring extensive, intensive and diverse assignments in instruction and leadership. Prerequisite: B or higher in RLL-7000, RLL-7030, RLL-7040, RLL-7050, RLL-7200 and RLL-7310, or the consent of the department chair.

RLL-7061: Reading, Language and Literacy: Internship II (3 hours)

Second of two consecutive semesters in reading, language and literacy clinical experiences in PK-adult settings, requiring extensive, intensive and diverse assignments in instruction and leadership. Prerequisite: B or higher in RLL-7060 or consent of the department chair.

RLL-7200: Literacy Supervision, Leadership and Coaching (3 hours)

Exploration of issues and experiences with supervision, leadership and literacy coaching models. Examination of literacy processes that include knowledge and understanding of acquisition, assessment and instructional delivery systems. Field Experience: Required. Prerequisite: B or higher in RLL-7010 and RLL- 7020.

RLL-7310: Writing is Recorded Thinking: Research, Theory and Application (3 hours)

Perspectives on writing instruction: theory, research and practice will be provided as well as practical experience in professional and career writing for grants, budgets and academic publications. Topics will include an analysis and implementation of the writing process as a communication device and a method to demonstrate learning. Prerequisite: Acceptance to EdD-Leadership: Reading, Language and Literacy or PhD-Leadership: Reading, Language and Literacy.

Special Education Courses

SPED-6050: Characteristics of the Culturally Linguistically Diverse Student with Disabilities (3 hours)

This course is designed to identify the characteristics of English Language Learners (ELLs) with specific learning, emotional, academic, physical and multiple disabilities and theories behind second language acquisition. It will also explore the psychological, linguistic and cultural foundations in teaching English as a second or additional language. Candidates will discuss the impact of these characteristics on the cognitive, academic, linguistic, and social development of ELLs. An examination of current trends in ESL teaching and instructional strategies that accommodate students in all levels of ESL/EFL settings along with eligibility for special education, and placement decisions will also be explored. Field Experience: 10 hours.

SPED-6225: Special Education Finance (3 hours)

Students will explore issues related to funding programs for students with special needs. Further discussion focuses on policies, practices and issues related to special education finance at the local, state and federal levels, including sources, legal mandates and budgeting. Cross-Listed: EDL-6225.

SPED-6230: Assistive Technology: Principles and Practice (3 hours)

This course will address the use of assistive technology within a teaching and learning environment. It will present research and trending developments on how specific technologies address the academic and access needs of individuals with cultural/linguistic, sensory, social, emotional, cognitive and physical disabilities. Topics include defining and differentiating assistive and educational technologies; identifying the legislative policies connected with such technologies; exploring ethical and legal ramifications of assistive technology usage; and collaboration and implementation of assistive technology-enhanced materials and teaching/learning opportunities for all learners. Cross-Listed: EDT-6230.

SPED-6250: Special Education Law & Policy (3 hours)

Impact of special education policies and implementation as related to public and nonpublic schools. Analysis of legal guidelines, litigation, individualized education programs, inclusion and characteristics of exceptional learners. Cross-Listed: EDL-6250.

SPED-6350: Characteristics & Learning Needs of Students with Academic and Physical Challenges (3 hours)

This course is designed to identify the characteristics of individuals ages 3-21 with moderate and severe developmental, physical and multiple disabilities. The course will examine the impact of language disorders, processing deficits, behavioral, emotional and sensory disabilities on the development of individuals with cognitive and physical disabilities. The course will examine opportunities to support learning social, personal daily living, and vocational needs of students. Field Experience: 10 hours.

SPED-6355: Instructional Strategies for Students with Academic and Physical Challenges (3 hours)

This course is designed to examine the curriculum, instruction and materials for teaching students with moderate and severe developmental disabilities and students with physical disabilities. The course will also examine strategies for activities of daily living and the use of adaptive technology. Field Experience: 10 hours.

SPED-6360: Characteristics & Learning Needs of Students with Specific Learning Disabilities and Emotional Disabilities (3 hours)

This course is designed to identify the characteristics of individuals ages 3-21 with specific learning disabilities and emotional disabilities. The impact of characteristics on the cognitive, academic, language and social development of individuals will be examined. Field Experience: 10 hours.

SPED-6365: Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities (3 hours)

This course is designed to examine the organization and implementation of curriculum, materials and management to facilitate acquisition, maintenance and generalization of skills for students with learning disabilities. The course also examines the organization of the classroom and school environment for teaching and facilitating social, behavioral and emotional needs to students with emotional disorders. Also included are instructional planning and design, instructional and community goals. Field Experience: 10 hours.

SPED-6370: Curriculum Based and Educational Measurements of Exceptional Learners (3 hours)

This course is designed to examine the diagnostic procedures that guide instruction of exceptional learners within the least restrictive environment. The course will also include use and analysis of standardized and curriculum-based assessment and assessment techniques to support the learning of students. Field Experience: 10 hours.

SPED-6375: Supervision of Programs for Children with Disabilities (3 hours)

This course is designed to examine educational supervisory models with emphasis on specialized instruction. Various elements of instructional leadership are examined emphasizing parent, staff and community collaborations. How to structure programs to reflect current research understandings, best practice in special education, and state and federal mandates emphasized. Field Experience: 10 hours.

SPED-6425: Psychology & Methods of Teaching the Exceptional Learner (3 hours)

Identification of characteristics of exceptional learners; applicable laws and policies; Response to Intervention; educational program development based on empirically supported instructional techniques; assessment and IEP procedures; transition planning. Field Experience: 10 hours.

SPED-6500: Family and Community Relationships in Early Childhood Special Education (3 hours)

This course contains strategies for developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation. Also studied will be family-centered services, and strategies for working with socially, culturally and linguistically diverse families. Approaches and models for promoting effective consultation and collaboration with other professionals and agencies within the community will also be addressed. Field Experience: 10 hours.

SPED-6510: Language Development in Early Childhood Special Education (3 hours)

This course addresses typical and atypical language development in young children, with an emphasis on specific language disabilities. Candidates will explore the relationship between communication delays and other areas of early learning and development, as well as learn about alternative communication systems for young children with disabilities. Field Experience: 10 hours.

SPED-6520: Special Education Assessment for Early Childhood Educators (3 hours)

This course includes a study of the strategies, procedures, and formal and informal instruments for assessing social, emotional, cognitive, communication and motor skills of infants, toddlers and preschoolers with developmental delays or disabilities. Learning experiences in this course will equip

candidates with methods for conducting formative and summative individual and program evaluation. Assessments of family concerns, priorities and resources, as well as school, home and community learning environments will also be addressed. Field Experience: 10 hours.

SPED-6530: Special Education Methods for Early Childhood Educators (3 hours)

Candidates will study developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive and motor development, and learning of young children with special needs in various settings, including the home, school and community. This course includes an in-depth analysis of theories and principles of developmentally appropriate practice, Universal Design for Learning, differentiated instruction and child development. Field Experience: 10 hours.

SPED-6650: Characteristics of the Young Exceptional Learner (3 hours)

During this course, candidates will develop an understanding of the characteristics of infants, toddlers and preschool-aged children with exceptional needs. Categories of exceptionality surveyed include: communication delays, developmental disabilities, learning and behavioral challenges, hearing and vision impairments, physical disabilities, and other health impairments. Field Experience: 10 hours.

SPED-6890: Special Education Practicum 1: Content Area Learning and School Collaboration (3 hours)

This practicum experience focuses on effective teaching practices for students with learning and emotional disorders, and will occur in one of the following school settings: general education classroom, special education classroom or resource room. It is designed to provide educators with opportunities to demonstrate effective collaborative practices, teaching strategies, assessment practices, progress monitoring techniques, behavior management practices. Field Experience: 20 hours.

SPED-6895: Special Education Practicum 2: Content Area Learning and Community Collaboration (3 hours)

This practicum focuses on effective teaching practices for students with academic and physical challenges and will take place in one of the following settings: elementary or high school, therapeutic day school, residential school/facility, homebound instruction, and hospital or treatment facility. Educators will spend four weeks serving the needs of students with physical disabilities, and four weeks serving students with academic challenges including autism, traumatic brain injury and intellectual disabilities. It is designed to provide educators with opportunities to demonstrate effective collaborative practices, teaching strategies, and assessment and progress monitoring techniques for individual or small groups of students with physical and academic challenges. Field Experience: 20 hours.

SPED-6896: Practicum and Seminar in Special Education Leadership 1 (3 hours)

Practicum and Seminar in Special Education Leadership focuses on effective leadership practices for the supervision of students with disabilities in public schools settings. The practicum will occur in one of the following settings: public elementary or high school, central office, charter school or special education cooperative. It is designed to provide school leaders with opportunities to demonstrate effective collaborative practices to serve students with special needs, implement IDEA in school practices, supervise and evaluate special education teachers and related service providers, plan for district and state assessment administration, and understand special education budgeting within a public setting. Field Experience: 20 hours.

SPED-6897: Practicum and Seminar in Special Education Leadership 2 (3 hours)

This practicum focuses on effective leadership practices for the supervision of students with disabilities in a private or non-public setting. The practicum will take place in one of the following settings: community agency, therapeutic day school, residential school/facility, hospital or treatment facility. It is designed to

provide special education leaders with a comprehensive understanding of the more restrictive options on the placement continuum with opportunities to demonstrate effective collaborative practices, gain an understanding of the guidelines that govern private facilities, understand the critical partnership between public schools and private settings, and the unique programming considerations in private or non-public settings. Field Experience: 20 hours.

SPED-7010: Assistive Technology for Students with Disabilities (3 hours)

During this course, candidates will review research and analyze instructional practices as they broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies and assistive technologies. A variety of assistive technologies and related issues will be examined, including: computer software and access, augmentative communication, electronic devices for activities of daily living, wheelchairs and seating, and transportation. Field Experience: None.

SPED-7020: Principles of Applied Behavior Analysis (3 hours)

This course is designed to provide an overview of the principles and procedures needed to systematically address socially significant maladaptive behavior. Students will understand the basic principles of behavior analysis, behavioral research methods, and begin to acquire the conceptual and technical skills necessary to reinforce socially desirable behavior in diverse learners. Other topics that will be explored in this course include: verbal behaviors, motivation, program development and ethics. Field Experience: None.

SPED-7030: Seminar in Low Incidence Disabilities (3 hours)

Seminar in Low Incidence Disabilities is designed to introduce students to the process of critically reviewing literature related to the identification, characteristics and approaches for students with low-incidence disabilities, specifically, severe/profound disabilities. The course will provide an overview of the service needs associated with low-incidence disabilities and current educational approaches. The course focus will be academic, behavioral, communicative and post-secondary considerations. Field Experience: None.

SPED-7040: Seminar in High Incidence Disabilities (3 hours)

This seminar includes an in-depth review of trends, issues, research and program development in educating students with specific learning disabilities and emotional disabilities. Critical analysis and discussion of a variety of topics, including: response to intervention/MTSS, differentiated instruction, learning climate and culture, and behavior assessments and interventions. Field Experience: None.

SPED-7060: Current Issues and Trends in Special Education (3 hours)

The field of special education is in a constant state of revision. In this course, graduate students will read, research and discuss a variety of current issues and trends in special education. Other areas of analysis include: political and sociocultural perspectives on special education, considerations of ideal special education systems, communicating the rights and needs of students with disabilities and their families, and future directions in leadership and teacher preparation. Field Experience: None.

SPED-7100: International Perspectives in Special Education (3 hours)

This course examines variations, across cultures and historical periods, in understandings of disability and management of special education. The course surveys conceptualizations of disabilities, physiological, cultural and environmental factors that modulate the severity or presence of disability conditions, and the effects of various treatment and educational approaches. Field Experience: None.

Sports Management & Leadership Courses

SPML-6000: Organization and Administration of Recreation and Leisure Programs (3 hours)

This course provides an overview of principles and practices related to effectively managing a recreation and leisure program. Issues of branding, marketing, media, and personnel selection and development are considered.

SPML-6010: The Essentials of the Law in Sports (3 hours)

This course introduces legal issues and professional ramifications in the field of sports management through the examination of regulations, government intervention and ethically pertinent scenarios. This course allows learners to acquire a thorough understanding of legal considerations, which affect the interaction of league officials and athletes, their professional behavior, and what laws are established to protect their rights and assure they are accountable for their actions. Cross-Listed: MBAS-6810.

SPML-6020: The Economics of Sports (3 hours)

The domain of sports, most notably professional sports, has been elevated to one of the highest rungs of the financial ladder by having entered the world of the professional entertainment industry. In the 21st century, sport has secured its place as one of the paramount forms of entertainment from Friday night high school football games to the Olympic venues. To function as an administrator within this profession, it is imperative to have a comprehensive understanding of the dynamic role of economics. In this course, students explore and examine the concepts and models of micro and intermediate economics as related to the business of sport. Cross-Listed: MBAS-6800.

SPML-6030: Sports Leadership and Ethics (3 hours)

Sports Leadership and Ethics is designed to prepare learners to evaluate business principles, theories and responsibilities in the field of sports management, with an increased understanding of acceptable practices, human capital and professionalism. In addition, this course provides learners with an understanding of societal reasonability, common moral and ethical values, and how they are applied to varying sports leadership scenarios.

SPML-6040: Sports Finance (3 hours)

In this course, students develop a framework with an in-depth analysis of the various tools, techniques, ratios, formulas and other finance-related information, and complex financial concerns in the sports workplace.

SPML-6050: Leading in a Time of Change (3 hours)

This course introduces students to the valuable change management process in the dynamic world of sports leadership and management, preparing them to use and apply these skills practically with an understanding of varying concepts, theories and opinions.

SPML-6060: Level the Playing Field: Diversity in Sports (3 hours)

This course is designed to teach students what diversity is and how it applies to sports in general and, more specifically, to gender, race and various cultures. The course will help learners understand the unique challenge for sports leaders to better understand diversity and, through this understanding, help “level the playing field.” Cross-Listed: MBAS-6815.

SPML-6070: Sports Promotion (3 hours)

This course offers students opportunity to explore and examine the relationship between the mass media and the sports industry. Topics include sports broadcasting, print media and the development of public relations tools such as media guides and press releases, effective principles, theories, practices, and methods involved with all aspects of sports communications.

SPML-6090: Sports Administration (3 hours)

This course is designed to emphasize the practical application of concepts, principles and practices between sports organizations and community associations as it relates to the role of sport leader and administrator. Students will be required to review course materials, participate in discussion forums, and conduct research to acquire a thorough understanding of sports administration principles and theories.

SPML-6100: Sports Leadership Master's Project (3 hours)

Participation in this course is an opportunity to demonstrate professionalism as well as the integration and application of sport leadership knowledge, skills and competencies through the identification and in-depth analysis of a contemporary sport management research issue. Students are required to analyze, critically evaluate and synthesize published research in order to articulate actionable scientific knowledge in the form of a review article worthy of publication.

SPML-6110: Facilities and Events Management (3 hours)

This course examines the principles and practices necessary to plan, develop, promote, operate and maintain sporting events, athletic centers and recreational facilities. Emphasis is on issues concerning personnel, finance, profitability, security, concessions, convention centers, event scheduling, equipment management, facilities maintenance and topics related to liability and risk management.

SPML-6120: Dynamics of Coaching (3 hours)

Coaching requires leadership abilities, social awareness, expertise in athletic components, and the ability to transcend these principles through recognized methodologies. This course focuses on the major coaching theories and models, methods, practices, and outcomes. Topics include study of first principles in coaching, coaching cases and analyses, great coaches, coaching decision making, and other contemporary issues.

SPML-6130: Social and Historical Foundations of Modern Sport (3 hours)

Sports are integrated into society and enjoyed throughout the world on a cultural and competitive level. This course examines the social, political, cultural, philosophical, psychological, historical and practical aspects of sport history and evolution.

SPML-6140: Research in Sports Studies (3 hours)

This course is designed as an introductory examination of the research process and the main methodological approaches used to conduct research on contemporary issues in the sport industry. Fundamental research concepts and strategies are presented in order to prepare students to interpret, analyze, plan, design and report the results of sport research projects. Students are required to review course materials, participate in discussion forums, analyze published research, identify a research topic, and complete the initial steps of a literature review.

SPML-6150: Philosophy and Educational Value of Sport (3 hours)

This course will build on Foundations & Theoretical Perspectives and provide students with academic opportunities to identify and establish their personal and professional ideals and dispositions in relation to the academic literature and the mission/vision of their educational, recreational and professional setting. Academic/co-curricular connectivity of sport and society.

SPML-6160: Assessment and Evaluation of Recreation & Leisure Programs (3 hours)

This course explores and examines the purpose and added value of assessment and evaluation in the recreation/leisure settings. Basic procedures and designs are used to develop a professional program evaluation/assessment plan. Cycle of evaluation/assessment, needs assessment, program planning and design, outcomes, objectives, findings, and reporting for data-driven decision-making.

SPML-6170: Current Issues in Recreation and Leisure (3 hours)

Trends in recreation and leisure sport industry of the 21st century are examined in order to facilitate effective planning and implementing of programs designed to meet the recreational needs of the general public from 5-85 years of age. Critical review and analysis of sport as a social phenomenon and the impact on delivery of and participation in recreation and leisure activities.

SPML-6180: Foundations and Theoretical Perspectives of Recreation and Leisure (3 hours)

This course will provide the framework for the specialization by reviewing and applying recreation/leisure theory to the private, public and/or entrepreneurial setting. Theoretical and conceptual foundations of recreation and leisure, sports, play. A review of historical ideas and practices in recreation and leisure with an examination to the relationship to present-day professional and social sports issues.

SPML-7010: Advanced Topics in Sports Administration (3 hours)

This is an advanced course in sports administration and covers an overview of the field and the important leadership concepts associated with it and details the major settings in which many sports management positions are carried out. Students learn about the key functional areas of sports management, including sports marketing, sport consumer behavior, sports communication, sports facility and event management. Additionally, the course will examine current sports management issues, including how sports management interfaces with law, sociology, globalization, analytics and research

SPML-7020: Seminar in Sports Marketing (3 hours)

This is an advanced sports marketing course and explores advanced marketing theories related to social responsibility, global issues, information systems, consumer behavior, product management, logistics, sales, promotions, and social/digital/mobile media. In addition, the course will cover sections on branding, destination marketing, and performance evaluation that demonstrate how to measure impacts through sports marketing and how to use analytics to determine sports marketing success.

SPML-7030: Seminar in Advanced Sports Economics and Finance (3 hours)

This is an advanced course in sports economics and finance where students will understand how financial management works, specifically in sport and how decisions are made to ensure wealth maximization. Topics will include debt and equity financing, capital budgeting, facility financing, economic impact, risk and return, and time value of money. The course will also focus on sports finance in three sectors of the industry—public sector sports, collegiate athletics and professional sport—providing in-depth analysis of financial management in each sector.

Teaching English to Speakers of Other Languages (TESOL)**TESL-6110: Introduction to Distance Education for TESOL (3 hours)**

This course provides an overview of the theoretical framework, historical development and practical applications of distance education for TESOL education and language training environments. In addition,

the course examines the application of distance learning technologies, online pedagogy and ethical practice in distance education focused on English language teaching and learning.

TESL-6200: Applied Philology and World Englishes (3 hours)

Familiarity with both standard and non-standard varieties of English in countries where English is spoken as a first language, as an official language and as an influential foreign language. Examination of the conditions and contexts surrounding the development and expansion of English as a global language through historical, linguistic, social, cultural, political and literary concerns. Selected studies of sociolinguistic variables, language change, code-switching and universal grammar to inform discussion of such variation as found in African-American English, Indian English, British dialects, and English-based pidgins and creoles. Critical awareness of standard language ideology debates, their implications on the emergence of new Englishes, and their impact on the internationalization and globalization of World Englishes. Investigation of revitalization efforts of indigenous and endangered languages. Course content to also include the fundamentals of philology in applied areas to analyze general problems of language and language use, and utilize philology as a reflection on the history of culture.

TESL-6230: Second Language Acquisition (3 hours)

Intensive examination of how humans learn second languages. Review of the theories and key concepts of first and second language acquisition. Examines theoretical models and research on such issues as differences between L1 and L2 acquisition, the variables that may affect the language development processes, the effect of age on language acquisition, cognitive factors in second language acquisition, and learner variables. Exploration of sociocultural factors included.

TESL-6240: Issues in Second Language Rhetoric and Composition (3 hours)

Examination of theories and practices underlying the teaching and learning of second-language writing. Inquiry into rhetorical, political, linguistic and pedagogical issues in teaching writing at English-language institutes or at the college or university level to learners whose first or strongest language is not English. Emphasis on developing the background necessary to examine and refine one's pedagogical position on the teaching of academic writing to linguistically and culturally diverse learners that includes English for Specific Purposes. Attention given to Contrastive Rhetoric and Computer-Mediated Communication.

TESL-6220: TESOL Curriculum Planning and Methodology (3 hours)

Introduction to curriculum theories and their application toward the process of curriculum development, from needs analysis to course evaluation, utilizing a needs-based, learner-centered approach to selecting, adapting, and designing curricula, courses and materials. Emphasis is on ESOL curricular design and appropriate instructional planning to address the socio-cultural, physical and educational needs of students in PreK-12 and university settings. Attention is given to English for Academic Purposes and Content-Based Instruction.

TESL-6210: Teaching ESL/EFL to Adult Learners (3 hours)

This course provides an introduction to adult learning theories and contexts for teaching the adult language learner. The course will examine goals, principles and best practices for teaching English as a Second or Foreign Language, and ways to evaluate adults' second language development. In addition, the course will explore the influence of varying backgrounds on adult language learning to promote an effective, communicative language classroom for students of varied ages and levels in various adult language teaching situations.

TESL-6980: TESOL Teaching Practicum I (3 hours)

This course is required for all MA TESOL students. Designed for students to engage in teaching, observation and reflection, students will engage in focused observation of teachers of English to non-native learners and serve as volunteer teachers of English to non-native learners in domestic and international settings. The teaching experience will be used to support theoretical and practical applications of the planning, implementation and evaluation of an ESOL curriculum. Completion of weekly modules during the experience is required as well as a final culminating project.

Theater Courses

THR-6210: Contemporary Theater (3 hours)

Theatrical trends of the past two decades as seen through scripts and play productions. Attendance at area plays. Student is responsible for ticket cost.

Theology Courses

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

- (B)** - Biblical Studies
- (S)** - Systematic Theology
- (H)** - Historical Theology
- (CS)** - Christian in Society
- (RE)** - Religious Education

THY-6020: Psalms (B-OT) (3 hours)

The hymnal of ancient Israel and its interpreters. Historical context, enduring liturgical and theological value.

THY-6030: Messianic Prophecies (B-OT) (3 hours)

The development of the Old Testament faith in the coming Messiah. Principles of interpretation and sources of alternate viewpoints. Detailed examination of selected prophecies.

THY-6040: The Intertestamental Period (B) (3 hours)

Covers the political, cultural and religious forces that molded Judaism in Palestine and in the Diaspora in the Greek and Roman periods. Includes reading primary sources in the Apocrypha, Pseudepigrapha, Talmud and Dead Sea Scrolls.

THY-6100: The Parables of Jesus (B-NT) (3 hours)

The synoptic parables in their cultural context, their use in Jesus' teaching, their interpretation and their application in contemporary Christian education.

THY-6110: New Testament and Early Christian Worship (B-NT, CS, H) (3 hours)

The New Testament in the light of the influence of early Christian worship on the form and content of the various writings.

THY-6120: The General Epistles (B-NT) (3 hours)

Study of theology and theological method found in the Catholic epistles including Hebrew; James; 1 & 2 Peter; 1, 2 & 3 John; and Jude, within the wider context of the history and the theology of the early church.

THY-6210: Lutheran Confessional Theology (S) (3 hours)

The study of the discipline of Systematic Theology with a special focus on the “Confessing” approach of the Lutheran tradition. Exploration of differing approaches to the task of theology along with the different approaches to Holy Scripture and the questions of faith and reason. Emphasis will be given to the formation and function of the three ecumenical creeds, the Augsburg Confession and its Apology, and the two catechisms of Luther.

THY-6240: The Church and its Ministry (S) (3 hours)

Examination of the nature of the Church and its Ministry with particular attention to its offices and their duties in relationship to the vocation of the Church and Christian service in the world.

THY-6313: Baptism and Eucharist (S, CS) (3 hours)

Study of the rites and practice of the sacraments of Baptism and Eucharist from a biblical, theological and liturgical perspective. Emphasis on the development of an appropriate parish practice for the goal of an enriched congregational life. Cross-Listed: MUS-6313.

THY-6320: Early Christian Fathers (H) (3 hours)

Theological and historical analysis of the doctrines and practices of select early Christians such as Ignatius of Antioch, Irenaeus and Tertullian.

THY-6330: Topics in the History of Christianity (H) (3 hours)

Selected persons, themes or problems in the history of Christianity.

THY-6350: Martin Luther (H, S) (3 hours)

Historical introduction to Luther as theologian, churchman and polemicist for 16th-century Evangelicalism. Enduring images of Luther inside and outside Protestantism. Luther’s significance to contemporary theology. Readings from primary sources.

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

Study of the interrelationship between theology and music as it has developed in Christian worship, thought and practice from the early church to the present. Cross-Listed: 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-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-6600: Deaconess Foundations (H, CS) (3 hours)

The office of the Lutheran deaconess: history, call, roles and ethics. The history and structure of the LCMS, particularly in relationship to the deaconess. Field Trip: Required. Fee: Required.

THY-6620: Deaconess Capstone Seminar (CS) (3 hours)

Integration of theological knowledge, professional skills and competencies in deaconess ministry.

Evaluation and analysis of the internship experience and preparation for the call into deaconess ministry. In-depth analysis of a deaconess ministry issue. Prerequisite: B or higher in THY-6991, or instructor consent.

THY-6630: Deaconess Field Experience (CS) (0 hours)

Beginning experience in the ministry of the Lutheran Deaconess. Minimum of 40 hours of supervised practicum in a congregation or agency. Participation in seminars to review students' reports and discuss ministry issues. Pass/Fail. Transportation: Required. Fee: Required. Prerequisite: Acceptance into the Deaconess program, three THY courses.

THY-6641: Ministry to Women (CS) (3 hours)

Focus on spiritual caregiving, especially in dealing with issues faced by women. Practice in application of Law/Gospel, volunteer coordination and mercy ministries. Field Trip: Required. Fee: Required.

THY-6950: Independent Study (0-3 hours)

THY-6970: Independent Research (3 hours)

THY-6975: Applied Research in Theology (3 hours)

This 16-week culminating capstone highlights the candidate's mastery of content throughout his or her studies and focuses it on a particular area of interest. The topic is chosen by the student and may be from any area of theology and/or practice. The mentor guides and directs the student through the process of research, writing and presentation.

THY-6990: Master's Thesis (0-6 hours)

THY-6991: Internship: Deaconess (CS) (0 hours)

Relating classroom concepts to the practical ministry of the deaconess. Minimum of five months of full-time supervised practicum in an LCMS-sponsored congregation or agency. Fee: Required. Contact Deaconess Office for current rates. Prerequisite: Acceptance into the Deaconess program. Deaconess students normally complete two semesters of internship.

Women's and Gender Studies

WGS-6100: Conceptual and Theoretical Perspectives in Women's and Gender Studies (3 hours)

Introductory graduate course designed to engage students in critical thought about the discipline. Exploration of basic concepts, histories, theoretical ideas and goals of Women's and Gender Studies beginning with the late 18th century through the present. Although the course focuses primarily on Western theoretical work, it also examines non-Western ideas, especially as these critique Western ideas about gender theory.

WGS-6200: Epistemological Foundations of Women's and Gender Studies (3 hours)

Examination of how WGS scholarship has recontextualized epistemological issues in the philosophy of science. This course draws on contemporary issues (such as gendered violence) in order to examine these and other questions in the context of contemporary gendered discussions of epistemology, ethics and science.

WGS-6400: Gender, Sexuality and Race in the United States (3 hours)

Explores the complex, intertwined dynamics between identities, ideologies and institutions. Examines how historical constructions of difference intersect, inform and interrupt the perceptions and realities of U.S. democracy, (in)equality and human rights. Analyzes historical and contemporary examples to investigate fundamental social forces, political arrangements and historical conditions shaping the interactions of race, gender and sexuality.

WGS-6410: Gender, Globalization and Transnational Frameworks (3 hours)

Examines linkages between gender-based inequities and global and transnational politics of power, security, political economy, militarism and ecology. Emphasis on how gender roles, relationships and identities are constructed, deployed, challenged and resisted around the globe, with particular attention to interconnections of systems and structures of gender, race, class, sexuality, age, ability, culture, religion and nation.

WGS-6420: Gender, Sexuality in the Media (3 hours)

Trends in depicting men, women, and sexuality across U.S. media, with focus on film and television. This graduate course includes an intersectional research investigation of contemporary gendered media representations.

WGS-6430: Advanced Topics in Women's and Gender Studies (3 hours)

Advanced interdisciplinary study of critical debates within Women's and Gender Studies. The course offering will serve as an avenue to offer a variety of specialized WGS topics. Topics will vary by year and will be offered based on interest from students and instructors.

WGS-6600: Gender, Coalition Building & Social Justice (3 hours)

Investigation of gendered social justice theories, practices and possibilities. Specifically engages with issues of power and privilege, systems and layers of oppression, intersectionality, and gender activism. Explores methods and priorities of social change efforts in varying cultural contexts, including outside of the U.S. and Europe.

Graduate Faculty

Ankerberg, Erik: Provost/Professor of English

B.A. Concordia University, River Forest, IL; M.A. Marquette University, Milwaukee, WI; Ph.D. Marquette University, Milwaukee, WI. At Concordia-Chicago since 2017.

Arfsten, Debra: Professor of Educational Leadership and Director of Christian Education

B.S. St. John's College, Winfield, KS; M.A. Concordia College, Seward, NE; Ph.D. Colorado State University, Fort Collins, CO. At Concordia-Chicago since 2004.

Arzuaga, Carlos: Assistant Professor of Human Performance

B.S. University of Illinois, Chicago, IL; M.S. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2016.

Bates, David: Assistant Professor of History

B.A. Indiana University of Pennsylvania, Indiana PA; M.A. & Ph.D. University of Illinois, Champaign, IL. At Concordia-Chicago since 2017.

Battistoni, Maria: Assistant Professor of Business

B.A. Dominican University, River Forest, IL; MBA Dominican University, River Forest, IL. At Concordia-Chicago since 2016.

Bayens, Patrick: Professor of Theology

B.S. Concordia Teachers College, Seward, NE; M.Div. Concordia Theological Seminary, Ft. Wayne, IN; Ph.D. Marquette University, Milwaukee, WI. At Concordia-Chicago since 2014.

Beers, Donald: Visiting Professor of Professional Studies

B.A. & M.A. The Citadel, Charleston, SC; Ed.D. The University of Tennessee, Knoxville, TN. At Concordia-Chicago since 2016.

Bender, James: Associate Professor of Psychology

Psy.D. Roosevelt University, Chicago, IL. At Concordia-Chicago since 2015.

Bishop, Dan: Professor of Human Services

B.A. Carthage College, Kenosha, WI; M.S. Concordia University, River Forest, IL; Psy.D. The Illinois School of Professional Psychology, Chicago, IL. At Concordia-Chicago since 2005.

Blaess, Donna A.: Professor of Leadership

B.A. University of Tampa, Tampa, FL; M.A. University of South Florida, Tampa, FL; Ph.D., University of Iowa, Iowa City, IA; A.A. Florida Culinary Institute, West Palm Beach, FL. At Concordia-Chicago since 2009.

Bonnar, Kathy M.: Assistant Professor of Human Services

B.A. University of Illinois, Chicago, IL; M.A. Concordia University, River Forest, IL; Ed.D., National Louis University, Chicago, IL. At Concordia-Chicago since 2010.

Borchers, Kevin: Associate Professor of Education/Christian Education

B.A. Concordia College, River Forest, IL; M.S. Concordia University Nebraska, Seward, NE. At Concordia-Chicago since 2008.

Boyer, Maurice: Professor of Music

B.Mus. Westminster Choir College of Rider University, Princeton, NJ, M.M. Westminster Choir College of Rider University, Princeton, NJ, D.M.A. University of Maryland, College Park, MD. At Concordia-Chicago since 2007.

Briseno, Kathleen: Associate Professor of Special Education

B.A. Northeastern Illinois University, Chicago, IL; M.S. & Ed.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2016.

Brown, Charles P.: Professor of Music

B.M., M.M. Westminster Choir College of Rider University, Princeton, NJ; D.M.A. University of Arizona, Tucson, AZ. At Concordia-Chicago since 2000.

Bucchi, Paul: Visiting Assistant Professor of Leadership

B.S. University of Florida, Gainesville, FL; M.B.A. Northcentral University, Prescott, AZ; Ph.D. Northcentral University, Prescott, AZ. At Concordia-Chicago since 2010.

Calendo, Karen: Assistant Professor of ADP

B.A. Central Missouri State, Warrensburg, MO; M.A. Webster University, St. Louis, MO. At Concordia-Chicago since 2018.

Carr, Robert: Professor of Biology

B.A., University of Michigan, Ann Arbor, MI; M.S., University of Michigan, Ann Arbor, MI; Ph.D., University of Michigan, Ann Arbor, MI. At Concordia-Chicago since 2011.

Cenkar, Scott: Visiting Assistant Professor of Art

A.A. Bakersfield College, Bakersfield, CA; B.F.A Illinois Institute of Art, Schaumburg, IL; M.E.D American Intercontinental University, Schaumburg, IL. At Concordia-Chicago since 2019.

Cirulis, Astrida: Professor of Mathematics

B.S., M.A.T., M.S., D.A. University of Illinois Chicago, Chicago, IL. At Concordia-Chicago since 2005.

Clementz, Anthony: Assistant Professor of Chemistry and Biochemistry

B.S. Northern Illinois University, DeKalb, IL; Ph.D. Loyola University Medical Center, Maywood, IL. At Concordia-Chicago since 2016.

Corbin, Gerald: Visiting Assistant Professor of Human Services

B.A. University of California, Santa Cruz, CA; M.A. San Jose State University, San Jose, CA. At Concordia-Chicago since 2017.

Corzine, Jacob: Assistant Professor of Theology

B.A. Bradley University, Peoria, IL; M.Div. Concordia Theological Seminary, Fort Wayne, IN; D.Th. Humboldt University, Berlin, Germany. At Concordia-Chicago since 2017.

Craft, Kathleen: Professor of Biology

B.S. University of Kentucky, Lexington, KY; M.S. University of Louisville, Louisville, KY; Ph.D. University of Illinois at Chicago, Chicago, IL. At Concordia-Chicago since 2009.

Cruz, Karen: Assistant Professor of English

B.A. Manhattan College, Bronx, NY; M.A. & Ph.D. University of North Carolina, Chapel Hill, North Carolina. At Concordia-Chicago since 2016.

Curtin, Kathleen: Associate Professor of English

B.A. University of South Carolina; M.A. University of North Carolina; Ph.D. University of North Carolina. At Concordia-Chicago since 2013.

Dellegrazie, Elisabeth: Assistant Professor of Business

B.A. Loyola University, Chicago, IL; M.B.A. Loyola University, Chicago, IL. At Concordia-Chicago since 2008.

Dewey, Jodie: Professor of Sociology

B.A. Northern Illinois University, DeKalb, IL; M.A. DePaul University, Chicago, IL; Ph.D., Loyola University Chicago, Chicago, IL. At Concordia-Chicago since 2004.

Dinaro, Andrea: Associate Professor of Special Education

B.S. Illinois State University, Normal, IL; M.S. Benedictine University, Lisle, IL; Ed.D. Illinois State University, Normal, IL. At Concordia-Chicago since 2016.

Do, Tom Hong: Associate Professor of English

B.A. & M.A. California State University, Long Beach, CA; Ph.D. University of Arizona, Tucson, AZ. At Concordia-Chicago since 2015.

Doering, Sandra: Distinguished Professor Reading and of Literacy

B.A. Concordia Teachers College, River Forest, IL; M.Ed. Phillips University, Enid, Okla.; Ed.D. Oklahoma State University, Stillwater, OK. At Concordia-Chicago since 2008.

DuChane, Joan: Associate Professor of Educational Leadership

M.S. Nova Southeastern, Indiana State University, Terre Haute, IN; Ed.D., Nova Southeastern University, Ft. Lauderdale, IN. At Concordia-Chicago since 2015.

Dunfee, Charlene: Visiting Associate Professor of Business

B.S. William Jewell College; M.B. Baker University; M.A. Ottawa University; D.M. University of Phoenix; Ph.D. Capella University. At Concordia-Chicago since 2017.

Ericsson, Susan: Associate Professor of Media

B.S., Cornell University, Ithaca, NY; M.A. University of Massachusetts, Amherst, MA; Ph.D., Northwestern University, Evanston, IL. At Concordia-Chicago since 2007.

Espinosa, Israel: Associate Professor of Human Services

B.A., Elmhurst College, Elmhurst, IL; M.A., Illinois School of Professional Psychology, Chicago, IL; Psy.D. Illinois School of Professional Psychology, Chicago, IL. At Concordia-Chicago since 2010.

Ferguson, Robert: Professor of Kinesiology & Sports Studies

B.A. & M.A. Adams State College, Alamosa, CO; Ph.D. University of Arkansas, Fayetteville, AR. At Concordia-Chicago since 2017.

Fischer, Richard R.: Distinguished Professor of Music, The Fred and Jane Wittlinger Endowed Chair in Music Performance

Cornell College, Mt. Vernon, IA; Triton Junior College, River Grove, IL; B.M.Ed., M.Mus. DePaul University, Chicago, IL; University of Northern Colorado, Greeley, CO; D.M.A., Michigan State University, East Lansing, MI. At Concordia-Chicago since 1974.

Flynn, Andrea: Associate Professor of Psychology

B.S. Northern Illinois University, DeKalb, IL; M.A. & Ph.D. DePaul University, Chicago, IL. At Concordia-Chicago since 2014.

Foster, Wanda K.: Associate Professor of Business

B.S. Purdue University, West Lafayette, IN; MBA DePaul University, Chicago, IL.; Ph.D. Concordia University Chicago. At Concordia-Chicago since 2006.

Frkovich, Ann: Associate Professor of Research

B.A. Webster University, St. Louis, MO; M.A. Teachers College, New York, NY; Ed.D. DePaul University, Chicago, IL. At Concordia-Chicago since 2018.

Fruits, Brian: Visiting Assistant Professor of English

B.A. Concordia University Chicago, River Forest, IL; M.F.A. University of Memphis, TN. At Concordia-Chicago since 2015.

Glasgow, Denise: Assistant Professor of Educational Leadership

B.S., M.S., & Ed.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2016.

Globokar, Julie: Associate Professor of Sociology

B.A. University of Wisconsin, Whitewater, WI; M.A. & Ph.D. University of Illinois, Chicago, IL. At Concordia-Chicago since 2019.

Goetting, Mary: Professor of Mathematics

B.A. St. Olaf College, Northfield, MN; M.S. University of North Carolina, Chapel Hill, NC; Ph.D. University of Maryland, College Park, MD. At Concordia-Chicago since 2001.

Gorleku, Zuzana: Associate Professor of Teaching, Learning and Diversity

M.Sc. Loyola University, New Orleans, LA; Ph.D. University P.J. Safarik, Slovakia. At Concordia-Chicago since 2018.

Govindaswamy, Victor: Associate Professor of Computer Science

B.S. University of Texas, Austin, TX; M.S., Ph.D. University of Texas, Arlington, TX. At Concordia-Chicago since 2013.

Grigsby, Yurimi: Professor of Teaching, Learning and Diversity

B.A. East Tennessee State University, Johnson City, TN; M.A.T. East Tennessee State University, Johnson City, TN; Ph.D. University of Tennessee. At Concordia-Chicago since 2006.

Hanson, Karla: Assistant Professor of Human Performance

B.S. & M.S. Illinois Benedictine College, Lisle, IL. At Concordia-Chicago since 2016.

Hauser, Christian: Associate Professor of Music

B.A. Belmont University, Nashville, TN, M.A. Belmont University, Nashville, TN; Ph.D. University of North Texas, Denton TX. At Concordia-Chicago since 2011.

Hauser, Todd: Visiting Assistant Professor of Journalism

B.A. University of Wisconsin, Stevens Point, WI; M.A. University of Missouri-Columbia, Columbia, MO. At Concordia-Chicago since 2014.

Hayes, H. Robert: Distinguished Professor of Political Science

B.S. Eastern Michigan University, Ypsilanti, MI; Detroit College of Law, Detroit, MI; M.A. Ed. Concordia Teachers College, River Forest, IL; M.A. Loyola University, Chicago, IL; Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 1978.

Hendricks, A. Donald: Associate Professor of Educational Leadership

B.S. & M.S. Eastern Illinois University, Charleston, IL; Ed.D. University of Illinois, Urbana-Champaign, IL. At Concordia-Chicago since 2016.

Henry, Bridgett: Visiting Assistant Professor of Special Education

B.A. University of California, Los Angeles, CA; M.A. Loyola Marymount University, Los Angeles, CA; Ed.D. University of Southern California, Los Angeles, CA. At Concordia-Chicago since 2016.

Hernandez-Santamaria, Neida: Associate Professor of Management in ADP

B.A. & M.A. Northeastern Illinois University; Ed. D. National Louis University, Chicago, IL. At Concordia-Chicago since 2014.

Hollywood, Kathryn: Professor of Leadership

B.A. St. John's University, New York, NY; M.A. St. John's University, New York, NY; Ed.S. Fordham University, New York, NY; Ph.D. Fordham University, New York, NY. At Concordia-Chicago since 2008.

Hornberger, Rebecca: Assistant Professor of Educational Leadership

B.S. Ohio University, Patton College of Education, Athens, Ohio; M.S. Ashland University, Ashland, Ohio; Ph.D. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2016.

Hradil, Vince: Associate Professor of Chemistry

B.S. Rensselaer Polytechnic Institute; Ph.D., Cornell University, Ithaca, NY. At Concordia-Chicago since 2012.

Huss, Nikkole: Professor of Art

B.S. Ed. Northern Illinois University, DeKalb, IL; M.F.A., School of the Art Institute of Chicago, Chicago, IL. At Concordia-Chicago since 2007.

Hynes, Jeffrey: Assistant Professor of Education

B.A. Concordia University, Mequon, WI; M.A. Lakeland College, Sheboygan, WI.

Jabs, Carol A.: Professor of Social Work

B.A. Macalester College, St. Paul, MN; M.A., Ph.D. University of Chicago, Chicago, IL. At Concordia-Chicago since 1981.

Johnson, Antonio: Associate Professor of Organizational Management/ADP

B.A. University of Louisiana, Monroe, Louisiana; M.S. Chicago State University, Chicago, IL; M.B.A. Saint Xavier University, Chicago, IL; D.B.A. Argosy University, Chicago, IL. At Concordia-Chicago since 2017.

Kohrs, Jonathan: Associate Professor of Music

B.A., M.C.M. Concordia University, River Forest, IL. M.F.A. Vermont College of the Fine Arts. At Concordia-Chicago since 2001.

Kolandapalayam, Selvanayaki: Visiting Associate Professor of Computer Science

B.S., M.C.A., M. Phil, Bharathiar University, Cimbatore; Ph.D. Anna University, Chennai. At Concordia-Chicago since 2018.

Konior, Katarzyna: Associate Professor of Biology

B.S. University of Illinois, Chicago, IL; Ph.D. University of Illinois, Chicago, IL. At Concordia-Chicago since 2013.

Konkol, Pamela J.: Professor of Research

B.S. Northwestern University, Evanston, IL; M.Ed., Ph.D. University of Illinois, Chicago, IL. At Concordia-Chicago since 2006.

Korcok, Thomas: Associate Professor of Theology

B.A. Concordia University, Ann Arbor, MI; M.Div. Concordia Lutheran Theological Seminary, St. Catharines, Ontario, Canada; M.Phil. University of Glasgow, Glasgow, Scotland; Ph.D. Vrije Universiteit, Amsterdam, Holland. At Concordia-Chicago since 2014.

Kowalczyk, Jamie: Associate Professor of Curriculum & Instruction

B.A. University of Illinois, Champaign, IL; MAT University of Chicago, Chicago, IL; Ph.D. University of Wisconsin, Madison, WI. At Concordia-Chicago since 2015.

Krall-Lanoue, Aimee: Associate Professor of English

B.A. University of St. Francis, Joliet, IL; M.A. Illinois State University, Normal, IL; Ph.D. University of Wisconsin-Milwaukee, Milwaukee, WI. At Concordia-Chicago since 2011.

Krohnert, Sandra: Visiting Assistant Professor of Art

B.F.A Otis Art Institute, Los Angeles, CA; M.A. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2018.

Kwon, Samuel: Associate Professor of Education Technology

B.S., MIT, Cambridge, MA; M.S., MIT, Cambridge, MA; Ph.D., Northwestern University, Evanston, IL. At Concordia-Chicago since 2010.

LaSalle, Laura: Assistant Professor of Differentiated Instruction

B.S. University of WI, Parkside, Racine, WI; M.A. Governors State, University Park, IL; Ed.D. Illinois State University, Normal, IL. At Concordia-Chicago since 2016.

Lavado, Kimberly: Assistant Professor of Lutheran Teacher Education

B.A. University of South Carolina, Columbia, SC; M.A.T. Dominican University, River Forest, IL; Ed.D. Concordia University, Portland, OR. At Concordia-Chicago since 2017.

Lawrence, Sony: Visiting Associate Professor of Computer Science

B.Tech. University of Calicut, Kerala, India; M.Div. Concordia Theological Seminary, Fort Wayne, IN; M.Tech Manomniam Sundaranar University, Tamil Nadu, India. At Concordia-Chicago since 2019.

Lazich, Samantha: Visiting Assistant Professor of Reading & Literacy

B.S. Northern Illinois University, DeKalb, IL; M.Ed., Ph.D. DePaul University, Chicago, IL. At Concordia-Chicago since 2016.

Lee, James: Assistant Professor of Theology

B.A. Concordia University Chicago, River Forest, IL; M.Div. Concordia Theological Seminary, Fort Wayne, IN; S.T.M Yale Divinity School, New Haven, CT; Ph.D. St. Louis University, St. Louis, MO. At Concordia-Chicago since 2018.

Lewis, Gena: Associate Professor of Reading & Literacy

B.S. Southern Illinois University, Carbondale IL; M.A. & Ed.D. National Louis University, Chicago, IL. At Concordia-Chicago since 2019.

Lilly, Christopher: Assistant Dean, College of Business, Professor of Curriculum and Instruction

B.A., M.Ed., & Ed.D DePaul University, Chicago, IL; Ph.D. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2012.

Lyutykh Elena: Associate Professor of Research

B.A., M.A. Voronezh State University, Voronezh, Russia; M.S. Kansas State University, Manhattan, KS; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2012.

Mahay, Jenna: Professor of Sociology

B.A. Wellesley College, Wellesley, MA; M.A. University of Chicago; Ph.D. University of Chicago, Chicago, IL. At Concordia-Chicago since 2006.

Mangan, Michelle: Professor of Research

B.S. University of Illinois, Champaign-Urbana, IL; M.S. University of Pennsylvania, Philadelphia, PA; Ph.D. University of Wisconsin, Madison, WI. At Concordia-Chicago since 2012.

Manning, Lydia: Professor of Gerontology

B.A. Centre College, Danville, KY; M.G.S., Ph.D. Miami University, Oxford, OH. At Concordia-Chicago since 2013.

McGarry, Joan: Associate Professor of Education

B.A., M.A. Governors State University, University Park, IL; Ed.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2018.

McNulty, Anastassia: Associate Professor of Teaching, Learning & Diversity

B.A., University of Environmental & Political Sciences, Moscow, Russia; M.A., Ph.D., University of Nebraska, Lincoln, NE. At Concordia 2012.

Mechikoff, Robert: Professor of Kinesiology and Sports Studies

B.A. & M.A. California State University, Long Beach, CA; Ph.D. Ohio State University, Columbus, OH. At Concordia-Chicago since 2017.

Meisels, Marlene: Associate Professor of Reading and Literacy

B.A. University of Illinois Chicago, Chicago, IL; M.Ed. University of Illinois Chicago, Chicago, IL; Ph.D. University of North Carolina, Chapel Hill, NC. At Concordia-Chicago since 2008.

Merwin, Laura: Associate Professor of Biology

B.S. Pepperdine University, Malibu, CA; M.S. & Ph.D. University of Chicago, Chicago, IL. At Concordia-Chicago since 2015.

Miskovic, Maja: Professor of Research

B.A. University of Nove Sad, Novi Sad, Yugoslavia; M.Ed. & Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2013.

Mitereva, Svetlana: Associate Professor of Business

B.S. Washington State University, Pullman, WA; M.B.A & Ph.D. Moscow State University, Moscow, Russia. At Concordia-Chicago since 2019.

Miyashita, Theresa: Associate Professor of Health & Human Performance

B.S. Canisius College, Buffalo, NY; M.A. University of North Carolina, Chapel Hill, NC; Ph.D. Colorado State University, Fort Collins, CO. At Concordia-Chicago since 2018.

Mocek, Betty Ann: Professor of Art

B.A. Carthage College, Kenosha, WI; M.F.A. University of Minnesota, Minneapolis, MN. At Concordia-Chicago since 2002.

Morgenthaler, Shirley K.: Distinguished Professor of Teaching, Learning, & Diversity

B.S.Ed. Concordia Teachers College, River Forest, IL; M.S. National College of Education, Evanston, IL; Ph.D. Erikson Institute and Loyola University, Chicago, IL. At Concordia-Chicago since 1974.

Morkert, Michelle: Professor of English

B.A. Concordia University, River Forest, IL; M.A. North Central College, Naperville, IL; Ph.D. Clark University, Worcester, MA. At Concordia-Chicago since 2005.

Mulcahy, Amanda: Professor of Academic Research and Director of the Institutional Review Board

B.S. Principia College, Elmhurst, IL; M.A. St. Xavier University, Chicago, IL; Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2005.

Narvy, Jason: Associate Professor of Theater

B.A. Franklin & Marshall College, Lancaster, PA; M.A. Mary Baldwin College, Staunton, VA; Ph.D. University of California, Santa Barbara, CA. At Concordia-Chicago since 2011.

Nelson, Jenna: Assistant Professor of Curriculum & Instruction

B.M. University of Illinois, Urbana-Champaign; M.M. Eastman School, Rochester, NY; Ed.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2018.

Niemiera, Sandra: Associate Professor of Educational Leadership

M.A., C.A.S., Ed.D Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2015.

O'Brien, Ann: Visiting Assistant Professor of Human Performance

B.S., M.S. University of Illinois at Chicago. At Concordia-Chicago since 2019.

O'Mara, Kevin: Associate Professor of Educational Leadership

B.S. Rosary College, River Forest, IL; M.A. & Ed.D. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2017.

Owolabi, Elizabeth: Professor of Research, Director of Institutional Research

B.H.E., M.A., University of British Columbia, British Columbia, Canada; Ph.D. Wayne State University, Detroit, MI. At Concordia-Chicago since 2011.

Parent, Krista: Visiting Associate Professor of Educational Leadership

B.H.E., M.A. University of British Columbia, Vancouver, BC; Ph.D. Wayne State University, Detroit, MI. At Concordia-Chicago since 2018.

Pate, Ardelle: Professor of Education Technology

B.A. Valparaiso University, Valparaiso, IN; M.A. Northern Illinois University, DeKalb, IL; M.S. Kent State University, Kent, OH; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2010.

Pawl, Kari: Associate Professor of Reading and Literacy

B.A. Barat College, Lake Forest, IL; M.A. National-Louis University, Evanston, IL; Ed. D. Loyola University, Chicago, IL. At Concordia-Chicago since 2010.

Pederson, Andrew: Professor of English

B.A. Concordia University Chicago, River Forest, IL; M.A. Middlebury College, Middlebury, VT; MFA Goddard College, Plainfield, VT. At Concordia-Chicago since 2009.

Pierros, William: Associate Professor of Political Science

B.S. Vanderbilt University, Nashville, TN; M.Div., Covenant Theological Seminary, St. Louis, MO; M.S. Northern Illinois University, DeKalb, IL; Ph.D. University of Southern California, Los Angeles, CA. At Concordia-Chicago since 2008.

Podrazik, Mark: Instructor of Mathematics

B.A. University of Chicago, Chicago, IL; M.S. University of Illinois, Urbana, IL; M.B.A. IIT Stuart School of Business, Chicago, IL. At Concordia-Chicago since 2017.

Pollom, Laura Hudson: Dean of CAS/Professor of Communications

B.A. DePauw University, Greencastle, IN; M.A. Ball State University, Muncie, IN; Ph.D. University of Missouri-Columbia, Columbia, MO. At Concordia-Chicago since 2005.

Pych, Jason: Assistant Professor of Psychology

B.A. University of Kansas, Lawrence, KS; Ph.D. University of Illinois, Champaign, IL. At Concordia-Chicago since 2017.

Rajan, Rekha: Visiting Associate Professor of Research

B.M., M.A. Roosevelt University, Chicago, IL; Ed.M., Ed.D. Teachers College, Columbia University. At Concordia-Chicago since 2013.

Ramos, Edgar: Associate Professor of Human Services

B.A. Governors State University, University Park, IL; M.A. & Psy.D. Illinois School of Professional Psychology, Chicago, IL. At Concordia-Chicago since 2014.

Reiseck, Carol: Associate Dean of CIPP/Professor of Leadership

B.A. Aurora University, Aurora, IL; MBA Benedictine University, Lisle, IL; Ed.D. Northern Illinois University, DeKalb, IL; At Concordia-Chicago since 2004.

Richter, Richard: Assistant Professor of Education Technology

B.A., M.A. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2009.

Roberson, Katherine: Associate Professor of Computer Science

B.A. Concordia College, River Forest, IL; M.S., Ph.D. Illinois Institute of Technology, Chicago, IL. At Concordia-Chicago since 1997.

Rogner, David W.: Distinguished Professor of English

B.A. Concordia College, River Forest, IL; M.A. Central Missouri State University, Warrensburg, MO; Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 1986.

Rose, Patricia: Professor of Geography

B.S. Concordia Teachers College, Seward, NE; M.A. University of Akron, Akron, OH; Ph.D. University of Chicago, Chicago, IL. At Concordia-Chicago since 1978.

Ross, Brenda: Assistant Professor of Human Services

B.A. Bradley University, Peoria, IL; M.A. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2013.

Safer, L. Arthur: Professor of Educational Leadership

B.A. Miami University, Miami, OH; M.Ed. Xavier University, Cincinnati, OH; Ph.D. Northwestern University, Evanston, IL; M.P.A. Kennedy School of Harvard University, Cambridge, MA. At Concordia-Chicago since 2010.

Salek, Thomas: Assistant Professor of Communication

B.A. Dominican University, River Forest, IL; M.A. New York University, New York, NY; Ph.D. University of Wisconsin, Milwaukee, WI. At Concordia-Chicago since 2018.

Sanei, Jenna: Assistant Professor of Education

B.A., M.A. University of Connecticut, Storrs, CT; Ed.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2018.

Santin, Claudia: Dean of the College of Business/Professor of Leadership

B.A. College of New Jersey, Trenton, NJ; M.A. College of New Jersey, Trenton, NJ; Ed.D. Nova Southeastern University, Ft. Lauderdale, FL. At Concordia-Chicago since 2008.

Schemmerhorn, Kristen: Associate Professor of Math

B.A. Dordt College, Sioux Center, IA; Ph.D. Northwestern University, Evanston, IL. At Concordia-Chicago since 2014.

Schilling, Craig A.: Professor of Educational Leadership

B.S. University of Maryland, College Park, MD; M.S. Boston University, Boston, MA; M.A., C.A.S., Ed.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2009.

Schlichting, Glenn: Associate Professor of Educational Leadership

B.A. Knox College, Galesburg, IL; M.S. Ed.D. Northern Illinois University, DeKalb, IL; Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2018.

Schwarm, John: Associate Professor of Business

B.A. DePaul University, Chicago, IL; M.A. Keller Graduate School of Management; Ph.D. Argosy University. At Concordia-Chicago since 2018.

Schwartz, John: Visiting Assistant Professor of Research

Ph.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2019.

Sekulich, Kim: Associate Professor of Educational Leadership

B.A. Barat College, Lake Forest, IL; M.Ed. & Ed.D. National-Louis University, Chicago, IL. At Concordia-Chicago since 2016.

Sendziol, Dana: Associate Professor of Business

B.A. Dominican University, River Forest, IL; MBA Loyola University Chicago, IL; Ph.D. The University of Texas, Austin, TX. At Concordia-Chicago since 2018.

Sennholtz, Hillyn: Associate Professor of Educational Leadership

B.S., M.S. Illinois State University, Normal, IL; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2018.

Settje, David: Professor of History

B.A. Valparaiso University, Valparaiso, IN; M.A., Ph.D. Kent State University, Kent, OH; At Concordia-Chicago since 2002.

Sims, Paul: Associate Professor of Educational Leadership

B.A. University of Waterloo, Ontario, Canada; M.Div., Aquinas Institute of Theology, St. Louis, MO; M.Ed. DePaul University, Chicago, IL; Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2009.

Skeen, Amy: Assistant Professor of Social Work

B.S. Loyola University, Chicago, IL; M.S.W. University of Illinois, Chicago, IL. At Concordia-Chicago since 2015.

Sleezer, Megan: Assistant Professor of Mathematics

B.A. Concordia University, Austin, TX; M.A. DePaul University, Chicago, IL. At Concordia-Chicago since 2010.

Smith, Melissa: Assistant Professor & Early Childhood Coordinator

M.A. Northern Illinois University, DeKalb, IL; B.A., Ed.D. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2015.

Snyman, Kristen: Assistant Professor of Health & Human Performance

M.S. California State University, Fullerton CA; Ph.D. University of Nebraska, Lincoln, NE. At Concordia-Chicago since 2018.

Snowden, Peggy: Associate Professor of Special Education

B.A. Northeastern Illinois University, Chicago, IL; M.A. & Ph.D. University of Illinois at Chicago, Chicago, IL. At Concordia-Chicago since 2014.

Soljaga, Dara: Professor of Reading and Literacy

B.S. Ohio State University, Columbus, OH; M.Ed. Ohio State University, Columbus, OH; Ph.D. Ohio State University, Columbus, OH. At Concordia-Chicago since 2006.

Song, Steve: Associate Professor of Research

B.A., M.A. University of Illinois, Champaign, IL; M.Ed., Ed.D. Harvard University, Cambridge, MA. At Concordia-Chicago since 2015.

Sorensen, Robert A.: Professor of Theology/Language

B.A. Concordia College, Austin, TX; M.F. Instituto de Filologia, Hispanica, Saltillo, Coahuila, Mexico; M.Div. Concordia Seminary, St. Louis, MO; Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2006.

Stachnik, Joseph: Assistant Professor of Business

B.S. DePaul University, Chicago, IL; Master of Laws in Taxation, MBA & J.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2014.

Stadtwald, Kurt: Professor of History

B.A. William Jewell College, Liberty, MO; M.A. University of Nebraska, Lincoln, NE; Ph.D. University of Minnesota, Minneapolis, MN. At Concordia-Chicago since 1991.

Stahlke, Jonathan: Professor of Music

B.M. Baylor University, Waco, TX; M.A. Duke University, Raleigh, NC; D.M.A. University of Cincinnati College-Conservatory of Music, Cincinnati, OH. At Concordia-Chicago since 1996.

Stapleton, Paul: Visiting Associate Professor of English

B.A. Boston College, Chestnut Hill, MA; M.A. Fordham University, Bronx, NY; Ph.D. University of North Carolina, Chapel Hill, NC. At Concordia-Chicago since 2019.

Steinmann, Andrew E.: Distinguished Professor of Theology

B.S. University of Cincinnati, Cincinnati, OH; M.Div. Concordia Theological Seminary, Fort Wayne, IN; Ph.D. University of Michigan, Ann Arbor, MI. At Concordia-Chicago since 2000.

Stiek, Jared: Assistant Professor of Lutheran Teacher Education

B.A. Concordia University, Seward, NE; M.A. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2017.

Stradtman, Amy: Assistant Professor of Education

B.S. Concordia University Nebraska, NE; M.S. Ed.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 2018.

Stroud, Stephanie: Associate Professor of Theater

B.A. University of Washington, Seattle, WA; M.F.A. Penn State University, University Park, PA. At Concordia-Chicago since 2015.

Sumrak, Joseph: Assistant Professor of Chemistry

B.S., B.A. North Central College, Naperville, IL; Ph.D. University of Iowa, Iowa City, IA. At Concordia-Chicago since 2015.

Sundermeier, Brian: Associate Professor of Psychology

B.A. St. Olaf College, Northfield, MN; Ph.D. University of Minnesota, MN. At Concordia-Chicago since 2014.

Thies, Anne: Assistant Professor of Elementary Education

M.S., Ed.D. University of St. Francis, Joliet, IL. At Concordia-Chicago since 2018.

Tomal, Daniel R.: Distinguished Professor of Educational Leadership

B.S., M.A.E. Ball State University, Muncie, IN; Ph.D. Bowling Green State University, Bowling Green, OH. At Concordia-Chicago since 1995.

Trybus, Margaret: Sr. Associate Dean, College of Graduate Studies, Professor of Educational Leadership

B.F.A., B.A. Mundelein College, Chicago, IL; M.Ed. University of Illinois, Chicago, IL; Ed.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2006.

VanAken, Annette: Assistant Professor of Early Childhood Education

B.A. Hillsdale College, Hillsdale, MI; M.S. University of Southern Indiana, Evansville, IN; Ed.D. Liberty University, Lynchburg, VA. At Concordia-Chicago since 2017.

Venzke, Beth A.: Professor of Psychology

B.A., Ph.D. Indiana University, Bloomington, IN. At Concordia-Chicago since 1995.

Walsh, Suzanne: Associate Professor of Human Performance

B.S. Northeastern Illinois University, Chicago, IL; M.S. University of Illinois, Chicago, IL; Ph.D. TUI University, Cypress, CA. At Concordia-Chicago since 2002.

Wannah, Michael: Associate Professor of Language & Literacy

B.A. Urban Pontifical University, Rome, Italy, M.A. Loyola University, Chicago, IL; Ph.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2011.

Wassilak, Kristin: Assistant Professor of Theology, Director of the Deaconess Program

B.A., M.A. Concordia College, River Forest, IL. At Concordia-Chicago since 2014.

Wellen, Lauren: Distinguished Professor of Education

B.A., M.A. Concordia University, River Forest, IL; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia-Chicago since 1984.

Wente, Steven F.: Distinguished Professor of Music

B.A., M.C.M. Concordia Teachers College, River Forest, IL; D.Mus. Northwestern University, Evanston, IL. At Concordia-Chicago since 1984.

Wilhite, Robert: Dean of College of Graduate Studies, Professor of Educational Leadership

B.A. Southern Illinois University, Carbondale, IL; M.Ed. Loyola University, Chicago, IL; Ed.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2008.

Williams, Damian: Associate Professor of Sociology

B.A. University of North Carolina, Asheville, NC; M.A, Ph.D. Vanderbilt University, Nashville, TN. At Concordia-Chicago since 2010.

Wozniak, Kathryn: Associate Professor of Education Technology

B.A., M.A., Ph.D. DePaul University, Chicago, IL. At Concordia-Chicago since 2015.

Zage, Russell: Assistant Professor of Business

B.S. North Central College, Naperville, IL; MBA Roosevelt University, Chicago, IL. At Concordia-Chicago since 2016.

Zaharis, Mary: Assistant Professor of Educational Leadership

B.S. University of Nebraska, Lincoln, NE; M.Ed. University of Georgia, Athens, GA; Ph.D. Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2016.

Zillman, O. John: Senior V.P. for Academics/Distinguished Professor of Psychology

B.A., M.A.Ed. Concordia College, River Forest, IL; Ph.D. University of Illinois, Chicago, IL. At Concordia-Chicago since 1989.

Zimmer, George: Visiting Associate Professor of Educational Leadership

M.A. University of Wisconsin, Parkside, WI; M.S. University of Wisconsin, Milwaukee, WI; Ed.D. Loyola University, Chicago, IL. At Concordia-Chicago since 2014.

Emeriti Faculty

Bartell, Marvin H., B.S. Ed., M.S., Ph.D.

Distinguished Professor of Natural Science and Geography
At Concordia-Chicago from 1968 to 2003

Bertels, Gary L., B.S.Ed., M.A., Ph.D.

Distinguished Professor of Theology
At Concordia-Chicago from 1981 to 2013

Boos, Manfred B., B.S., M.S.T., Ph.D.

Distinguished Professor of Mathematics and Computer Science
At Concordia-Chicago from 1980 to 2011

Briedis-Bilsens, Anita, B.S., M.S., Ph.D.

Professor of Chemistry
At Concordia-Chicago from 1981 to 2011

Brockberg, Harold F., Ph.D., Ed.D.

Professor of Physical Education
At Concordia-Chicago from 1956 to 1990

Buerger, Jane, B.A., M.Ed., Ph.D.

Professor of Mathematics
At Concordia-Chicago from 2005 to 2013

Champagne, Ruth, B.A., M.A.T., M. Phil., Ph.D.

Professor of Mathematics
At Concordia-Chicago from 1983 to 2009

Domroese, Kenneth A. B.S., M.S., Ph.D.

Professor of Natural Science

At Concordia-Chicago from 1958 to 1997

Dubois, Alton Clark, B.A., M.S.W., Ph.D.

Professor of Social Work & Gerontology
At Concordia-Chicago from 1992 to 2012

Eifert, Eunice R., B.A., M.A., Ph.D.

Distinguished Professor of Communication and Theatre
At Concordia-Chicago from 1968 to 2011

Ewald, William M., B.A., M.A., MBA

Professor of Business Management and Accounting
At Concordia-Chicago from 1966 to 2010

Fahrenkrog, Darlene M., M.A.

Professor of Art
At Concordia-Chicago 1963 to 1969 and from 1978 to 2001

Faszholz, Thomas O., B.A., M.Div., M.A.

Associate Professor of Physical Education
At Concordia-Chicago from 1964 to 1999

Flandermeyer, Roger H., A.B., A.M., Ph.D.

Professor of Geography
At Concordia-Chicago from 1976 to 2001

Froehlich, Charles D., B.A., B.D., S.T.M.

Professor of Theology and Classical Languages
At Concordia-Chicago from 1962 to 1997

Hermann Alfred, B.S. Ed., M.Ed.

Associate Professor of Human Performance
At Concordia-Chicago from 1968 to 2003

Jenne, Natalie R., B.A., M.A., D.M.A.

Professor of Music
At Concordia-Chicago from 1960 to 1999

Johnson, John F., B.A., M.Div., ThD., Ph.D.

President
At Concordia-Chicago from 2004 to 2013

Kammrath, William H., B.S., MA., Ph.D., M.B.A.

Professor of Geography and Economics
At Concordia-Chicago from 1968 to 2011

Kirchenberg, Ralph J., M.S.

Professor of Natural Science and Geography
At Concordia-Chicago from 1963 to 2003

Klatt, Lois A., B.A., M.A., Ph.D.

Distinguished Professor of Human Performance
At Concordia-Chicago from 1963 to 2003

Kreiss, Paul T., B.S., Ed.M., Ph.D.

Professor of Foreign Language
At Concordia-Chicago from 1960 to 1997

Krentz, Eugene L., B.Th., B.D., M.Div., M.A., Ph.D.

President, Professor of Social Science
At Concordia-Chicago from 1983 to 1995

Kretzschmar, Judith C., B.S. Pe., M.P.E

Associate Professor of Human Performance
At Concordia-Chicago from 1968 to 2003

Kurth, Lyle J., B.S., M.S., Ed.D.

Professor of Teacher Education
At Concordia-Chicago from 1974 to 1998

Kurth, Ruth B.S., M.S., Ph.D.

Professor of Education
At Concordia-Chicago from 1993 to 2003

Laabs, Charles W., B.S.Ed., M.A.Ed.

Professor of Education
At Concordia-Chicago from 1968 to 1994

Latzke, Henry R., B.S.Ed., M.S.L.S., Ed.D.

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

Leli, Carol, B.S., M.A., Ed.D.

Assistant Professor of Teacher Education
At Concordia-Chicago from 2006 to 2011

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

Professor of Art
At Concordia-Chicago from 1957 to 1995

Palmer, Rachel B.S., M.S., Ed.D.

Associate Professor of Education

At Concordia-Chicago from 1995 to 2003

Rietschel, William C., B.S., M.Ed., Ed.D.

Professor of Education

At Concordia-Chicago from 1974 to 2004

Rimbach, Evangeline L., B.A., M.M., Ph.D.

Professor of Music

At Concordia-Chicago from 1964 to 1997

Schalk, Carl F., B.S.Ed., M. Mus., M.A.R., LL.D., L.H.D.

Distinguished Professor of Music

At Concordia-Chicago from 1965 to 1993

Schoepp, Leonard H., B.S., M.A., Ph.D.

Professor of Art

At Concordia-Chicago from 1965 to 1997

Smith, Curtis A., B.Ed., M.A., Ed.D.

Associate Professor of Educational Leadership

At Concordia-Chicago from 1993 to 2001

Toepper, Robert, B.S., M.A., AG.C., Ph.D.

Professor of Education and Business

At Concordia-Chicago from 1979 to 2002

Vlasik, Linda, A.A., B.S., M.A., Ed.D.

Associate Professor of Education

At Concordia-Chicago from 2008 to 2012

Wenzel, Gary E., B.A., M.A., M.Ed., Ph.D.

Professor of English

At Concordia-Chicago from 1991 to 2013

Witte, Dennis, Ph.D.

Professor of Computer Science

At Concordia-Chicago from 1974 to 2018.

Wilkie, Wesley, H., B.A., M.Div.

Associate Professor of Theology

At Concordia-Chicago from 1964 to 1968, 1971 to 2003

Young, Norman E., B.S.Ed, M.S., Ed.D.

Distinguished Professor of Mathematics, Provost Emeritus

At Concordia-Chicago from 1966 to 2000

Administrative Personnel

Dr. Russell Dawn	President
O. John Zillman, PhD	Senior Vice President and Chief Academic Officer
Erik P. Ankerberg, PhD	Provost
Jeff Hynes	Senior Vice President for University Advancement
Evelyn Burdick, MA	Senior Vice Provost for Strategic Enrollment Alliances
Eric Matanyi	Associate Vice President for Communications & Marketing
Tom W. Hallett, MBA, CPA	Vice President for Finance, Chief Financial Officer
Eric Knepper	Assistant Vice President of Finance, Controller
Sandra H. Nelson	Assistant Vice President for Major and Planned Giving
Kathy Gebhardt	Dean of Students
Mia Garcia-Hills, MAAE	Associate Dean of Students-Academic Success & Retention
Gwen E. Kanelos, MBA	Assistant Vice President for Enrollment, Undergrad Admissions
Kathy S. Fritch, MS	Assistant Vice President, Partnerships & College Operations
Glen Steiner, MA	Assistant Vice President for Operations
Tim Wier	Assistant Vice President for Information Technology
Kristin Wassilak	Interim Dean of the College of Arts and Sciences
Laura Hudson Pollom	Associate Dean of College of Arts and Sciences
Claudia Santin, PhD	Dean of the College of Business
Christopher J. Lilly, PhD	Associate Dean of Academic Quality, College of Business
Robert K. Wilhite, EdD	Dean of the College of Graduate Studies
Margaret Trybus, EdD	Associate Dean Graduate Studies
Brooke Johnson, MAT	University Registrar
Katherine Heetel, MSEd, MBA	Associate Registrar for Graduate Programs
Sharon Hedrick, MBA	Associate Registrar for Undergraduate and ADP Programs
Deborah A. Ness, MA	Executive Director of Graduate Admission & Enrollment Services
Maja Miskovic, PhD	Executive Director, Division of Doctoral Programs and Research
Joan Henehan	Senior Director of Student Leadership & Involvement
Debra Arfsten, PhD	Director of Synodical Placement
Aida Asencio-Pinto	Director of Financial Aid
DeCynthia Bomar-Brown	Director of Student Business Services
Michael Bulfin, MA	Director of Academic Center for Excellence
Joan Henehan	Director of Student Leadership & Involvement
Carol A. Jabs, PhD	Director of Schmieding Counseling Center
Gerald Pinotti, MBA	Director of Career Services
Martina Reese	Director of Marketing and Communications
David Settje, PhD	Director of the Undergraduate Honors Program
Yana V. Serdyuk, MLS, MBA	Director of Library Services
Michelle Morkert, PhD	Coordinator, Women's and Gender Studies Program
Porshé R. Garner, PhD	Director of Academic Advising & Study Abroad
Jeffrey Leininger, PhD	University Pastor
Betsy Karkan	University Deaconess

Concordia University Chicago Board of Regents

Rev. Mark C. Bestul
Dr. C. Ross Betts
Rev. Gary Bertels
Rev. Allan Buss (NID-LCMS President)
Dr. Russell Dawn (CUC President)
Rev. Thomas Egger
Nathan Haak
Rev. Roger B. Gallup (Vice Chair)
Carol Johnson (Umbach)
Michelle M. Kazmierczak
Mr. Felix Luis Loc
Mr. Thomas McCain
Orlando Pabon
Mr. Dominic Salvino (Chairman)
Dr. Bruce D. Schultz
Mr. Jeff Schwarz (Secretary)
Virginia Terrell
Alison Witte

Consulting Member

Dr. Richard Herman (Foundation Board Chair)

Concordia University Chicago Foundation Board

Dr. Richard Herman
Rev. Edward Bertram
Mrs. Karen Jean Doering
Mr. Charles Kraft
Mr. Roger L. Krueel
Dr. Robert Libka
Ms. Susan L. Rosborough
Mr. Randy Schnack
Mr. Bill Stevenson
Mr. Joel P. Zielke
Mr. Jeff Hynes, Foundation President and CEO
Mr. Tom Hallett, Board CFO and Vice President for Finance and CFO, Concordia University Chicago
Mr. Jim Miller, Foundation President and CEO Emeritus

Legal Notices

The material contained in this catalog is for information only and does not constitute a contract between the student and the University. The University reserves the right to revise policies, amend rules, alter regulations and change financial charges at any time in accordance with the best interest of the institution.

Annual Notice to Students

Concordia University Chicago complies with the federal Family Educational Rights and Privacy Act of 1974, as amended, and its accompanying regulations (FERPA). FERPA protects the privacy of student education records and allows for the correction of inaccurate or misleading information. Students also have the right to file a complaint with the U.S. Department of Education's Family Policy Compliance Office for noncompliance.

The University's FERPA policy is provided below and available electronically on the portal. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

Institutional Policy Re: The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a Federal law which states that:

- A written institutional policy must be established and
- A statement of adopted procedures covering the privacy rights of students be made available.

The law provides that the institution will maintain the confidentiality of student education records. Concordia University Chicago accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from student's education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or other persons. All these exceptions are permitted under the act.

Within the Concordia University Chicago community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar, the Office of Financial Aid, the Office of Admission, the Office of the Dean of Students and academic personnel within the limitations of their need to know.

At its discretion the institution may provide Directory Information in accordance with the provisions of the Act to include:

- Student name
- Date of birth
- Address
- Telephone number
- Major field of study
- Dates of attendance
- Enrollment status (full-time or part-time)
- Class level (freshman, sophomore, junior, senior, etc.)
- Degrees received

- Honors (including Dean's list) and awards received
- Most recent previous educational agency or institution attended by the student
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Students may withhold Directory Information by notifying the Registrar in writing.

Request for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Concordia University Chicago has been designated by the institution to coordinate the inspection and review procedures for academic, cooperative education and placement records. Students wishing to review their education records must make written requests to the Registrar, listing the items of interest. Only records covered by the Act will be made available within 45 days of the request.

Students may have copies made of their records with certain exceptions; e.g., a copy of the academic record for which a financial hold exists, or a transcript of an original or source document which exists elsewhere. These copies would be made at the student's expense at prevailing rates. Education records do not include records of instructional, administrative and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records. Health records, however, may be reviewed by a physician of the student's choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their rights to a formal hearing. Student requests for a formal hearing must be made in writing to the university Provost who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing panels which will adjudicate such challenges will be the Provost, the Dean of Students and the Registrar.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the hearing panels. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing assistance from the President of the institution. Further, students who believe that their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, Washington D.C. 20201, concerning the alleged failures of Concordia University Chicago to comply with the Act.

Revisions and clarifications will be published as experience with the law and institutions policy warrants.

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.

Notice of Non-Discrimination Policy as to Students

Concordia University Chicago, River Forest, IL, admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. While it does give preference to members of the Lutheran faith, it does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies and loan programs and athletic and other University-administered programs.

Illinois Office of Education Approved Teacher Education Programs

Early Childhood Education

Elementary Education (K-9)

Middle School Endorsement Special Education Endorsement Secondary (6-12):

- Art
- Computer Science
- English
- Mathematics
- Physical Education
- Science
- Social Science
- Theatre

Special (K-12): Art (Undergraduate)

- Music (Undergraduate)
- Physical Education (Undergraduate)
- Special Education
- Reading (Graduate)

Administrative: General Administrative

School Service Personnel: School Counseling