

Graduate Catalog 2015-2017



CONCORDIA
UNIVERSITY
CHICAGO

CUChicago.edu/catalog

7400 Augusta Street - River Forest, IL 60305

2015-2017 Graduate Academic Catalog

Users Guide

These quick tips will enhance your viewing of this catalog:

- Click on “Page Thumbnails” (upper left) to reveal a complete listing of every page
- Click on “Bookmarks” (upper left) to use bookmarks to navigate the catalog
- The Table of Contents contains direct links to each catalog section
- Use the page numbers viewer (upper left) to navigate to specific pages, or to simply read through the catalog
- To search the catalog document for key words, select the Control and F buttons at the same time. A new box will appear in the upper right hand corner for you to search the document.

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University Contact Information

Main Switchboard

708-771-8300

Accelerated Degree Completion Program for Adults (undergraduate)

708-209-3535

866-4MY-DEGREE

Admission: Graduate

708-209-4093

877-CUChicago

grad.admission@CUChicago.edu

Alumni Relations

888-258-6773

Career Planning/Placement

708-209-3033

Colloquy Programs

708-209-3100

Commuter Services

708-209-3475

Learning Assistance

708-209-3042

Multicultural Affairs

708-209-3042

Registrar's Office

708-209-3165

Student Business Services

708-209-3241

Transcripts

708-209-3165

2015-2017 Academic Calendars

These academic calendars can also be found at
CUChicago.edu/academics/registrar/academic-calendars.

2015-2016

Summer 2015

First Day of Graduate Classes	Monday, May 4, 2015
First Day of Undergraduate Classes	Monday, May 18, 2015
Memorial Day (no classes)	Monday, May 25, 2015
Start of 2nd 8-Week courses	Monday, June 29, 2015
Independence Day Observed (no classes)	Friday, July 3, 2015
Last day of Undergraduate Classes	Friday, August 7, 2015
Graduation Date	Saturday, August 8, 2015
Last day of Graduate Classes	Sunday, August 23, 2015
Incomplete Grade Removal Deadline - 6 weeks after course ends	

Fall 2015

Opening Ceremony	Sunday, August 23, 2015
First Day of Classes	Monday, August 24, 2015
Labor Day (no classes)	Monday, September 7, 2015
Census Date (All registrations on Record)	Friday, September 18, 2015
Fall Break (no traditional UG classes)	Friday, October 16, 2015
Start of 2nd 8-Week courses	Monday, October 19, 2015
Last day to withdraw (Full-Term Course)	Friday, October 30, 2015
Thanksgiving Break	November 25-27, 2015
Finals Week	December 7-11, 2015
Last Day of Classes	Friday, December 11, 2015
Commencement	Saturday, December 12, 2015
Incomplete Grade Removal Deadline - 6 weeks after course ends	

Spring 2016

First Day of Classes	Monday, January 11, 2016
Martin Luther King, Jr. Day (no classes)	Monday, January 18, 2016
Census Date (All registrations on Record)	Friday, February 5, 2016
Spring Break (no classes for Undergraduates)	March 7-11, 2016
Start of 2nd 8-Week courses	Monday, March 7, 2016
Last day to withdraw (Full-Term Course)	Friday, March 25, 2016
Easter Break (no classes)	March 24-28, 2016
Last Day of Graduate Classes	April 29, 2016
Finals Week	May 2-6, 2016
Last Day of Undergraduate Classes	Friday, May 6, 2016
Commencement	Saturday, May 7, 2016
Incomplete Grade Removal Deadline - 6 weeks after course ends	

2016-2017

Summer 2016

Graduate Start	Monday, May 2, 2016
Undergraduate Start	Monday, May 16, 2016
Memorial Day (no Classes)	Monday, May 30, 2016
Undergraduate 8-Week Online	June 13-August 5, 2016
Start of 2nd 8-Week courses (Grad only)	Monday, June 27, 2016
Independence Day (no classes)	Monday, July 4, 2016
Undergraduate End	Friday, August 5, 2016
Graduation Date	Saturday, August 6, 2016
Graduate End Date	Friday, August 19, 2016
Incomplete Grade Removal Deadline - 6 weeks after course ends	

Fall 2016

Graduate Start	Monday, August 22, 2016
Undergraduate Start	Monday, August 22, 2016
Labor Day (no classes)	Monday, September 5, 2016
Fall Break (UG only)	Friday, October 14, 2016
Start of 2nd 8-Week courses	Monday, October 17, 2016
Thanksgiving Break	November 23-25, 2016
Undergraduate Finals	December 5-9, 2016
Graduate End Date	Friday, December 9, 2016
Undergraduate End	Friday, December 9, 2016
Commencement	Saturday, December 10, 2016
Incomplete Grade Removal Deadline - 6 weeks after course ends	

Spring 2017

Graduate Start	Monday, January 9, 2017
Undergraduate Start	Monday, January 9, 2017
MLK Day (No classes)	Monday, January 16, 2017
Undergraduate Spring Break	March 6-10, 2017
Start of 2nd 8-Week courses (Grad only)	Monday, March 6, 2017
Start of 2nd 8-Week courses (UG only)	Monday, March 13, 2017
Easter Break	April 13-14, 2017
Easter Monday (UG only)	Monday, April 17, 2017
Graduate End Date	Friday, April 28, 2017
UG Finals	May 1-5, 2017
Undergraduate End Date	Friday, May 5, 2017
Commencement	Saturday, May 6, 2017
Incomplete Grade Removal Deadline - 6 weeks after course ends	

Accreditation, Certificates, Degrees, Endorsements and Programs

Academic Accreditations

Higher Learning Commission (HLC)
Council for the Accreditation of Educator Preparation (CAEP) –
 formerly National Council for Accreditation of Teacher Education (NCATE)
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
National Association of Schools of Music (NASM)

Academic Affiliates

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

Post-Baccalaureate Endorsements and Certificates

State of Illinois Endorsements

Bilingual Education
English as a Second Language
Special Education (LBS1)

Professional Endorsements and Certificates

Applied Exercise Science: Fitness & Health Promotion
Applied Exercise Science: Human Movement Science
Applied Exercise Science: Sports Nutrition
Applied Exercise Science: Sports Performance & Training
Church/Not-for-Profit Management
Couple and Family Relational System
Digital Marketing
Finance
Fullbridge
Gerontology
Healthcare Management
Leadership & Change Management
Spoken Word Pedagogy
Sports Management

Graduate Degrees

Master of Arts
Master of Arts in Teaching
Master of Business Administration
Master of Church Music

Master of Education
Master of Science
Doctor of Education
Doctor of Philosophy

Master's Programs

Applied Exercise Science
Business Administration (Comprehensive)
Business Administration in Accounting
Business Administration in Financial Institutions
Business Administration in Chief School Business Official
Business Administration in Health Care Management
Business Administration in Leadership and Change Management
Business Administration in Not-for-Profit Management
Business Administration in School Business Management
Business Administration in Sports Management
Christian Education
Church Music
Clinical Mental Health Counseling
Community Counseling
Critical Perspectives in Education
Curriculum and Instruction
Curriculum and Instruction with ESL Endorsement
Curriculum and Instruction with ESL and Bilingual Endorsements
Differentiated Instruction
Early Childhood Education
Educational Administration
Educational Technology
ESL with TESOL Graduate Certificate Option
Gerontology
Grant Writing, Management and Evaluation
Human Services
Human Services/Administration
Human Services/Exercise Science
Instructional Design and Technology
Leadership Studies
MAT in Early Childhood Education
MAT in Elementary Education
MAT in Secondary Education
Music
Psychology
Reading Education
Religion
School Counseling
School Leadership, Principal Preparation
Special Education, LBS 1
Sports Leadership

Teacher Leader
Teaching and Learning
TESOL for Adult Learners
Urban Schooling

Post-Master's Programs

State of Illinois Endorsements on the Professional Educator License (PEL)

Superintendent
Chief School Business Official (CSBO)
Principal
Teacher Leader
Reading Specialist
School Counselor
Technology Specialist

Doctoral Programs in Leadership

Community Colleges
Curriculum and Instruction
Early Childhood Education
Educational Leadership
Gerontology
Health and Human Performance
Higher Education
Organizational Leadership
Reading, Language and Literacy
School Leadership
Special Education
Sports Leadership
Teacher Leadership

Mission Statement

Mission

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

Vision

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

Core Values

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

Christian Faith

Christian faith is an integral part of our community.

The Individual

As a member of God’s creation each person is unique and is blessed with inherent worth.

Excellence

We strive for excellence in who we are and what we do.

Integrity

Our community demonstrates the accord between our beliefs and practices.

Service

Recognizing and addressing the needs of others is a response to God’s love for us, and a reflection of God’s love for them.

General Concordia-Chicago Information

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

The College of Arts and Sciences

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

The College of Business

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

The College of Education

The original mission of Concordia-Chicago was to prepare educators for Lutheran parochial schools across the country. Over the past 150 years, the mission has been expanded to prepare excellent educators for all schools. Today we prepare educators for charter, parochial, private, public, and international schools. The teacher preparation programs are accredited by the National Council for the Accreditation of Teacher Education and all education programs are approved by the State of Illinois for the Professional Educator License. Programs eligible to be nationally recognized by NCATE for excellence have received this distinction. The College has an active chapter of the National Honor Society in Education, Kappa Delta Pi, and is a partner college with the Golden Apple Foundation for the preparation of teachers for high-need schools. The College also houses the Director of Christian Education Program, a course of study offered by Concordia since the mid-1960s, to prepare educators to teach the Lutheran Christian faith in congregational settings.

The College of Graduate and Innovative Programs

The College of Graduate and Innovative Programs offers advanced master's- and doctoral-level programs, endorsements, certificates, and an adult degree completion program. Programs are delivered face-to-face, online, and in hybrid format for the benefit of students in the work force. A vibrant graduate program established in 1957 continues to expand and grow with many diverse offerings in higher education, sports management, health and human services, church music, and education. We serve students nationally and internationally with a professional and dedicated teaching faculty who relate theory to practical application. In addition, workshops, conferences, and seminars are sponsored by departments and centers within the College. The Centers for Gerontology, Global Outreach, Literacy, and Policy and Social Justice complement the degree and certification programs, providing students additional opportunities and resources to engage in the learning process.

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 urban Chicago 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 as well as small towns and farming communities across the world, while nearly half of our students commute from their homes in the surrounding communities.

The Campus Facilities

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

The Krentz Center, dedicated in the early 90s, houses Bergmann Theatre, an intimate space used primarily for Children's Theatre productions, a television studio, radio station, photography laboratory, lecture hall, and various classrooms.

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

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

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

The Klinck Memorial Library is home to more than 160,000 books, audio/visual materials and periodical subscriptions, 480,000 ERIC microfiche documents, and over 80 electronic databases with remote access. Through its membership in the Consortium of Academic and Research Libraries in Illinois, Concordia-Chicago students have access to over 80 academic and research library collections.

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

Concordia has seven residence halls: Mary-Martha, Gross, Kohn, Lindemann, Brohm, Krauss and David-Jonathan Halls.

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

The Concordia University Chicago Honor Code

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

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

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

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

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

Graduate Admission

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

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

Procedure for Admission

Master's Degree Admission Requirements

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

- Have a bachelor's degree from a regionally accredited institution.
- Submit an application to the Office of Graduate Admission including an objective statement of the applicant's goals in pursuing the graduate degree.
- Forward to the Office of Graduate Admission one official, sealed transcript from EACH college or university from which a degree was earned. Any international transcripts must be evaluated by a Concordia-approved international credentialing service, such as WES (World Education Services), ECE (Educational Credential Evaluators) or AACRAO (American Association of Collegiate Registrars and Admissions Officers).
- Submit two letters of recommendation. If possible, one should be from a college or university instructor. Letters should be from individuals able to comment on the following:
 - academic proficiency,
 - personal character,
 - competence and effectiveness in professional work.
- Show evidence of ability to achieve success in a graduate program for the following:
 - Full Admission:** To be considered for full admission, candidates will present a cumulative grade-point average above 2.85 or will have earned a master's degree with a 3.0 GPA or higher.
 - Provisional Admission:** To be considered for provisional admission, candidates will present credentials that generally satisfy full admission requirements, but need to satisfy additional admission requirements such as special program prerequisites (e.g. coursework in progress or proof of a teaching certificate). They must complete the additional admission requirements by the end of their first semester of enrollment in order to continue with the program.
 - Probationary Admission:** To be considered for probationary admission, candidates will present one or more of the following special conditions:
 - 1) A cumulative grade-point average between 2.25 and 2.84 (on a 4.0 scale);
 - 2) Have a master's degree with a cumulative GPA below a 3.0; and/or
 - 3) Credentials/documents that cause some reservation for admission. Students admitted on probationary status must earn a 3.0 GPA in graduate coursework within their first semester of enrollment to remain in the program. Probationary candidates who do not achieve a GPA of 3.0 in their first semester of graduate work at Concordia may not continue in the Graduate Program.

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

Post-Master's Admission Requirements

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

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

Superintendent Endorsement Admission Requirement

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

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

Doctoral Program Admission Requirements

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

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

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

Once a student's admission file is completed, Concordia University'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 which meet doctoral program requirements until the student has been fully admitted to the program.

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

Pending Status

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

Cohort Program

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

International Student Admission

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

- A score of at least 60 (internet-based) on the Test of English as a Foreign Language (TOEFL), or 6.0 on the International English Language Testing System (IELTS) must be obtained. A Michigan test score of at least 85 or a minimum of 61 on the Pearson Test of English (PTE) may also be accepted. Alternatively, a prospective student may submit proof of successful completion of Level 112 at an ELS Language School (ELS) or certificate of Completion of Program from an English Language Institute (ELI), along with a recommendation of the program director. King George International College (KGIC) English for Post-Secondary Education (EPE) final proficiency test scores of 75% with a passing class score of 80 will also be accepted for language proficiency. *[International students who have earned a degree from an accredited institution in the United States, or students from an international English-speaking university (in which the lingua franca is English) need not submit English language scores.]*
- Official transcripts from EACH college/university attended showing all college/university coursework with certified English translations of all transcripts originally prepared in any other language. Also, any international transcripts must be evaluated by a Concordia approved international credentialing service such as WES (World Education Services), ECE (Educational Credential Evaluators) or AACRAO (American Association of Collegiate Registrars and Admissions Officers).

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

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

Guest Graduate Admission Requirements

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

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

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

Admission Denials

Appeal Procedures

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

Attendance Policy

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

Graduate Fees, Financial Policies, and Financial Assistance

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

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

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

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

Returned Checks

A fee of \$25 will be assessed to the student's tuition account for any check returned unpaid. If a second check is returned unpaid, a \$50 fee will be assessed and for a third check that is returned unpaid a \$75 fee will be assessed and no further checks will be accepted on the student's tuition account. Payment for any returned check must be made by certified funds (cash, cashier's check or money order). A fee of \$20 will be assessed to the student's tuition account for any online check payment that is returned unpaid.

Method of Payment

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

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

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

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

Students with Outstanding Balances

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

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

Collection Policy

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

Tuition

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

Deficiency Tuition Rates

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

Applied Music Tuition

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

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

The tuition refund policy also applies to applied music tuition.

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

Applied Music Fee

The applied music fee is charged to any student taking lessons as stated above. Fees are as follows: \$240 flat fee per registration during the academic year. The fee for .50 credit hr. in summer term is \$120.

Course Add/Drop Policy

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

Dropping courses may result in a refund of tuition. If a credit balance is reflected on the student's tuition account, a refund may be requested. In order to receive a refund, students must fill out a Student Refund Form from the Student Business Services Office or may obtain the form from the Student Business Services website at CUChicago.edu. Completed refund forms may be dropped off in Addison Hall 156, faxed to 708.488.4293 or e-mailed to refunds@CUChicago.edu. Refund requests must be received and cleared by Business Services and a credit balance must be posted on the account no later than 4:30 p.m. Friday of the current week, in order for funds to be released the following Friday. Checks are available for pick up after 2 p.m. on Fridays.

Refund Dates

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

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

100% refund on or before the end of week 2 of class.

67% refund from one day after the second week of class until the end of week 3.

No refund one day after the end of week 3.

The refund policy for graduate cohort students can be found at

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

Failure to drop classes will result in no refund and a grade of "F" on the student's transcript. NOTE:

Failure to attend class does not constitute an automatic withdrawal from the class. Students MUST drop courses with documentation through the Registrar's Office before any refund will be issued.

Withdrawal from the University

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

Withdrawals and Appeals for Tuition and Fees

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

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

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

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

Room and Board Fees

No food preparation is permitted in residence halls. All students living in University housing are required to pay both room and board fees. Annual fee: \$8992

Technology Fee for All Programs

\$15 per credit hour (not to exceed \$195 per semester).

Field Trip and Lab Fees

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

Parking Permit, Motorized Vehicles

All students operating motorized vehicles while attending CUC must obtain a parking permit. There is no charge for this permit. If vehicles will be parked overnight, a Vehicle Overnight Fee will be charged of \$530/year or \$265/semester.

Campus parking options are (see map below):

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

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.

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

Campus Housing

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

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

Residence Life

Room Reservation Deposit:

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

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

Residence Hall Damages

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

Food Service

Specific information regarding meal plans (both resident and commuter) can be found at CUChicagodining.com.

Other Fees

Identification Card Replacement: \$30 each request

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

Graduation Fee: \$130

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

Transcript Requests

A transcript order is defined as a request for a transcript to each destination/ address; each separate destination/address constitutes a separate order.

Payment must accompany any request that requires it. (Cash, check, or money order payable to Concordia University Chicago, or credit cards are accepted). These fees are subject to change at any time throughout the year.

- **Regular transcript orders: No charge**
Regular orders normally will be processed within 10 working days and will be sent via first class mail, or may be picked up in person.
- **Twenty-four-hour Transcript Order: \$15 per order**
Twenty-four-hour transcript orders will be processed within 24 hours of receipt of the written request. Such transcript orders will be sent via first class mail or may be picked up in person. Over-the-counter transcripts are not available.
- **Twenty-four-hour Overnight Express Order: \$40 per order**
Twenty-four-hour overnight express transcript orders will be processed within 24 hours of receipt of the written request; all efforts will be made to send orders out on the day received. Such orders will be sent via overnight express through the institution's contracted shipping company.
- **Twenty-four-hour FAX Order: \$15 per order**
Twenty-four-hour FAX orders will be processed within 24 hours of receipt of the written request; all efforts will be made to send such orders out on the day received. A faxed copy (unofficial) will be sent as soon as possible followed by an official copy within 24 hours.

Please note the following:

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

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

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

Credential File Orders

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

Regular orders: No charge

Regular orders will normally be processed within 10 working days.

Twenty-four hour Order: \$15 per order

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

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

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

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

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

Tax Benefit

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

Gift Assistance

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

Loan Programs

The subsidized Stafford Loan and the unsubsidized Stafford Loan programs enable students to borrow federally insured loans directly from banks or lending institutions. The subsidized Stafford Loan maintains that the government pays the loan interest until the borrower graduates or ceases to be enrolled at least half time. The unsubsidized Stafford Loan maintains the same deferment schedule but

interest payments begin shortly after funds are disbursed. All educational loans maintain eligibility requirements based upon a confidential “needs analysis.” Federal application for Student Aid (FAFSA) is the required application needed to determine student loan eligibility.

Financial Assistance

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

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

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

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

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

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

A recent amendment to the Military Selective Service Act (O.L. 97-252) states that any student required to register with the Selective Service who fails to do so is ineligible for Title IV financial assistance (Direct loans and TEACH Grants).

Student Consumer Information

Comprehensive student financial planning information is available from the University. When an award is made, the recipient also receives an explanation of the award letter. These two publications, in conjunction with the above information, cover the requirements of the federal and state governments in regard to student consumer information. For more information on consumer 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 educational assistance benefits must maintain the University's standards of satisfactory academic progress as listed in this section.

Standards of Satisfactory Academic Progress for Financial Assistance

Federal and state governments require that each college have Standards of Satisfactory Academic Progress (SAP) for determining continued eligibility for student financial aid. SAP standards measure both the qualitative and quantitative progress of course work 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 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.

Successfully Completed Credit Hours

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

Incomplete Grades

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

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

Repeated Courses

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

Maximum Time Frame

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

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

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

Financial Aid Warning Status

Students who do not meet the standards of satisfactory academic progress will be on Warning Status for his/her next term of attendance. During this period, the student is still allowed to receive their 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 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 which 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 are outlined in the program section of this catalog. Academic requirements for teacher certification programs are outlined on the student's Certification Program Evaluation.

Withdrawal Policy for Financial Aid

Degree-seeking students who desire to withdraw from the University should follow the steps outlined in the "Withdrawal from the University" section noted above. Withdrawal is not official until those specific responsibilities have been met.

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: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Teacher education Assistance for College and Higher Education (TEACH) Grant, Iraq Afghanistan Service Grant, Federal Perkins Loan, Federal Direct Loan, or a Federal PLUS loan (Graduate/Parent).

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 and/or parent or the University must be returned in the following order:

- 1) Federal Unsubsidized Direct Loan
- 2) Federal Subsidized Direct Loan
- 3) Federal Perkins Loan
- 4) Federal Direct Parent Loan (PLUS)
- 5) Federal Direct Grad PLUS
- 6) Federal Pell Grant
- 7) Federal Supplemental Educational Opportunity Grant (SEOG)
- 8) Federal TEACH Grant
- 9) Iraq Afghanistan Service 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 course work 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

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

Graduate Admission Status

Regular Admission Status

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

a) *Standard Admission status:* A student with standard admission status is accepted with a cumulative GPA of 2.85 or higher, or an earned master's degree with a 3.0 cumulative GPA or higher.

b) *Provisional Admission status:* A student with Provisional status generally satisfies Standard admission requirements but may have coursework in progress or outstanding requirement(s) related to their program. Candidates must satisfy the additional requirements outlined in their acceptance letter by the end of their first semester of enrollment to remain eligible to continue in the program.

c) *Probationary Admission status:* A student with Probationary status is accepted with a GPA below 2.85. Students have one semester of CUC coursework in which to earn a cumulative GPA of 3.0. Once one semester of coursework for graduate credit with a minimum GPA of 3.0 is completed, the Registrar's Office will move the student from Probationary status to Standard Admission status. 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 their program.

Pending Admission Status

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

Guest Graduate Status

A guest student is a student who is not seeking a degree from Concordia. Application for this status must be completed at least two weeks prior to the start of the term. International students may not register as guest students.

Academic Status Review

A graduate student is considered to be in Good Standing when the Concordia Cumulative Grade Point Average (CGPA) is at or above a 3.0 for all graduate work attempted. A student who has attempted nine or more semester hours and falls below the 3.0 CGPA will be placed on one of the following probationary or dismissal statuses: Academic Probation, Academic Probation Continued, or Academic Dismissal.

Academic Probation

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

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

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

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

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

Grade	Rating	Quality Points
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Fair	2.00
C-		1.67
D+		1.33
D	Poor but Passing	1.00
D-		0.67
F	Failure	0.00
I	Incomplete	
S	Satisfactory	
U	Unsatisfactory	

The student is required to earn an average of three quality points for every credit hour required in his/her program toward graduation. A grade of D or F in any graduate level course cannot be applied toward a graduate program. Regardless of the grade received, all credits attempted for graduate credit will be included to calculate the student's cumulative GPA. If a Concordia course is repeated, the most recent attempt, regardless of the grade, will be used in calculating the grade-point average; 4000-level courses, taken for graduate credit, with a grade of C or below, cannot be applied toward a graduate program.

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

The Incomplete (I) Grade

The grade of "incomplete" is awarded by an instructor who, because of circumstances beyond the control of the student (e.g., illness, death in the family and the like) the student needs more time to complete the course with the greatest possible achievement. Any request for a grade of incomplete must be initiated by the student. The instructor determines approval of the incomplete. Incomplete grades range from IA to IF. The "I" indicates an incomplete grade; the second letter (A-F) indicates the default grade if a grade is not submitted at the end of the six-week completion period. An "Incomplete" grade must be resolved within six (6) weeks of the end of the course in which the grade was received. At that time the instructor will assign a grade. Permission for additional time beyond the six-week deadline may be granted only with the approval of the instructor and the Registrar. Whether or not the student is

enrolled during the following term has no effect upon this completion date. If no grade is issued after the six-week period, the default grade will be issued and stand as a final grade on the student's record.

Change of Grade/Grade Appeal

Inquiries about changing a grade must be initiated by the student. The appeal will start with the course instructor, then department chair, and finally the Dean of the College. Grade changes will be accepted only through the end of the term for 8-week courses or the end of the semester for 16-week courses following the class in question (e.g., a grade for a Fall I 2016 term can only be appealed through the end of the Fall II 2016 term; a grade for Fall semester 2016 can only be appealed through the end of Spring semester 2017).

Cohort Program

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

Transfer Credit

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

After the completion of 12 semester hours of coursework at CUC, up to half of the credits for the degree may be accepted from a regionally accredited graduate school. Application to have transfer of credits apply to a graduate program must be made by the student through the advisor. These credits must be certified by the Registrar and approved for a degree program by the appropriate Dean, program coordinator, and the Registrar. Only courses with a grade of "B" or better will be accepted for transfer credit. Courses taken on a Pass/Fail basis will not be accepted for transfer credit.

Graduate/undergraduate level courses taken elsewhere will be counted in the limit that may be earned on the 4000 level at Concordia. No more than 50 percent of combined transfer credit and Concordia workshop credit may be applied to a program. Official transcripts of transfer credit as well as the appropriate request form, signed by the student and advisor, must be submitted to the Registrar's Office at or before the student files the application for candidacy.

Course Substitutions

Occasionally, a student may find that he/she has taken a course as part of another graduate degree program that is essentially the same as a required course in his/her Concordia degree plan. It may be possible to waive that specific course requirement, but it will be necessary to substitute another

graduate-level course for the one that is waived. Application for a course substitution must be made by a student through the advisor. The dean of the college in which the degree is being earned must approve all course waivers and substitutions.

Endorsement/Licensure Transfer Credit

Students pursuing a Reading Specialist , School Counselor, or Superintendent or Principal Endorsement 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 program coordinator and the Registrar.

Workshop Credit

Workshop credit earned at Concordia-Chicago will count toward program requirements, where applicable.

Independent Study

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

The Independent Study Application Form is available in the Registrar's Office and 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 Department Chair and the Dean is required.

Registration Policies and Procedures

Time Limit for Degree Completion

All credit toward a master's degree must be completed within ten calendar years after registration for the first course counted toward the degree. All credit toward a Certificate of Advanced Studies must be completed within five calendar years after registration for the first course. All credit toward a Doctor of

Education degree must be completed within ten calendar years after registration for the first course. A petition for time extension is to be addressed to the appropriate dean.

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

Student Load

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

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

Registration

These options are available for submission of request for courses:

- Registration by mail: submit registration form to Concordia University Chicago, Office of Graduate Admission, Addison Hall Room 155, River Forest, Illinois 60305.
- Registration in person: in the Office of the Registrar, Addison Hall Room 155. Office hours 8-4:30 M/F and 8-6:00 T/W/Th.
- Fax registration: submit your registration form to the Office of the Registrar, 708-209-3167.
- Web-based registration is available for cohort and online students ONLY. We regret that we cannot accept telephone registrations, as all paperwork must be accompanied by an official signature. A student may register for a new course through the fifth day of the semester. The 'Add/Drop' Form must be submitted to the Office of the Registrar.

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

Withdrawal from a Course

The following procedures are to be used in the event of withdrawal from a class. All withdrawals must be completed in writing, with the student's signature. **Withdrawal from a course will not be accepted via telephone.** The "Course Withdrawal" form must be submitted to the Office of the Registrar.

Full Semester Courses:

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

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

After the tenth week of the semester, a "W" will be granted only for extraordinary circumstances approved by the Dean of Students. Unauthorized withdrawals from a course or the University, i.e. failure to attend class, will result in the grade of "F."

Eight Week Courses:

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

Beginning with the third week through the final drop date of an eight-week session, a student may withdraw from a course. A grade of "W" will be recorded.

After the fourth week of an eight-week session, a "W" will be granted only for extraordinary circumstances approved by the Dean of Students.

Unauthorized withdrawals from a course or the University, i.e. failure to attend class, will result in the grade of "F."

Program Procedures for all Master's Degree Students

1. Advisor

Course registration is the responsibility of the student. Students will be assigned an 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.

3. Common Professional Component

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.

5. Graduation

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

Program Procedures for Master of Church Music Students

1. Advisor

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

2. Satisfactory Progress

All students will be monitored for satisfactory academic progress at the following points: after 12 semester hours; after 21 semester hours; before approval of the capstone experience; and before graduation. The student is making satisfactory progress if the grade point average is 3.0 or higher and all deficiencies have been removed. Students not making satisfactory progress will be placed on academic probation.

3. Capstone Experience

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

4. Graduation

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

Program Procedures for Doctoral Students

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

Graduation Requirements

- Have on file an application as a degree-seeking graduate student.
- Have on file one official transcript from EACH college/university attended of all previous coursework taken.
- Complete the credit hours and levels as designated for which the degree is being sought, within the specified time limit with a minimum cumulative GPA of 3.0.
- For credit being transferred into a program from another institution, have on file an approved "Transfer Credit Request" form before filing a Candidacy Application.
- Have on file the "Intent to Graduate" form with the Registrar's Office by the published deadline.
- Payments of all tuition and fees due to Concordia University Chicago.
- Have on file, if applicable, necessary copies of a project, 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

All MAT Programs
Master of Arts School Counseling
Master of Arts School Leadership
Master of Arts Special Education leading to a LBS1 endorsement at the grade level of current PEL
Master of Arts Reading Education leading to the Reading Specialist Endorsement
Master of Arts Educational Technology leading to the Technology Specialist Endorsement

Post Master's Programs:

School Service Personnel License/Endorsement with Counseling Endorsement
Superintendent Endorsement attached to a valid Administrative or Principal Endorsement

For the above 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 the Reading or Technology Specialist Endorsements also must meet the current course and test requirements of the state.

The State of Illinois requires completion of a Basic Skills/TAP Test (which no longer has an expiration), a test in the area of licensure/endorsement (with raised test validity age to ten 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.

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

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

Option II - Complete a second Bachelor's Degree in one of Concordia's approved undergraduate programs.

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

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

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

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

Graduate Assistantships

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

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

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

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

International Study

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

consult with the Office of Financial Aid to determine whether financial aid packages apply for international study.

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

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

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

For more information, contact the Center for Global Outreach.

Graduate Student Services

Library Services

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

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

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

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

CougarNet

CougarNet provides all information and technology services for Concordia students, faculty, and staff, including computer support services, AV resources and set-up and assistance with Concordia Connect, Concordia'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 over 700 locations throughout the campus, including every residence hall room and classroom.

Information Technology Services

Information Technology Services (ITS) provides and supports the campus data network. ITS provides network services on the campus for computing devices by managing a 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 over 200 email lists for sending messages to various campus populations. ITS conducts regular training sessions on various application software packages used across campus and provides audio and visual listening and viewing stations, personal computers, and graphic, photographic and multimedia resources for classes and special events. ITS can serve as a resource for students who wish to purchase their own computer, laptop or software and also operates the CougarNet Help Desk, which provides technical assistance to campus technology users.

Computer Labs

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

Administrative Information System Services

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

Concordia Connect Portal

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

Print Services

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

Placement Services

Career counseling services are available for all graduate students. Those seeking assistance in placement with schools may contact the Office of Educational Placement. Those seeking assistance in placement in non-educational settings may contact the Office of Career Counseling and Placement. Services include career information, resources, individual counseling, group workshops, job search strategies, résumé writing, video résumés and interview skills.

Handbooks

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

Disabled Students

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

Health Service

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

Community Health Clinic

Concordia University Chicago
Krauss 214
708-488-4307
Hours to be determined.

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

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

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

Immunization

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. Note: Graduate students who are taking online classes or off campus classes are exempt from the immunization requirement.

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

Measles (Rubeola)
German Measles (Rubella)

Mumps

Tetanus/Diphtheria - Booster within last 10 years

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

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

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

Residence Hall Living

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

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

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

Campus Housing

The Department of Residential Life at Concordia University Chicago is dedicated to housing those students who need it. Due to the potential for limitations in residential space, priorities for these spaces are on a first-come first-served basis. While 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 cancelling 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 towards 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.

Bookstore

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

Post-Baccalaureate Endorsements and Certificates

State of Illinois Endorsements

Bilingual Education

English as a Second Language

Special Education, LBS 1

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

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

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

Required courses:

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

Professional Certificates

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

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

- Finance
- Fullbridge
- Gerontology
- Healthcare Management
- Leadership & Change Management
- Spoken Word Pedagogy
- Sports Management

Church/Not-for-Profit Management (12 hours)

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

Required courses (15 hours):

- MBAN-6600:** Introduction to Not-for-Profit Organizations
 - MBAN-6605:** Financial Management of Not-for-Profit Organizations
 - MBAN-6615:** Fundamentals of Development & Management
 - MBAN-6610:** Topics in Board Governance & Management of Volunteers
- NOTE: MBAN-6600 must be taken before MBAN-6615 & MBAN-6610**

Couple and Family Relational System (15 hours)

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

Required courses (15 hours):

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

Digital Marketing (12 hours)

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

important and appropriate digital metrics and how to use them to analyze and improve digital marketing initiatives and marketing ROI. Graduates will successfully champion digital marketing campaigns while achieving their organization's growth initiatives.

Required courses (12 hours):

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

Finance (12 hours)

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

Required courses (12 hours):

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

Fullbridge Certificate (15 hours)

The Fullbridge Certificate program is an intense, professional boot camp that equips motivated students, regardless of major or background, with the skills and confidence to succeed in their next step, whether it is an internship, an advanced graduate degree, or a career in business, nonprofits, or government. The Certificate Program consists of 5 graduate courses (3 semesters each) and may be offered in face-to-face, hybrid or online format. The goals of the program are to:

- Encourage/ develop creative problem solving and communication skills
- Develop skills in business, specifically in accounting and financial analysis
- Experience collaborate work in team environments
- Develop time and project management skills
- Understand the functional roles of strategy development, marketing and sales
- Develop design thinking
- Enhance decision-making and operation skills in a complex, real world environment

Required courses (15 hours):

- FCP-6020** Project Management and Design Thinking
- FCP-6030** Strategic Marketing and Sales
- FCP-6010** Financial Analysis and Accounting

FCP-6000 Introduction to Corporate Finance
FCP-6040 Business Communication and Career Development

Gerontology (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.

Required courses (15 hours):

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

Healthcare Management (12 hours)

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

Required courses (12 hours):

MBAH-6650: Healthcare Systems I
MBAH-6655: Healthcare Systems II
MBAH-6660: Healthcare Finance & Economics
MBAH-6665: Public Policy in Healthcare
NOTE: MBAH-6650 & MBAH-6655 must be taken before MBAH-6660 & MBAH-6665

Leadership and Change Management (12 hours)

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

Required courses (12 hours):

MBAL-6005: The Leader as Trainer, Mentor & Coach

MBAL-6010: Leader Development

MBAL-6015: Leadership Communication & Decision Making

MBAL-6020: Agents of Change

Spoken Word Pedagogy

Would you like to learn how to create a Spoken Word/Poetry Slam Program at your school, while also developing as a poet? We are looking for enthusiastic, dedicated educators who are interested in being trained in spoken word education in a weekly evening seminar held at Concordia University Chicago. This is a unique professional development opportunity and a chance to earn 12 graduate credits for educators looking to move up a pay lane.

Peter Kahn, full-time Spoken Word Educator in London, England, launched the Spoken Word Education Training Program at Concordia University Chicago. The program is in partnership with Oak Park/River Forest High School and in collaboration with First Wave (University of Wisconsin), Young Chicago Authors, the Poetry Foundation and UMOJA Student Development Corporation.

Required courses (12 hours):

SPWD-6100 Introduction to Spoken Word as Pedagogy

SPWD-6200 Seminar in Spoken Word Education I

SPWD-6300 Seminar in Spoken Word Education II

SPWD-6400 Seminar in Spoken Word Education III

Sports Management (12 hours)

Do you have a passion for sports? Turn that passion into an exciting career. The sports industry in both the U.S. and globally is big business. With the sports industry often growing faster than a country's national GDP, the need to run clubs and associations as organized businesses has become paramount. A career in sports means understanding the many parts of this diverse field. There is an ever-increasing need for professionals trained in the managerial, administrative and business aspects of sports. This certificate in sports management prepares confident leaders in various types of sports organizations and roles. You will study the economics of the sports industry, financial responsibility, important legal issues related to sports and more.

Required courses (12 hours):

MBAS-6800: Economics of Sports

MBAS-6805: Sport Finance

MBAS-6810: The Essentials in Law of Sports

MBAS-6815: Level the Playing Field: Diversity in Sports

Master of Arts Degree Programs

Master of Arts in Christian Education

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

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

Admission Requirements

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

Track One (33 hours)

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

Program Requirements

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

Required Courses

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

THY-4260 The Lutheran Confessions

THY-4330 Martin Luther

THY-4500 Spiritual Nurture of the Young Child

THY-4505 Spiritual Nurture of the Elementary School Age Child

THY-4510 Spiritual Nurture of the Adolescent

THY-4540 Theories of Religious Instruction

THY-4550 Educational Ministry of the Church

THY-4560 Confirmation Theology and Practice

THY-6020 Psalms

THY-6030 Messianic Prophecies

THY-6040 The Intertestamental Period

THY-6100 The Parables of Jesus

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

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

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

Additional Required Courses (15 hours)

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

Electives (6 hours)

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

Track Two (53 hours)

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

Program Requirements

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

DCE Core (24 hours)

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

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

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

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

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

Required Courses (6 hours)

EDL-6630 Parish Education Leadership

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

Internship (12 hours)

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

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

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

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

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

The Clinical Mental Health Counseling Program at Concordia University Chicago prepares graduates with the professional knowledge, skills, and practices necessary to address the 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 of Accreditation of Counseling and Related Education Programs (CACREP).

Admission Requirements

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

Degree Requirements

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

Required Courses (48 hours)

CED-6000 Introduction to the Counseling Profession
CED-6010 Counseling Theory and Practice
CED-6015 Counseling Interventions and Techniques
CED-6020 Career Counseling and Education
CED-6035 Counseling and Human Development
CED-6045 Ethics, Law and Morality for Counselors
CED-6055 Multicultural Counseling
CED-6310 Clinical Mental Health Counseling Profession
CED 6330 Transforming Crisis to Wellness
CED-6340 Clinical Group Counseling
CED-6350 Brief Therapy
CED-6420 Substance/Alcohol Abuse and Treatment
CED-6550 Family Systems Theory and Therapy
PSY-6025 Assessment Techniques
PSY-6040 Applied Psychopathology and Diagnosis
PSY-6030 Research in Psychology

Elective (3 hours)

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

Clinical Experience (9 hours)

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

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

Capstone Experience

Capstone Portfolio will be completed during practicum & internship and part of each course.

Master of Arts in Curriculum and Instruction (30 hours)

Concordia University Chicago 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. Faculty methods utilize the latest technology and engage students through real-world applications using multiple instructional models.

The Master of Arts degree in Curriculum and Instruction is designed for candidates interested in becoming master classroom teachers and education leaders. 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.

Required Coursework (30 hours)

EDU-6212 Studies in Literacy and Multiliteracies
EDU-6500 Curriculum Construction
EDU-6515 Contemporary Issues in Curriculum and Practice
EDU-6525 Teacher as Practitioner
EDU-6526 Socially, Culturally, Linguistically Diverse Students
EDU-6535 Teacher as Leader
FPR-6000 Foundations of American Education
EDU-6540 Special Education Curriculum & Pedagogy
FPR-6640 Teacher as Researcher
EDU-6556 Seminar in Reflective Practice

Capstone Experience

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

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

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

Candidates will:

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

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

Required Coursework

Core Courses (12 hours)

EDU-6500 Curriculum Construction
ESL-6556 Seminar in Reflective Practice
ESL-6640 Teacher as Researcher
FPR-6000 Foundations of American Education

ESL Concentration (18 hours)

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

Capstone Experience

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

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

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

Candidates will:

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

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

Required Coursework

Core Courses (12 hours)

EDU-6500 Curriculum Construction
ESL-6556 Seminar in Reflective Practice
ESL-6640 Teacher as Researcher
FPR-6000 Foundations of American Education

ESL Concentration (18 hours)

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

Bilingual Concentration (3 hours)

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

Capstone Experience

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

Master of Arts in Differentiated Instruction (30 hours)

The Master of Arts degree in Differentiated Instruction is designed for current educators with two to ten 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.

Required Coursework (30 hours)

EDI-6010 Differentiation and Learning Theory

EDI-6020 Curriculum and Instruction Development for Differentiated Classrooms

EDI-6030 Instructional Methods for Differentiated Classrooms

EDI-6035 Assessment of Student Learning

EDI-6040 Seminar in Differentiated Instruction

EDT-6010 Integrating Technology Across the Curriculum

EDU-6212 Studies in Literacy and Multiliteracies

ESL-6350 Cross Cultural Studies: Teaching Culturally & Linguistically Diverse Students

SPED-6360 Characteristics and Learning Needs of Students with Specific Learning Disabilities and Emotional Disabilities

SPED-6425 Psychology & Methods for Teaching the Exceptional Learner

Capstone Experience

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

Master of Arts in 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 eight programs within a variety of educational settings: public and private centers and schools, adult and community-based educational settings, and other for- and non-profit organizations.

This program is intended for candidates who currently hold an Educator's License in Early Childhood Education and does not lead to initial licensing. 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.

Required Coursework (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

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 National Association for the Education of Young Children (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 eight in various early childhood settings.

Master of Arts in Educational Administration (30 hours)

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

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

Degree Requirements

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

Required Courses (30 hours)

EDL-6120 Supervision and Improvement of Instruction

*EDL-6130 School Evaluation and Change Processes

EDL-6140 Curriculum and Assessment: Frameworks for Student Learning

EDL-6210 School Finance and Business Management

EDL-6220 School Organization and Human Resources

EDL-6230 School Law and Policies

EDL-6240 Instructional Leadership

EDL-6300 Ethics of School Leadership

EDL-6310 Schools, Families, and Community Partnerships

RES-6600 Research in Education

Master of Arts in Educational Technology (30 hours)

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

Required Coursework

* Denotes courses required for the ISBE Technology Specialist Endorsement

*EDT-6010 Integrating Technology Across the Curriculum

*EDT-6030 Using Technology to Build Learning Communities

*EDT-6040 Visual Literacy in the Classroom

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

*EDT-6065 Emerging Trends and Future Technology in Education

*EDT-6070 Educational Technology Leadership

*EDT-6205 Educational Technology Hardware and Software

*FPR-6010 Theoretical, Ethical, and Practical Foundations of Educational Technology

RES-6600 Research in Education

EDT-6080 Applied Project in Educational Technology

Capstone Experience

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

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

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

Required Coursework

- EDT-6210 Theoretical, Ethical, and Practical Foundations of Educational Technology
- EDT-XXXX Educational Technology Trends in the Classroom
- EDT-6010 Integrating Technology across the Curriculum
- OTE-6500 Instructional Design for Digital Learning
- EDT-6XXX Assistive Technology: Principles and Practice
- EDT-6040 Visual Literacy in the Classroom
- EDT-6050 Technology for Effective Decision-Making in Teaching & Learning
- EDT-6030 Using Technology to Build Learning Communities
- RES-6600 Research in Education
- EDT-XXXX Capstone in Education Technology: Curriculum and Instruction

Capstone Experience

The EDT-XXXX Capstone in Education Technology: Curriculum and Instruction course serves as the capstone experience for this degree. All coursework must be completed with a C or better and a 3.0 average prior to taking EDT-6080.

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

The *MA Education Technology: Leadership* program is for licensed teachers desiring a career path towards 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 International Society for Technology in Education (ISTE-C, 2012), they develop and assess the impact of technology-based learning experiences. The Master of Arts in Education Technology: Leadership enables each student to qualify for the Technology Specialist Endorsement for the State of Illinois by entitlement upon successful completion of the program.

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

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

Capstone Experience

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

Technology Specialist Endorsement only—non-degree (24 hours)

Coursework in this program is aligned to national and state educational standards and performance indicators as set forth by the International Society for Technology in Education (ISTE) and by the Illinois State Board of Education. Through this program of study, students will meet state coursework requirements for the Technology Specialist Endorsement. Students must pass appropriate state content exams to receive endorsement.

Required Coursework

EDT-6010 Integrating Technology Across the Curriculum

EDT-6030 Using Technology to Build Learning Communities

EDT-6040 Visual Literacy in the Classroom

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

EDT-6065 Emerging Trends and Future Technology in Education

EDT-6070 Educational Technology Leadership

EDT-6205 Educational Technology Hardware and Software

FPR-6010 Theoretical, Ethical, and Practical Foundations of Educational Technology

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

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

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

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

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

Required Coursework

ESL-6300 Foundations of Bilingual and Bicultural Education
ESL-6350 Cross-Cultural Studies of Teaching Culturally and Linguistically Diverse Students
ESL-6610 Language and Linguistics
ESL-6620 Teaching English as Second Language
ESL-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students
ESL-6027 Assessment of Language Minority Students
TESL-6220 TESOL Curriculum Planning and Methodology
TESL-6200 Applied Philology and World Englishes
ESL-6640 Teacher as Researcher
ESL-6556 Seminar in Reflective Practice

Capstone Experience

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

in the last two courses in the program: ESL-6640 Teacher as Researcher and ESL-6556 Seminar in Reflective Practice.

Optional: Courses Required for the TESOL Graduate Certificate

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

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

TESL-6210 Teaching ESL/EFL to Adult Learners

TESL-6230 Second Language Acquisition

TESL-6240 Issues in Second Language Rhetoric and Composition

Optional: Course for Bilingual Endorsement in Illinois

ESL-6635 Methods and Materials for Teaching Bilingual Students

Master of Arts in Gerontology (33 hours)

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

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

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

Required Coursework (33 hours)

RES-6620 Introduction to Research

GERO-6000 Perspectives in Gerontology

GERO-6045 Aging, Values, attitudes, and Ethics

GERO-6050 Adult Development and Aging

GERO-6160 Sociology of Aging

GERO-6495 Program Management in Aging

GERO-6500 Public Policies and Aging

GERO-6510 Diversity in Aging

GERO-6750 Advanced Topics in Gerontology

GERO-6900 Seminar in Gerontology (includes capstone experience)

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

Capstone Experience

GERO-6900 Seminar in Gerontology includes the capstone experience.

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

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

This program is designed to address the growing multidisciplinary needs of researchers and practitioners working in diverse professional settings through collaboration across fields of the arts, business, education, social and human services, healthcare, 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 not-for-profit, for-profit, public and/or private organizations.

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

Required Courses (27 hours)

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

Capstone Experience (3 hours)

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

Master of Arts in Human Services (33 hours)

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

This program is designed to enable students to:

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

Admission and Degree Requirements

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

Required Courses (21 hours)

HMS-6000 Introduction to the Human Service Profession

HMS-6010 Human Service Systems

HMS-6015 Intervention and Direct Services

HMS-6030 Information, Planning & Evaluation

HMS-6045 Values, Attitudes and Ethics

HMS-6495 Administration of Human Services

HMS-6925 Internship: Human Service

Electives (12 hours)

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

Suggested Electives:

CED-6010 Counseling Theory

CED-6015 Counseling Techniques and Interventions

CED-6020 Career Counseling and Education

CED-6035 Counseling and Human Development

CED-6055 Multicultural Counseling

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

Capstone Experience

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

Master of Arts in Human Service Administration (33 hours)

The Human Services Administration graduate program is designed to enable students to:

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

Admission & Degree Requirements

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

Required Courses (18 hours)

HMS-6000 Introduction to the Human Services Profession

HMS-6010 Human Service Systems

HMS-6015 Interventions & Direct Services

HMS-6030 Information, Planning and Evaluation in Human Services

HMS-6045 Values, Attitudes and Ethics

HMS-6995 Internship: Human Service Administration

Electives (15 hours)

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

Suggested Electives

ACC-6500 Financial Management of Not-for-Profit Organizations

GME-6300 Introductions to Grants

HAL-6100 Healthcare Systems I

HAL-6150 Healthcare Systems II

HAL-6400 Healthcare Finance and Economics

HAL-6500 Public Policy in Healthcare

MGT-6100 Operations Management

MGT-6200 Global Management and Organizational Behavior

MGT-6500 Fund Development and Management

MGT-6510 Management of Human Resources

MGT-6520 Managers and the Legal Environment

MGT-6530 Introduction to Not-for-Profit Organizations

MGT-6540 Based Governance and Management of Volunteers

MKT-6100 Marketing Design and Strategy

MKT-6500 Communications and Public Relations in a Not-for-Profit Organization

*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.

Capstone Experience

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

Master of Arts in Illinois Principal Preparation (33 hours)

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

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

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

Required Courses (33 hours)

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

Capstone Experience

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

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

MA in Leadership Studies (33 hours)

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

Degree Requirements

Completion of the 33 hours of course work including the Master's Leadership Capstone

Required Core Courses (15 hours)

- OLDR-6000 Leadership and Excellence
- OLDR-6001 Strategic Leadership and Planning
- OLDR-6002 Ethical and Social Leadership
- FPR-6700 Research for Leaders
- OLDR-6004 Leadership Capstone

Select one of the following specializations:

Health Care Management (18 hours)

- HAL-6100/MBAH-6650 Health Care Systems 1
- HAL-6150/MBAH-6655 Health Care Systems 2
- HAL-6300 Legal and Ethical Considerations in Health Care
- HAL-6004/MBAH-6660 Health Care Finance and Economics
- HAL-6800/MBAH-6665 Health Information Management
- HAL-6500 Public Policy in Health Care

Knowledge Management Specialization (18 hours) Select 6 courses.

- KMIL-6000 Knowledge Audits, Measurements, and Analysis
- KMIL-6010 Information Knowledge Technology and Applications
- KMIL-6020 Knowledge Management for Higher Education Leadership
- KMIL-6030 Knowledge System Strategy and Development
- KMIL-6040 Legal and Ethical Considerations in Knowledge Management
- KMIL-6050 Organizing Knowledge for Collaboration and Competition
- KMIL-6070 Public and Private Education (K-12) Knowledge Management
- KMIL-6080 Knowledge Administration
- KMIL-6xxx Knowledge Management Information Leadership

Higher Education Leadership Specialization (18 hours) Select 6 courses.

- 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 Fiscal and Social Responsibility in Higher Education
- HLDR-6840 Governance and Leadership in Higher Education
- KMIL-6xxx Knowledge Management for Higher Education Leadership

Organizational Leadership Specialization (18 hours)

- OLDR-6800 The Leader as Trainer, Mentor and Coach
- OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization
- OLDR-6820 Leadership: Politics, Power, and Applied Ethics
- OLDR-6830 Leadership Communication and Decision-Making
- OLDR-6840 Agents of Change
- KMIL-6xxx Knowledge Management Information Leadership

Servant Leadership Specialization (18 hours) Select 6 courses.

- SL-6xxx Introduction to Servant Leadership Principles and Practices Service through Stewardship
- SL-6xxx Case Studies in Servant Leadership
- SL-6xxx Developing Human Community and Capacity
- SL-6xxx Diversity Issues in Servant Leadership
- SL-6xxx Issues in Calling and Transformation
- SL-6xxx Listening and Learning and Speaking as a Servant Leader
- SL-6xxx Purpose, Choice and Reflection in Servant Leadership
- SL-6xxx Spirituality and Servant Leadership

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, and curriculum development.

Master of Arts in Music (33 hours)

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

This program will provide opportunities for the student to:

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

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

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

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

Program Requirements

Successful completion of 33 semester hours of coursework including the Master's Capstone Experience.

The M.A. program may be completed in four consecutive terms (summer, fall, spring, summer) or five consecutive summer terms.

Areas of Study

Foundational Music Studies (11-12 hours)

Theory (3 hours)

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

History (3 hours)

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

Research (3 hours)

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

Music Support Courses (10-11 hours)

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

Liberal Arts Courses (up to 11 hours)

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

Written Comprehensive Examination (0 hours)

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

Capstone Project (1-6 hours)

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

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

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

Program Objectives:

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

Required Courses (30 hours)

EDT-6005 Web Tools for Educators

EDT-6015 Productivity Tools for Educators

EDT-6060 Trends and Future of Technology in Education

EDT-6200 Social Computing

EDU-6556 Seminar in Reflective Practice

FPR-6640 Teacher as Researcher

OTES-6100 Introduction to pK-12 Online Education

OTES-6400 Learning Theories and Online Instructional Strategies

OTES-6500 Instructional Design for Digital Learning

OTES-6700 Assessment and Student Success in an Online Environment

Master of Arts in Psychology (33 hours)

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

This program will enable students to:

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

Admission and Degree Requirements

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

Required Courses (33 hours)

Research (12 hours)

RES 7605 Quantitative Analysis

PSY-6030 Research in Psychology

PSY-6800 Advanced Research in Psychology

One additional graduate-level statistics course chosen in consultation with your faculty advisor.

Assessment (6 hours)

PSY-6025 Assessment Techniques

PSY-6050 Applied Psychopathology

Ethics (3 Hours)

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

Electives (6 hours)

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

Thesis (6 hours)

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

Capstone Experience

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

theory into practice. The PSY-6990 Master's Thesis course satisfies the Capstone Experience requirement.

Master of Arts in Reading Education (30 hours)

Concordia University Chicago's Master of Arts in reading education program provides a theoretical and practical framework for literacy instruction and assessment within 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 candidates' professional career as a reading specialist or literacy coach. Upon successful completion of the ten required courses and the Illinois 176 Specialty Test, candidates are eligible for the Illinois Standard Special Endorsement in Reading (K-12), enabling them to work in a reading professional role in early childhood, elementary, middle, and secondary school settings.

To be eligible for the Illinois Standard Special Endorsement in Reading (K-12), students must meet the following requirements:

- Hold a valid Illinois Teaching Endorsement prior to entering program
- Complete the reading education program
- 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 Language and Reading Theory

EDU-6210 Studies in Elementary School Reading

EDU-6225 Diagnosis of Reading Problems

EDU-6226 Remediation of Reading Problems

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-6298 Practicum in Reading Instruction (6 hours, 16 weeks)

Master of Arts in Religion (33 hours)

The Master of Arts in Religion, an online program with a concentration in Christian Studies, is an ideal way for those who work within the church to enhance their theological knowledge and expertise. The courses and degree also may appeal to laypersons wishing to enrich their understanding of the Bible and Christian theology. The program is taught in cohort groups that study together online as they progress through the 11 courses required for the degree. Cohorts are limited to 15 students, with one cohort scheduled to begin each fall semester.

Admission Requirements

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

Degree Requirements

The degree involves 33 semester hours of work, including a Capstone Experience

Foundations Courses (15 hours) Choose one course from each of the following categories:

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

Concentration (15 hours)

THY-6030 Messianic Prophecies
THY-6120 General Epistles
THY-6313 Baptism and Eucharist
THY-6330 Topics in the History of Christianity
THY-6510 Development of the Child

Capstone (3 hours)

THY-6750 Capstone Project

Master of Arts in School Counseling (48 hours)

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

The program is designed to enable candidates to:

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

Admission & Degree Requirements

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

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

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

- Prerequisite of 12 earned credits in psychology and/or sociology (C or better)
- Passing scores from the Test of Academic Proficiency (TAP), or in lieu of the TAP, obtaining proof of an ACT Plus Writing composite score of at least 22 (and a minimum score of 19 on the writing sub area) or an SAT (critical reading and mathematics) composite score of 1030 (and a minimum score of 450 on the writing sub area) is needed.
- Completion of the School Counseling program coursework
- Completion of the Master's Capstone Experience
- Completion of the following three courses with demonstrated competencies. These courses are required, in addition to the 48 hour portion of the program, and must be completed before taking practicum and/or internship:
 - EDU-6425 Psychology and Methods of Teaching the Exceptional Learner

- PSY-4430 Affective Education
- PSY-6505 Psychological Theories and Educational Processes

Required Courses (36 hours)

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

Elective (3 hours)

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

Clinical Experience (9 hours)

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

Capstone Experience

All students in Concordia’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.

Master's in Special Education Leadership (30 semester hours)

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

This program will enable candidates to:

- Apply an understanding of the financial and legal implications of special education programs in making critical decisions impacting students.
- Develop a professional development plan that promotes growth in personnel.
- Understand the role of each stakeholder and their contribution to the special education program.
- Be knowledgeable about and support the use of effective teaching strategies for students with special 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 course work
- Experience providing special education service (as a special education teacher, a speech-language pathologist, a school social worker, or school psychologist)

Areas of Study – 30 hours

EDL/SPED-6250 Special Education Law & Policy

EDL/SPED-6225 Special Education Finance

SPED-6375 Supervision of Programs for Children with Disabilities

SPED-6355 Instructional Strategies for students with Academic and Physical Disabilities

EDI-6010 Differentiation and Learning Theory

SPED-6365 Instructional Strategies for students with Specific Learning Disabilities and Emotional Disabilities

EDL-6310 Schools, Families, and Community Partnerships

SPED-6896 Practicum and Seminar in Special Education Leadership 1

SPED-6897 Practicum and Seminar in Special Education Leadership 2

FPR-6650 Action Research

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

Master's in Early Childhood Special Education (ECE SPED) – 30 semester hours

Program Objectives

The Master's Degree 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 students with disabilities in pre-kindergarten. This program is designed to provide qualified candidates with the necessary 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 the early intervention, least restrictive environment, appropriate educational settings, language development, and special education law and policy.
- Develop and utilize appropriate assessments and teaching strategies for young children with disabilities.
- Collaborate with all stakeholders, including parents, community, family members, and other institutions to support young children with disabilities.
- Conduct research to answer questions related to early childhood special education practices and successfully meet the needs of all learners.

Endorsement Requirements

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

Program Requirements

- Completion of 30 credit hours of course work

Areas of Study – 30 hours

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

SPED-6510 Language Development in Early Childhood Special Education*

SPED-6520 Special Education Assessment for Early Childhood Educators*

SPED-6530 Special Education Methods for Early Childhood Educators*

SPED-6650 Characteristics of the Young Exceptional Learner

ECE-6320 Child Development and Ethics in Early Childhood Education

EDI-6010 Differentiation and Learning Theory

RES-6600 Research in Education

SPED-6540 Early Intervention Methods and Transitional Planning

SPED-6892 Early Childhood Special Education Practicum

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

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

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

The Master of Arts in Special Education is designed for certified educators who desire to become accomplished special education teachers as well as receive an LBS 1 endorsement. This program is designed to provide teachers interested in transferring into a special education classroom or bringing special education skills to their current teaching area of expertise. Graduates will be prepared to demonstrate competency and proficiency as a special education teacher in any of the following areas: learning disabilities, social/emotional disorders, mental retardation (EMH or TMH) (currently referred to as intellectual disability), physical handicaps, autism, or traumatic brain injury. This program provides an LBS1 endorsement that matches the grade level on the student's existing Professional Educator's License (PEL).

This program will enable candidates to:

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

Program Requirements

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

Areas of Study – 30 hours

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

SPED-6425 Psychology and Methods of Teaching the Exceptional Learner *

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

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

SPED-6360 Characteristics and Learning Needs of Students with Specific Learning Disabilities and Emotional Disabilities *

SPED-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities *

SPED-6370 Curriculum Based and Educational Measurements of Exceptional Learners *

EDI-6010 Differentiation and Learning Theory

SPED-6890 Special Education Practicum 1: Content Area Learning and School Collaboration

SPED-6895 Special Education Practicum 2: Content Area Learning and Community Collaboration

RES-6600 Research in Education

Endorsement Process

Students must pass the Illinois Content Area Test for Special Education (Learning Behavior Specialist 1 Test 155). Students apply for endorsement through the Illinois State Board of Education (ISBE) via their Regional Office of Education. ISBE Form 73-52, official transcripts, and any fees must be submitted to

the state before the endorsement is given. This endorsement allows the endorsement holder to teach Special Education students within the age and grade limits of the new ISBE grade level regulations established in 2014. It is recommended that students take and pass the LBS1 test prior to beginning Practicum 1. Note: successful completion of the MA in Special Education provides an LBS1 endorsement which matches the grade level on the student's existing Professional Educator's License (PEL).

Early Childhood Special Education Approval (12 Semester Hours)

Approval Objectives

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

Areas of Study – 12 hours

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

SPED-6530 Special Education Methods for Early Childhood Educators

SPED-6520 Special Education Assessment for Early Childhood Educators

SPED-6510 Language Development in Early Childhood Special Education

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

Students must successfully complete all required coursework.

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

Master of Arts in Sports Leadership (33 hours)

The Master of Arts in Sports Leadership degree is a 33 credit program, with 15 credits of required courses and 18 credits of sports electives. 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. Profession preparation is also given for careers in private and public health and fitness clubs, corporate fitness and wellness programs, sports stadiums and arenas, and the sports marketing, management and communications firms that service the larger marketplace.

Program Requirements

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

Required Courses (15 hours)

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

Sports Leadership Specialization (18 hours)

Select any six courses. All courses are three credit hours each.

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

Capstone Experience

SPML-6100 Master's Capstone Project

Master of Arts with Illinois Teacher Leader endorsement (30 hours)

Please note: if interested in the Ohio teacher leader program, please visit: www.sailforeducation.org for further information. If interested in the Oregon teacher leader program, please visit: 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, and community liaisons, in addition to 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-6240** Instructional Leadership
- EDL-6310** Schools, Families, and Community Partnerships
- EDL-6530** Instructional Coaching and Mentoring
- EDL-6715** Providing Instructional Support
- EDL-6775** Leading School-based Professional Learning Communities
- RES-6600** Research in Education

Capstone Experience (3 hours)

- EDL-6988** Teacher Leader Practicum

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

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

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

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

This program will enable candidates to:

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

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

Capstone Experience

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

Admission and Program Requirements

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

Required Courses (30 hours)

**denotes a TESOL graduate certificate course*

Option 1

TESL-6110 Introduction to Distance Education for TESOL

***TESL-6200** Applied Philology and World Englishes

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

***TESL-6220** TESOL Curriculum Planning and Methodology

***TESL-6230** Second Language Acquisition

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

ESL-6610 Language and Linguistics

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

ESL-6640 Teacher as Researcher

ESL-6556 Seminar in Reflective Practice

Option 2

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

***TES- 6230** Second Language Acquisition

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

ESL-6610 Language and Linguistics

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

TESL-6XXX Practicum in TESOL 1

ESL-6556 Seminar in Reflective Practice

Option 3

TESL-6110 Introduction to Distance Education for TESOL

***TESL-6200** Applied Philology and World Englishes

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

***TESL-6220** TESOL Curriculum Planning and Methodology

***TESL-6230** Second Language Acquisition

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

ESL-6610 Language and Linguistics

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

TESL-6XXX Practicum in TESOL 1

TESL-6XXX Practicum in TESOL 2

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

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

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

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

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

Required Courses (30 hours)

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

Capstone Experience

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

Master of Arts in Teaching Degree Programs

General Information

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

Program Design

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

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

Communications Skills

3 semester hours-English Composition II or equivalent

3 semester hours-Fundamentals of Speech or equivalent

Mathematics

3 semester hours of College Algebra or above

Natural Sciences (one lab science course required)

3 semester hours-Biological Science

3 semester hours-Physical Science

*Humanities**

9 semester hours in at least two different areas

*Social Sciences**

9 semester hours in at least two different areas

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

Third-World course.

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

Candidates also may demonstrate completion of advanced work in a specialty area common to school curricula. Candidates may meet competencies in each of these areas via the successful completion of appropriate coursework.

Transfer of Courses

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

Monitoring Candidate Progress

Transition Points

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

Admission to the University

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

Transition Point One: Admission to the College of Education

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

Application deadlines for admission to the College of Education: February 15, June 15, October 15

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

- Pass the Illinois Test of Academic Proficiency (TAP) or Illinois approved alternative test in lieu of the TAP. Currently the State of Illinois will accept an ACT Plus writing with a composite score of 22 and combined English/Writing score of 19 OR SAT with a combined critical reading plus mathematics score of 1030 and a score of 450 on writing. The submitted test scores may not be more than 10 years old at the time of admission.
- Submit the completed College of Education application and supporting documentation to the Office of Field Experience in the College of Education;
- Complete the MAT prerequisite courses with a grade of C or better;
- Complete a minimum of 20 hours of the required 100 hours of field experience and submit College of Education documentation to the Office of Field Experience for approval on or before deadline date;
- Earn a minimum GPA of 3.0 for all coursework taken at Concordia University Chicago;
- Submit a current program plan approved by your academic advisor to Office of Field Experience;
- Submit three assessments of candidate's dispositions to the Office of Field Experience;
- Submit the report of a fingerprint criminal background check to the Office of Field Experience.

Transition Point Two: Admission to the Professional Semester

The Professional Semester includes the Student Teaching Internship and coursework. Candidates may not student teach without prior admission to the Professional Semester.

Application deadlines for admission to the Professional Semester: February 15, June 15, October 15

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

- Submit the completed Application to the Professional Semester and supporting documentation to the Office of Field Experience on or before the deadline date;
- Pass the appropriate Content Area Test(s) from the State of Illinois Testing System;
- Complete a minimum of 80 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval. The entire 100 hours must be completed prior to student teaching;

- Earn a minimum cumulative GPA of 3.0 or above;
- Earn a GPA of 3.0 for all coursework taken in the MAT program;
- Submit an updated program plan approved by your academic advisor to the Office of Field Experience;
- Submit four new assessments of candidate's dispositions to the Office of Field Experience;
- Complete First Aid/CPR Certification training and submit documentation of completion to the Office of Field Experience.

Transition Point Three: Completion of Professional Semester

To successfully complete the Professional Semester, the candidate must:

- Successfully complete Student Teaching Internship;
 - Passing score on the edTPA
 - Passing scores on the Tier 3 Assessment of Student Teaching
 - Passing score on the Positive Impact presentation
- Complete all required coursework.

The Teacher Education Handbook provides details and guidelines for meeting the criteria for successful completion of the professional semester.

Transition Point Four: Completion of Program

To complete the Teacher Education program successfully and be eligible for a Professional Educator License in the State of Illinois, the candidate who has completed all program requirements including Student Teaching must file for graduation with the Register and complete licensure and endorsement paperwork for the University Licensure Officer.

Licensure

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

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

The Master of Arts in Teaching – Secondary Education is designed to deliver outstanding teacher preparation and provide the pathway to initial licensure with a content area endorsement for grades 9 through 12 for candidates. 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 lead classrooms ethically,
- the role of standards within the profession,
- the commitment to continuous improvement,
- the importance of reflective practice, and
- the development of collaborative relationships to serve the learning of every child.

Upon successful completion of degree requirements, candidates are eligible for a Professional Educator License with a subject endorsement area from the State of Illinois. See the list of approved subject area endorsements offered by Concordia University Chicago below.

A grade of “C” or better must be achieved in all courses. The candidate must also maintain a minimum cumulative GPA of 3.0 on all coursework taken toward the Master of Arts in Teaching – Secondary Education.

Required Courses

Prerequisites to Professional Courses (9 hours)

EDUC-6040 Classroom Teaching Skills

EDUC-6045 Theories of Learning and Cognition

EDUC-6435 Introduction to Education

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

Professional Courses (15 hours)

EDSC-6230 Literacy Instruction in the Content Areas

EDUC-6415 Responsibilities and Ethics for Pre-Service Teachers

EDUC-6425 Psychology and Methods for Teaching Exceptional Learners

EDUC-6445 Research for Pre-Service Teachers

EDUC-6570 Teaching at the Secondary Level

Subject Area endorsements for Secondary Education

- English/Language Arts – This endorsement requires 24 semester hours/12 upper division semester hours at the undergraduate level and 1 graduate level coursework in English Language Arts studies. Candidates are required to pass State Test #111 English Language Arts.
 - Coursework
 - ENG-6150 Literature and Related Media for Adolescents (3 hours)
Course Description – General survey of adolescent literature and related media materials for grades 6 through 12 including criteria for evaluation and study of trends and issues.
Course is offered every other year (odd years) Fall semester in the evening.

ENG-6380 Literary Theory and Criticism (3 hours)

Course Description – Various contemporary critical approaches to the study of literature and to research tools and methods used in literary studies.

Course is offered every year Fall semester in the morning/afternoon.

ENG-6520 Twentieth Century American Fiction (3 hours)

Course Description – Forms and themes in American fiction from World War I to the present.

Writers include Fitzgerald, Hemingway, Faulkner, Morrison.

Course is offered on a rotating schedule. Next class is Spring 2018.

ENG-6540 Modern Drama (3 hours)

Course Description – Development of Western modern drama. Dramatists include Ibsen, Chekov, Shaw, O’Neill, Pirandello, Williams, and Beckett.

Course is offered on a rotating schedule. Next class is Spring 2018.

- Mathematics – This endorsement requires 24 semester hours/12 upper division or graduate level coursework in Mathematics. Candidates are required to take 1 graduate level coursework in Mathematics and to pass State Test #115 Mathematics. Concordia offers both an endorsable major and minor in Mathematics.

- Coursework

- MAT-6200 Topics in Statistics (3 hours)

- Course Description – Introduction to basic statistical concepts and applications in the classroom.

- Course is offered every semester.

- MAT-6220 Topics in the History of Mathematics (3 hours)

- Course Description – Major trends in mathematics from earliest times to the seventeenth century with a focus on the outstanding contributions and applications to the classroom.

- Course is offered every other year (even years) Spring semester.

- MAT-6230 Topics in Problem Solving with Number Theory (3 hours)

- Course Description – Problem solving techniques with applications to natural phenomena, games, and puzzles. Use of principles of Number Theory to solve problems.

- Course is offered every other year (odd years) Spring semester.

- MAT-6370 Topics in College Geometry (3 hours)

- Course Description – An introduction to the Euclidean and non-Euclidean geometries and their axiomatizations with applications to the classroom.

- Course is offered every other year (even years) Fall semester.

- Physical Education – This endorsement requires 24 semester hours/12 upper division or graduate level coursework in Physical Education. Candidates are also required to take 1 graduate level coursework in Physical Education and pass State Test #144 Physical Education. Concordia also offers Special Certification in K-12 Physical Education – see Specialists K-12 Programs.

- Coursework

- PES-6420 Physiology of Exercise (3 hours)

Course Description – Scientific basis for the development of physical fitness and conditioning programs. Bioenergetics of human movement; physiological adaptations during and following exercise with emphasis on developing a comprehensive literature review.

Prerequisite: PES-3400 or BIO/PES-2111 or equivalent with a grade of C or better.

Course is offered every Fall semester.

PES-6660 Curriculum Design (2 hours)

Course Description – Theories and processes of curriculum development, implementation, and assessment for the middle and secondary school setting with an emphasis on developing a comprehensive review of current physical education curriculums.

Course is offered every Fall semester.

PES-6410 Biomechanics (3 hours)

Course Description – Function of the skeletal, articular, and neuromuscular systems in producing efficient movement. Application of mechanical principles in performing sport skills, dance, and adaptive activities with an emphasis on developing a comprehensive literature review.

Prerequisite: PES 3400 or BIO/PES-2111 or equivalent with a grade of C or better.

Course is offered every Spring semester.

PES-6431 Physical Growth and Motor Development (3 hours)

Course Description – Physical growth, motor skill acquisition and learning and motor performance primarily from infancy through adolescence with emphasis on developing a comprehensive literature review on the principles of motor development.

Course is offered every Spring semester.

PES-6740 Measurement and Evaluation in Human Performance (3 hours)

Course Description – Theory, practice, and analysis of tests and evaluation procedures related to the study of human performance with emphasis on developing a comprehensive literature review.

Course is offered every Spring semester.

PES-6210 Fitness Testing and Exercise Prescription (3 hours)

Course Description – Techniques for conducting fitness assessments and developing exercise prescriptions. Prepares the practitioner to develop personal fitness programs based on the results of fitness assessments and other relevant information and apply those techniques to clients during the course of the semester. Computer applications.

Prerequisite: PES-3400 Applied Anatomy and Physiology or equivalent.

Course is offered every Fall semester.

PES-6123 Nutrition for Human Performance (3 hours)

Course Description – Presentation and application of appropriate foundational nutrition relative to exercise, the reduction of disease, body composition and weight control with emphasis on developing a comprehensive literature review. Prerequisites: PES-3400 Applied Anatomy and Physiology, PES-4101/BIO-4100 General Nutrition, or permission of instructor.

Course is offered every Spring semester.

PES-6950 Independent Study (1-3 hours)

PES-6970 Independent Research (3 hours)

- Science – Biology Designation – This endorsement requires 32 semester hours in Science, 12 semester hours in Biology, and coursework in 2 other Science designations. Candidates are also expected to take 1 graduate-level Biology course and pass State Test #105 Science – Biology.
 - Coursework
BIO-4901 Seminar in Biology (3 hours)
Course Description – Readings, discussion and oral and written presentations of current topics in selected areas of natural science. Prerequisite: Senior college standing and 16 hours of natural science.
Course is offered every Fall and Spring semester.
- Science – Chemistry Designation – This endorsement requires 32 semester hours in Science, 12 semester hours in Chemistry, and coursework in 2 other Science designations. Candidates are also expected to take 1 graduate-level Chemistry course and pass State Test #106 Science – Chemistry.
 - Coursework
CHE-4900 Seminar in Chemistry (3 hours)
Course Description – Readings, discussion and oral and written presentations of current topics in selected areas of natural science. Prerequisite: senior college standing and 16 hours of natural science.
Course is offered every Fall and Spring semester.
- Social Science – History Designation – This endorsement requires 32 semester hours in Social Science, 12 semester hours in History, and coursework in 2 other Social Science designations. Candidates are also expected to take 1 graduate-level History course and pass State Test #114 Social Science – History.
 - Coursework
EDU-6030 The Impact of ESEA on the Educational Landscape
Course Description – Tracing the research streams of the Elementary and Secondary Education Act and its impact on American educational policy, this course examines the ideologies and people that influence curriculum development and instructional practices through a historic lens.

Professional Instructional (Methods) Courses (6 hours)

Choose one of the following per your chosen major:

EDSC-6601 Teaching Art: Middle/Secondary Schools

EDSC-6602 Teaching English: Middle/Secondary Schools

EDSC-6603 Teaching Foreign Language: 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-6619 Teaching Social Science: Middle and Secondary Level

EDSC-6618 Teaching Science: Middle and Secondary Schools

Choose one graduate-level course in chosen major.

Professional Semester (9 hours)

EDUC-6060 Classroom Management and Assessment

EDU-6922 Student Teaching: Secondary Education

Capstone Experience

Candidates must submit and pass the state required portfolio – edTPA – as the Master of Arts in Teaching degree capstone experience. 100 hours (embedded in coursework above) with the exception of about 20 hours to be completed independently.

Master of Arts – Education Studies (30 hours)

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

General Education Requirements:

Student will choose to meet the Education program requirements for one of the following areas of education studies:

- Early Childhood Education
- Elementary Education
- Middle School Education
- Secondary Education

Major

The Education Studies major is achieved by completing 30 credit hours of coursework in education.

Electives

Students will choose additional elective coursework from any disciplinary content area to earn the graduation requirements.

Master of Business Administration

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 course work. 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 fourteen different countries, the College is a global marketplace. Our partnerships with academic institutions and multinational corporations across the globe extend our reach well beyond the borders of Chicago, the Midwest, and the United States.

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

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

Students will develop management and leadership skills, including:

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

Degree Requirements

Completion of 36 hours of coursework including the Capstone Experience with the exception of the Chief School Business Official Concentration (42 hour program).

Courses are three credit hours unless otherwise noted.

12 Core Courses (36 hours)

MBAC-6000	Managing and Leading Effective Organizations
MBAC-6050	Ethics, Law, and Communication in Decision Making
MBAC-6100	Global Marketing in the Digital Era
MBAC-6150	Organizational Behavior
MBAC-6200	Economics for Management
MBAC-6250	Entrepreneurialism and Innovation
MBAC-6300	Accounting for Decision Making
MBAC-6350	Managing Human Capital (HR, HCM, Global Teams)
MBAC-6400	Statistics Applied to Managerial Problems
MBAC-6450	Financial Management
MBAC-6500	Global Management
MBAC-6990	Capstone Courses

MBA Specializations (optional)

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

How This Works:

- Completing the 36 core MBA results in a MBA degree.
- Completing the 36 core MBA and 12 additional hours in a specialization (48 hours total) results in a MBA with a specialization you choose (you can do one or more).
- You cannot add more specializations after your degree has been conferred.
 - If you want another specialization after your degree has been conferred, it will be a certificate and not covered under financial aid.
- You can take your specialization courses while you are taking your core courses or you can complete them at the end of the core course curriculum.

**We recommend taking at least four core course before beginning specialization course.*

Accounting (24 hours) – Not a Stand-Alone Certificate Option

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

Chief School Business Official (42 hours) – Not a Stand-Alone Certificate Option

MBAC-6000	Managing and Leading Effective Organizations
MBAC-6050	Ethics, Law and Communication in Decision Making
MBAC-6100	Global Marketing in the Digital Era
MBAC-6150	Organizational Behavior
MBAC-6200	Economics for Management
MBAC-6250	Entrepreneurialism and Innovation
EDL-6510	School Funding Accounting and Budgeting
MBAC-6350	Managing Human Capital (HR, HCM, Global Teams)
EDL-6130	School Evaluation and Change Process
EDL-6211	Principles of School Business Management
EDL-6986	School Business Management Internship I
MBAC-6500	Global Management
EDL-6520	School Finance Law
EDL-6987	School Business Management Internship II

Health Care (12 hours)

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

Leadership & Change Management (12 hours)

MBAL-6005	The Leader as Trainer, Mentor, & Coach
MBAL-6010	Leader Development

MBAL-6015 Leadership Communication & Decision Making
MBAL-6020 Agents of Change

Not-for-Profit Management (12 hours)

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 (36 hours) – Not a Stand-Alone Certificate Option

MBAC-6000 Managing and Leading Effective Organizations
MBAC-6050 Ethics, Law and Communication in Decision Making
MBAC-6100 Global Marketing in the Digital Era
MBAC-6150 Organizational Behavior
MBAC-6200 Economics for Management
MBAC-6250 Entrepreneurialism and Innovation
EDL-6510 School Fund Accounting and Budgeting
MBAC-6350 Managing Human Capital (HR, HCM, Global Teams)
EDL-6130 School Evaluation & Change Process
EDL-6211 Principles of School Business Management
MBAC-6500 Global Management
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 Leveling the Playing Field: Diversity in Sports

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

Chief School Business Official (CSBO) Endorsement only—non-degree (18 hours)

Coursework in this program is aligned to national and state educational standards and performance indicators as set forth by the ELCC, ISLLC standards, and by the Illinois State Board of Education. A master's degree is required to enter this program. Through this program of study, students will meet state coursework requirements for the Illinois CSBO endorsement. Students must pass the appropriate state content exam to receive endorsement.

Required Coursework

EDL-6211 Principles of School Business Management

EDL-6130 School Evaluation and Changes Processes

EDL-6510 School Fund Accounting and Budgeting

EDL-6520 School Finance Law

*EDL-6986 Internship I in School Business Management

*EDL-6987 Internship II in School Business Management

*Required capstone experiences for endorsement on the Illinois Professional Educator License (PEL)

Master of Church Music (33 hours)

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

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

Entrance Requirements

Students applying for the Master of Church Music degree will

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

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

Program Requirements

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

Areas of Study

Theory (3 hours)

Choose one course:

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

History (3 hours)

Choose one course:

- MUS-6213 The Literature of the Organ
- MUS-6223 J.S. Bach and the Baroque
- MUS-6253 Choral Literature
- MUS-6263 20th-Century Music Literature and Techniques

MUS-6343 Music in the Age of Reformation
MUS-6643 The Literature of the Piano

Research (3 hours)

MUS-6243 Music Research and Bibliography

Church Music (13-14 hours)

Required:

MUS-6323 Music for the Contemporary Church
MUS-6333 Traditions of Christian Hymnody
MUS-6353 Studies in Christian Worship: Theology and Music
MUS-6362 Musical Heritage of the Church (2 hours)
Students must take 2-3 hours in either conducting or service playing:
MUS-6322 Service Playing and Liturgical Leadership (2 hours)
MUS-6483 Graduate Choral Conducting

Performance Studies (4-6 hours)

Major Instrument (4-6 hours)

MUSA-6621 Applied Organ, or MUSA-6631 Applied Voice
Other applied (0-2 hours)

Theology electives (0-3 hours)

THY-6020 Psalms
THY-6110 New Testament and Early Christian Worship
THY-6313 Baptism and Eucharist

Music Electives (0-4 hours)

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

MUSA-6110 Applied Composition (1-2 hours)
MUS-6313 Baptism and Eucharist
MUS-6383 Current Issues in Church Music
MUS-6412 Methodologies of Music Learning
MUS-6452 The Children's Choir

Techniques and Materials (2 hours)

MUS-6543 Organ Design and Registration
MUSA-6650 Organ Improvisation (1-2 hours)
Other courses may be considered upon consent of the department chair.
Ensemble (one hour; one-half credit per semester or summer)

Supervised Apprenticeship (1 hour)

MUS-6391 Church Music Practicum
Written comprehensive examination (0 hours) to be taken during the semester of, but prior to, the capstone project.

Capstone Project (1 hour)

MUS-6520 Graduate Recital

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

Master of Education in Teaching and Learning (30 Semester Hours)

Program Objectives

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

Candidates will:

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

Admission and Program Requirements

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

Master of Education Teaching and Learning (30 Hours)

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

Master's Capstone Experience

The capstone experience for the Master's Degree in Teaching and Learning is embedded in the final course, 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 (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 four distinct concentrations prepare individuals for certification exams with NASM and ISSN.

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 **Certified Personal Trainer (CPT) exam**.
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 **Corrective Exercise Specialist (CES) exam**.
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 the **Performance Enhancement Specialist (PES) exam**.
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**.

Required Core Courses for all Concentrations (18 hours)

AES-6010 Functional Anatomy
AES-6050 Research Design and Methods in Exercise Science
AES-6100 Functional Biomechanics
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

Sports Nutrition Certificate (15 hours)

AES-6300 Exercise and Sport Nutrition
AES-6320 Vitamins & Minerals
AES-6340 Nutrition & Exercise for Weight Management
AES-6360 Practicum: Sports Nutrition
AES-6380 Special Topics in Sports Nutrition

Human Movement Science Certificate (12 hours)

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

Fitness and Health Promotion Certificate (12 hours)

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

Sports Performance Training Certificate (12 hours)

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

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

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

Required Courses (30 hours)

IDT-6100 Foundations of Instructional Design and Technology

IDT-6300 Instructional Strategies for Learning Technologies

IDT-6200 Social Computing

IDT-6400 Needs Assessment and Task Analysis

IDT-6500 Project Management for Instructional Design

IDT-6600 Systemic and Technological Innovation

IDT-6700 Human-Computer Interaction and Multimedia Design

IDT-6800 Learning Analytics and Data-Driven Decision Making

IDT-6250 Evaluation Methodology Applications in Instructional Design and Technology

IDT-6990 Capstone in Instructional Design and Technology

Post-Master's Endorsement Programs

Professional Educator's License: School Service Personnel Endorsement PreK-12 (48 hours)

The purpose of the School Service Personnel Endorsement PreK-12 (formerly Type 73 Certification) is to enable students that have a prior master's degree in counseling or a related area to meet licensure/endorsement requirements for the Educator's License with a School Counseling Endorsement in the State of Illinois.

Admission Requirements

- A master's degree from a regionally accredited college or university of higher education in counseling or a related field.
- A transcript evaluation by Concordia University Chicago.
- Passing scores from the Test of Academic Proficiency (TAP), or in lieu of the TAP, obtaining proof of an ACT Plus Writing composite score of at least 22 (and a minimum score of 19 on the writing sub area) or an SAT (critical reading and mathematics) composite score of 1030 (and a minimum score of 450 on the writing sub area) is needed.
- Completion of 12 semester hours of psychology or sociology with a grade of "C" or better.

Endorsement Requirements

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

Required Courses (36 hours):

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

Electives (3 hours)

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

Suggested Electives:

CED-6225 College Counseling: Preparation, Planning, & Admission

CED-6420 Substance/Alcohol Abuse & Treatment

CED-6550 Family Systems Theory & Therapy

PSY-6040 Applied Psychopathology & Diagnosis

Clinical Experience (9 hours)

CED-6920 Practicum: School Counseling

CED-6926/6927 Internship: School Counseling

or

CED-6928/6929 Internship: School Counseling

Capstone Experience

All students in Concordia's school counseling program will complete a written portfolio. A portfolio is a collection of work that demonstrates growth toward and understanding of professional standards.

During the practicum portion of the program, students will construct a comprehensive developmental program that could be implemented and will increase student's success in multiple domains. The portfolio developed should be something that students can use in their future career as a school counselor (embedded in the internship experience).

Superintendent Endorsement (30 hours)

Please note that this Illinois endorsement will no longer be approved by ISBE as of September 1, 2019. Candidates for this endorsement may not enroll in Illinois superintendent preparation programs after September 1, 2016. Look for the new Illinois superintendent preparation program to be posted to this catalog in the future.

Described below are the courses required for the Illinois Superintendent Endorsement on the professional educator license (PEL). The 30 semester hours of credit listed below must be beyond the master's degree level.

Admission Requirements

- Have a regionally accredited master's degree.
- Have a 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.
- Supply evidence of passing the Illinois Test of Basic Skills or equivalent.

Areas of Study for Superintendent Endorsement

Governance of Public Schools (9 hours)

EDL-7100 The Superintendency

EDL-7210 Policy Analysis

EDL-7250 Legal Issues for School Districts

Management of Public Schools (9 hours)

EDL-7220 Human Resource Administration and Bargaining

EDL-7230 Educational Finance

EDL-7300 Ethics for Educational Leaders

Educational Instruction (9 hours)

EDL-7120 Research-Based Decision Making

EDL-7140 Organizational Change

EDL-7240 Supervisory Theory and Practice

Clinical Experience (3 hours) capstone experience – semester long (16 weeks)

EDL-7891 Internship: Superintendent

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

Doctoral Degree Programs: Ed.D. and Ph.D.

Program Overview

Leadership is in demand in every type of organization and in every country throughout the world. Graduate degrees in leadership are adaptable to a variety of careers in for-profit, nonprofit, publically held and government organizations. These specialized degrees are designed for professionals who want to take on leadership roles in their profession, association, or their own business. Leadership majors are at a unique advantage because the skills learned and mastered are universally appreciated and highly desired. Concordia University Chicago's graduate programs in leadership focus on knowledge and enlightened perspectives about innovative leadership practices. The overarching curriculum focuses on knowledge management, decision-making, conflict and change management, communication, and different and unique approaches to leadership.

Concordia-Chicago offers EdD/PhD Degrees in Leadership with the following specializations:

- Community Colleges
- Early Childhood Education
- Educational Leadership
- Educational Technology
- Gerontology
- Health & Human Performance
- Higher Education
- Organizational Leadership
- Reading, Language and Literacy
- Special Education
- Sports Leadership
- Teacher Leadership
- Curriculum and Instruction

Academic Information

Transfer of Credit

All graduate work beyond the master's degree satisfactorily completed at a Concordia University System institution may be transferred toward meeting the requirements of the doctoral program to the extent that they satisfy specific course and/or experience requirements or electives for specific doctoral specializations.

Post-master's work at another regionally accredited institution may be accepted toward doctoral degree programs upon approval of the student's advisor, program coordinator, and Dean of the College of Graduate and Innovative Programs.

Graduate courses transferred must have a grade of B or better and must have been earned no more than ten years prior to admission to the doctoral program.

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 ten years of the date of entrance into coursework. Extensions on this time limit may be requested by the student through the advisor and are subject to approval by the Dean of the College of Graduate and Innovative Programs. Applicants for the doctoral program who desire more information regarding specific course requirements, comprehensive examinations, dissertation, etc., should consult the Doctoral Program Handbook.

Comprehensive Examination

Students must have successfully completed all coursework with a GPA 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 apply for doctoral candidacy by submitting the Application for Admission to Candidacy for final approval by the Dean of the College of Graduate and Innovative Programs. 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, EdD candidates may conduct research in their place of employment or at external sites; PhD dissertation research samples and participants must go beyond a candidate's place of employment to include a wider scope of influence and investigation, grounded in a theoretical framework. Please consult the Collegial Cloud in Blackboard for specific procedures related to the dissertation.

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

All email communication from doctoral students with Concordia University Chicago faculty, program advisors, department chairs, Division staff, dissertation committee members, and other university business must be sent from the student's Concordia University Chicago email address.

2. Program Advisor

Doctoral advising is comprehensive and engages students in thinking about and planning for all elements of the program. Each cohort program has its own program advisor. Students will work directly with the program advisor in consultation with the Division of Research and Doctoral Programs for all procedural issues related to the doctoral program. Specific issues related to academic program requirements, transfer credits, changes in your approved program plan must be directed to the appropriate Concordia University Chicago department chairperson.

3. Satisfactory Progress

All students will be monitored for satisfactory academic progress at the following points: comprehensive examination, dissertation proposal defense, and dissertation defense. Students are considered to be making satisfactory progress if the grade point average is 3.0 or higher, all deficiencies have been removed, and appropriate progress is being made toward meeting the standards. Students not making satisfactory progress will be placed on academic probation.

4. Continuous Enrollment

Doctoral students must be registered at all times to maintain continuous enrollment in the Doctoral Program. Students who have completed all required coursework must be enrolled in DISS 8000 until program completion.

Any time a student needs to take a temporary hiatus from coursework of the dissertation, he or she must initiate a Stop Out request. Stop Out status indicates that no course work 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 of the College of Graduate and Innovative Programs.

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, 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.

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 67 hours) in Leadership: Community Colleges

According to the American Association of Community Colleges (2010), community colleges, like many other American institutions, are experiencing a leadership gap as many current leaders retire. Moreover, the leadership skills now required have widened because of greater student diversity, advances in technology, accountability demands and globalization.

This specialization in community college leadership is intended to prepare leaders for service in one of the 1,300+ institutions nationwide serving more than 13 million students (2012 Fact Sheet, AACC). It is designed for students who are serving in and preparing for emerging leadership roles within the community college setting. Coursework empowers candidates to advance community colleges toward continued community service and educational excellence. Offered as a specialization within the EdD and PhD programs in leadership, this specialization focuses on the administration/leadership of community and two-year/junior colleges, as well as other post-secondary institutions. It explores and examines the policies, procedures, practices and institutional issues, and the cultures and systems in which the leaders operate.

Across the curriculum, students will draw upon and build on knowledge and experiences related to their professional work. Additionally, students will be required to hone strong research skills and have a familiarity with evidence-based decision-making. Grounded in topics related to higher education and community college systems in the United States, this specialization provides opportunities to explore the impact of globalization and technology on the community college system, faculty, staff and students.

Program Requirements

Doctoral candidates must complete 61 hours in EdD or 67 hours in PhD in subject areas covering:

- Community college leadership
- Research and statistics
- Foundations, philosophy, and ethics

Candidates must also complete:

- Comprehensive exams
- Doctoral dissertation

Doctoral Program Core (EdD 31 hours/PhD 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

EDL-7210 Policy Analysis

Select one:

EDL-7300 Ethics for Educational Leadership

OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for the EdD Practitioner Track (10 hours)

RES-7605 Quantitative Research (3 hours)

RES-7700 Qualitative Research (3 hours)

RES-7900 Research Design (4 hours)

Research for the PhD Research Track (16 hours)

RES-7605 Quantitative Research
RES 7700 Qualitative Research
RES-7800 Mixed Methods Research
RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Qualitative Analysis

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)
DISS-7010 Dissertation (3 hours)
DISS-7020 Dissertation (3 hours)
DISS-7030 Dissertation (3 hours)
DISS-8000 Dissertation Supervision (no credit)

Community College Specialization (30 hours)

EDL-7120 Research-Based Decision Making
LCC-7000 Community College Leadership and Governance
LCC-7010 Managing Financial and Physical Resources
LCC-7020 Creating a Culture of Student-Centeredness for Learning
LCC-7030 Critical Issues Facing Today's Community Colleges
LCC-7040 Trends and Issues of Workforce Education and Development

Select four:

LDR-6010 The Pursuit of Leadership Excellence
LDR-6020 Critical Issue in Leadership
LDR-6030 Leadership Theories and Professional Practice
LDR-7010 Developing the Organization's Human Capital
LDR-7020 Leading the Knowledge Enterprise
LDR-7030 Promoting and Leading Change
LDR-7040 Creating and Leading a Learning Organization
LDR-7050 Strategic Planning and Forecasting

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 67 hours) in Leadership: Early Childhood Education

The PhD/EdD 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-profit 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.

Program Requirements

- Application to and admission into the EdD or PhD Early Childhood Education program
- Comprehensive Examination
- Dissertation

Doctoral Program Core (EdD 31 hours/PhD 37 hours)

Foundations/Philosophy/Ethics (12 hours)

FPR-7011 Philosophical and Theoretical Foundations of Leadership (3 hrs) – EdD Only

FPR-7300 Philosophy of Scientific Knowledge (3 hrs) – PhD only

EDL-7140 Organizational Change (3 hrs)

EDL-7210 Policy Analysis (3 hrs)

Select one:

EDL-7300 Ethics for Educational Leaders (3 hrs)

Research for the EdD Track (10 hours)

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7900 Research Design (4)

Research for the PhD Track (16 hours)

RES-7605 Quantitative Analysis (3)
RES-7700 Qualitative Research (3)
RES-7800 Mixed Methods Research (3)
RES-7900 Research Design (4)

Select one:

RES-7620 Advanced Topics in Statistics (3)
RES-7710 Advanced Qualitative Research (3)

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (fee based)
DISS-7010 Dissertation (3)
DISS-7020 Dissertation (3)
DISS-7030 Dissertation (3)
DISS-8000 Dissertation Supervision (fee based)

Early Childhood Specialization (30 hours)

ECE-7010 Child Development and the Educational Process
ECE-7020 The Leadership/Supervision of Early Childhood Centers and Programs
ECE-7030 Trends, Issues, and Research in Early Childhood Education
ECE-7040 Cultural and Socioeconomic Influences Affecting Diverse Learners
ECE-7050 Models of Assessment
ECE-7060 Curriculum Models in Early Childhood Education
ECE-7070 Language, Literacy, and Reading Instruction in Early Childhood Education
ECE-7080 Legal Issues in Early Childhood Education
ECE-7090 Family and Community Relationships and Advocacy
ECE-7110 Early Childhood Education Internship

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 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 GIP, are to develop the abilities for research and critical thinking in the field of curriculum and instruction, with a theoretical and practical knowledge; to develop competency in curriculum evaluation, development, and mapping; to improve understanding in the teaching and learning process; build a strong professional background in areas related to curriculum and instruction; and support and lead reform and change efforts related to teacher development in schools. The coursework will assist in facilitating the exploration, discussion, and understanding of challenges and possibilities of teacher education.

Curriculum and Instruction Specialization (30 hours)

EDL-7260 School/District Improvement Data Analysis
EDU -7XXX Research Based Instructional Practices
EDU-7100 Curriculum Theory and Design
EDU-7500 Instructional Coaching
EDU-7030 The Impact of ESEA on the Educational Landscape
EDU-7XXX Curriculum Leadership
EDL-7120 Research Based Decision Making
EDU-7XXX Global Perspectives on Curriculum and Instruction
EDT-7XXX Design of Learning Environments
EDU-7420 Multicultural Education: Pedagogy in Practice

Doctoral Program Core

Foundations/Philosophy/Ethics (12 semester hours)

FPR-7300 Philosophy of Scientific Knowledge (PhD only), (3)
FPR-7010 Philosophical and Theoretical Foundations of Leadership (EdD only), (3)
EDL-7140 Organizational Change (3)
FPR-7400/EDL-7210 Policy Analysis (3)
EDL-7300 Ethics for Educational Leaders (3)

Research and Statistics (EdD Track) (10 semester hours)

RES-7605 Quantitative Analysis (3)
RES-7700 Qualitative Research (3)
RES-7900 Research Design (4)

Research and Statistics (PhD Track) (16 semester hours)

RES-7605 Quantitative Analysis (3)
RES-7700 Qualitative Research (3)
RES-7800 Mixed Methods Research (3)
RES-7900 Research Design (4)

Select One:

RES-7620 Advanced Topics in Statistics (3)

RES-7710 Advanced Topics in Qualitative Analysis (3)

Comprehensive Exam and Dissertation (9 semester hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8001 Dissertation Supervision (as needed, fee-based)

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 67 hours): Educational Leadership (non-endorsement program)

This doctoral program prepares candidates for public or non-public school or district-wide administrative responsibilities. The program is designed to help the doctoral candidate:

- promote the success of all students through developing and implementing a shared vision of learning which supports the learning process
- develop advanced skills in management of the organization, operations and resources for safe, efficient and effective learning environments 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 (EdD 31 hours/ PhD 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

EDL-7210 Policy Analysis

EDL-7300 Ethics for Educational Leadership

Select one:

EDL-7120 Research-Based Decision Making

FPR-7011 Philosophical and Theoretical Foundations of Leadership (EdD track)

FPR-7300 The Philosophy of Scientific Knowledge (PhD track)

Research for EdD Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research for PhD 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 (fee based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee based)

Educational Leadership Specialization courses (30 hours)

EDL-6715 Providing Instructional Support

EDL 6775 Leading School-Based Professional Learning Communities (PLC's)

EDL-7110 Strategies of Educational Leadership

EDL-7220 Human Resource Administration and Bargaining

EDL-7230 Educational Finance

EDL-7240 Supervisory Theory and Practice

EDL-7250 Legal Issues for School Districts

EDL-7260 School/District Improvement Using Data Analysis

EDL-7310 Organization and Community Partnerships

EDU-7500 Instructional Coaching for Effective Teaching

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 67 hours): Educational Leadership (with Illinois superintendent endorsement)

This doctoral program prepares candidates for public or non-public district-wide administrative responsibilities. The program is designed to help the doctoral candidate:

- promote the success of all students through developing and implementing a shared vision of learning which supports the learning process
- develop advanced skills in management of the organization, operations and resources for safe, efficient and effective learning environments 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 (EdD 31 hours/ PhD 37 hours)

Foundations/Policy/Ethics (12 hours)

*EDL-7140 Organizational Change

*EDL-7210 Policy Analysis

*EDL-7300 Ethics for Educational Leadership

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (EdD track)

FPR-7300 The Philosophy of Scientific Knowledge (PhD track)

Research for EdD Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research for PhD 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 (fee based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee based)

Educational Leadership Specialization (30 hours)

*EDL-7100 The Superintendency

EDL-7110 Strategies of Educational Leadership

*EDL-7120 Research-Based Decision Making

*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

Capstone experience

*EDL-7891 Internship: Superintendent (for candidate seeking superintendent endorsement)

*Courses needed for the Illinois superintendent endorsement only

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 67 hours) in Leadership: Educational Technology

The doctorate in educational leadership with a specialization in educational technology develops technology experts responsible for the human resource development, professional development, and/or continuing education of employees. Graduates will be able to design, implement, evaluate, and manage educational technology programs for uses in a variety of fields, including k-12 education, higher education, corporate training and continuing education in professional settings.

The goals of doctoral study are to develop the abilities for research and critical thinking in the field of educational technology on both a theoretical and practical level; develop competency in technology development, implementation, and evaluation; improve the connection between technology and the teaching and learning process; build a strong professional background in areas related to educational technology; and support and lead reform and change efforts related to technology practices and human resource management. The coursework will assist in facilitating the exploration, discussion, and understanding of challenges and possibilities of educational technology in a variety of educational settings.

Educational Technology Specialization (30 hours)

EDT-7010 Theories in Educational Technology for Teaching and Learning (3)

EDT-7XXX Design of Learning Environments (3)

EDT-7XXX Contemporary Issues in Technology and Instructional Design (3)

EDT-7XXX Technology Leadership in Organizations (3)

EDT-7XXX Data Management (3)

EDT-7XXX Strategic Planning and Evaluation of Technology Programs (3)

EDT-7XXX Technology Department Management (3)

Education Strand

EDT-7XXX Technology Policy Analysis and Development (3)

EDT-7XXX Issues in Technology Design and Management (3)

Choose one:

EDL-7260 School/District Improvement Using Data Analysis (3)

EDU-7100 Curriculum Theory and Design (3)

or

Corporate Strand

EDT-7XXX Human-Computer Interactions for Learning Systems (3)

EDT-7XXX Designing for Online Learning Systems (3)

EDT-7XXX Project Management (3)

Doctoral Program Core

Foundations/Philosophy/Ethics (12 semester hours)

FPR-7300 Philosophy of Scientific Knowledge (PhD only), (3)

FPR-7010 Philosophical and Theoretical Foundations of Leadership (EdD only), (3)

EDL-7140 Organizational Change (3)

FPR-7400/EDL 7210 Policy Analysis (3)

EDL-7300 Ethics for Educational Leaders (3)

Research and Statistics (for the EdD Track) (10 semester hours)

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7900 Research Design (4)

Research and Statistics (for the PhD Track) (16 semester hours)

RES-7605 Quantitative Analysis (3)

RES-7700 Qualitative Research (3)

RES-7800 Mixed Methods Research (3)

RES-7900 Research Design (4)

Select one:

RES-7620 Advanced Topics in Statistics (3)

RES-7710 Advanced Topics in Qualitative Analysis (3)

Comprehensive Exam and Dissertation (9 semester hours)

COMP-7000 Comprehensive Exam (fee-based)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8001 Dissertation Supervision (as needed, fee-based)

PhD and EdD in Leadership and Gerontology (66 hours)

The PhD and EdD programs in Gerontology and Leadership provide a multidisciplinary framework from which to respond to existing age-related questions, and intensive, in-depth training for those who want unique preparation for leadership roles for addressing issues related to aging. The doctoral candidate's knowledge base of research methods and theoretical perspectives encompasses various social and basic science disciplines rather than rely on a single disciplinary approach to aging and leadership. The PhD 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 EdD 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.

PhD in GERONTOLOGY – Required Coursework (66 hours)

Doctoral Specialization: Gerontology (25 hours)

GERO-7560 Sociocultural Aspects of Aging (3)
GERO-7505 The Psychological Aspects of Aging (3)
GERO-7805 Issues in Aging Policy (3)
GERO-7000 Gerontological Theory (3)
GERO-7500 The Physiology of Aging (3)
GERO-7800 Demography and Epidemiology of Aging (3)
GERO-7805 Foundations of Teaching and Learning in Gerontology (3)
GERO-7900 Diversity in Aging Societies (3)
GERO-7905 Professional Seminar in Gerontology (1)

Five Leadership Courses (15 hours)

EDL-7120 Research-Based Decision Making (3)
EDL-7140 Organizational Change (3)
FPR-7300 The Philosophy of Scientific Knowledge (3)
FPR-7400 Policy Analysis (3)
GERO-7820 Leadership, Applied Ethics, & Global Change (3)

Five research courses (16 hours)

RES-7900 Research Design (4)
RES-7605 Quantitative Analysis (3)
RES-7700 Qualitative Research (3)
RES-7800 Mixed Methods Research (3)
Note: Candidates will select either RES-7710 or RES-7620.
RES-7710 Advanced Topics in Qualitative Analysis (3)
RES-7620 Advanced Topics in Statistics (3)

Dissertation/Comprehensive Exam Credit (10 – minimum of 9 dissertation hours)

COMP-7000

DISS-7010, DISS-7020, and DISS-7030

DISS-8000 Dissertation Supervision

Note: Candidates will complete a Comprehensive Exam and a Dissertation Defense.

EdD in GERONTOLOGY - Required Coursework (66 hours)

Doctoral Specialization: Gerontology (25 hours)

GERO-7560 Sociocultural Aspects of Aging (3)
GERO-7505 The Psychological Aspects of Aging (3)
GERO-7805 Issues in Aging Policy (3)
GERO-7000 Gerontological Theory (3)
GERO-7500 The Physiology of Aging (3)
GERO-7800 Demography and Epidemiology of Aging (3)
GERO-7805 Foundations of Teaching and Learning in Gerontology (3)
GERO-7900 Diversity in Aging Societies (3)
GERO-7905 Professional Seminar in Gerontology (1)

Five Leadership Courses (15 hours)

EDL-7140 Organizational Change (3)
FPR-7300 The Philosophy of Scientific Knowledge (3)
FPR-7400 Policy Analysis (3)
EDL-7120 Research-Based Decision Making (3)
GERO-7820 Leadership, Applied Ethics, & Global Change (3)

Two Applied/Practice Courses (6 hours)

GERO-7120 Practical Applications of Gerontological Leadership (3)
GERO-7150 Financial and Legal Issues in Gerontological Leadership (3)

Three research courses (10 hours)

RES-7900 Research Design (4)
RES-7810 Methods of Action Research (3)
Note: Candidates will select either RES-7605 or RES-7700.
RES-7605 Quantitative Analysis (3)
RES-7700 Qualitative Research (3)

Dissertation/Comprehensive Exam Credit (10 – minimum of 9 dissertation hours)

COMP-7000

DISS-7010, DISS-7020, and DISS-7030

DISS-8000 Dissertation Supervision

Note: Candidates will complete a Comprehensive Exam and a Dissertation Defense.

Health and Human Performance

The PhD 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 course work in leadership, health, exercise science, research and statistics, and a 9 credit hour dissertation requirement.

The EdD 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 course work in leadership, health, exercise science, research and statistics, and a 9 credit hour dissertation requirement.

Admission Requirements

1. Master's Degree in Health Science or Exercise Science or related field with a minimum of 3.0 GPA on a 4.0
2. Graduate Record Exam (GRE), there is no score minimum requirement; however, the GRE score is evaluated by program coordinator during the application process.
3. Submit two letters of recommendation from former/current professors or employers.
4. Letter of application, including state of career goals and research interests.
5. Writing sample
6. Resume / Curriculum Vitae
7. Transcripts from each institution attended

Doctoral Program Core (EdD 31 hours/PhD 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7010 Philosophical & Theoretical Foundations of Leadership

FPR-7400/EDL-7210 Policy Analysis

Research for EdD Track (10 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

RES-7900 Research Design

Research for PhD Track (16 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (no credit)

Upon completion of the 9 required hours of dissertation course work, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Foundations/Philosophy/Ethics (12 Credit Hours)

HHP-7090 Ethical Issues in Health and Human Performance (3)

Health & Human Performance Specialization Core (30 Credit Hours)

GME-6300 Introduction to Grants (3)

HHP-7030 Advanced Exercise and Sports Nutrition (3)

HHP-7000 Cardiovascular Responses to Exercise (3)

HHP-7020 Exercise for Disease Prevention and Management (3)

HHP-7060 Health Promotion and Disease Prevention (3)

HHP-7100 Seminar in Health & Human Performance (3)

HHP-7040 Measurement and Evaluation in Health and Human Performance (3)

HHP-7010 Neuromuscular Responses to Exercise (3)

HHP-7050 Program Design in Physical Activity and Health (3)

HHP-7070 The Professoriate (3)

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 67 hours) in Leadership: Higher Education

The specialization in Higher Education Leadership is designed for graduate students who would like to continue their careers as leaders, administrators, and educators in higher education. Offered as a specialization within the doctoral program in Leadership, the higher education specialization focuses on the administration of colleges, universities and other post-secondary institutions, and the policies, practices and issues connected to these institutions, and the cultures and systems in which they operate.

This specialization program encourages students to draw upon and build on knowledge and experiences related to their professional work, while also requiring students to develop strong research skills and a familiarity with evidence-based decision-making. While grounded in topics related to higher education systems in the United States, this emphasis also provides opportunities to explore the internationalization and globalization of higher education.

Doctoral Program Core (EdD 31 hours/PhD 37 hours) Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7011 Philosophical & Theoretical Foundations of Leadership

EDL-7210 Policy Analysis

OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for EdD Track (10 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Research for PhD Track (16 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (no credit)

Upon completion of the 9 required hours of dissertation course work, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Higher Education Specialization (30 hours)

Required courses:

EDL-7120 Research-Based Decision Making

HLDR-6800 Law and Higher Education

HLDR-6810 Institutional Advancement

HLDR-6820 Historical and Society Issues in Higher Education

HLDR-6830 Governance and Leadership in Higher Education

HLDR-6840 Fiscal and Social Responsibility in Higher Education

Select four courses:

LDR-6010 Pursuit of Leadership Excellence

LDR-6020 Critical Issues in Leadership

LDR-6030 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

LDR-7050 Strategic Forecasting

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 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 course work 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 (EdD 31 hours/PhD 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

EDL-7210 Policy Analysis

OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for EdD Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

FPR-7900 Research Design (4 hours)

Research for PhD Track (16 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Research

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (no credit)

Upon completion of the nine required hours of dissertation course work, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Organizational Leadership Specialization (30 hours)

Required courses:

EDL-7120 Research-Based Decision Making

OLDR-6800 The Leader as Trainer, Mentor and Coach

OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization

OLDR-6830 Organizational Communication and Decision Making

OLDR-6840 Leaders as Agents of Change

Select five:

LDR-6010 Pursuit of Leadership Excellence

LDR-6020 Critical Issues in Leadership

LDR-6030 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

LDR-7050 Strategic Forecasting

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 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 (EdD 31 hours/PhD 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

EDL-7210 Policy Analysis

Select one:

EDL-7300 Ethics for Educational Leadership

OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for the EdD (10 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Research

Research for the PhD (16 hours)

RES-7605 Quantitative Research

RES 7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (no credit)

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 Internship in Reading, Language, and Literacy (taken over 2 semesters, 6 credits total)

RLL-7200 Literacy Supervision, Leadership, and Coaching

RLL-7310 Writing is Recorded Thinking: Research, Theory, and Application

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 67 hours) in Leadership: Special Education

Program Objectives

The doctoral program in Special Education is designed for candidates who desire to continue their education as educators and scholars prepared for leadership roles in the area of special education in public or private institutions. This program develops special education experts who can design, implement, evaluate, and manage 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 modification and program evaluation; to improve understanding of the needs of families as it relates to special services; to understand the role of advocacy in supporting key stakeholders; and to support and lead reform and change efforts related to teacher development in special education.

Admission and Program Requirements

- Application to and admission into the Special Education doctoral program
- Master's Degree in Special Education or a related field
- Successful completion of 61 credit hours (EdD) or 67 credit hours (PhD)
- Comprehensive Examination
- Dissertation

Program Components for the Doctor of Leadership Degree Special Education Specialization

Special Education Specialization (30 semester hours)

EDL-7120 Research Based Decision Making (3)

GME-6300 Introduction to Grants (3)

SPED-6375 Supervision of Programs for Children with Disabilities (3)

SPED-6250/EDL-6250 Special Education Law and Policy (3)

EDL-6310 Schools, Families, and Community Partnerships (3)

SPED-7XXX Current Issues and Trends in Special Education (3)

SPED-7020 Principles of Applied Behavior Analysis (3)

SPED-7010 Assistive Technology for Students with Disabilities (3)

SPED-7XXX Seminar in Low Incidence Disabilities (3)

SPED-7XXX Seminar in High Incidence Disabilities (3)

Doctoral Program Core

Foundations/Philosophy/Ethics (12 semester hours)

FPR-7300 Philosophy of Scientific Knowledge (PhD only), (3)

FPR-7011 Philosophical and Theoretical Foundations of Leadership (EdD only), (3)

EDL-7140 Organizational Change (3)

FPR-7400/EDL-7210 Policy Analysis (3)

EDL-7300 Ethics for Educational Leaders (3)

Research and Statistics (EdD track) (10 semester hours)

RES-7605 Quantitative Analysis (3)
RES-7700 Qualitative Research (3)
RES-7900 Research Design (4)

Research and Statistics (PhD Track) (16 semester hours)

RES-7900 Research Design (4)
RES-7605 Quantitative Analysis (3)
RES-7700 Qualitative Research (3)
RES-7800 Mixed Methods Research (3)

Select one:

RES-7620 Advanced Topics in Statistics (3)
RES-7710 Advanced Topics in Qualitative Analysis (3)

Comprehensive Exam and Dissertation (9 semester hours)

COMP-7000 Comprehensive Exam (fee-based)
DISS-7010 Dissertation (3)
DISS-7020 Dissertation (3)
DISS-7030 Dissertation (3)
DISS-8000 Dissertation Supervision (as needed, fee-based)

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 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 profession 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 (EdD 31 hours/PhD 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

EDL-7210 Policy Analysis

Select one:

SPML-6030 Sports Leadership & Ethics

OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for EdD Track (10 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

Research for PhD Track (16 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (no credit)

Upon completion of the nine required hours of dissertation course work, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Sports Leadership Specialization (30 hours)

Required (6 hours):

EDL-7120 Research-Based Decision Making
SPML-6090 Sports Administration

Pick four courses (12 hours):

SPML-6000 Organization & Administration of Recreation & Leisure Programs
SPML-6010/MBAS-6810 Essentials of Law
SPML-6020/MBAS-6800 Economics of Sports
SPML-6040/MBAS-6805 Sports Finance
SPML-6050 Leading in a Time of Change
SPML-6060/MBAS-6815 Leveling the Playing Field
SPML-6070 Sports Promotion
SPML-6110 Facilities and Events Management
SPML-6120 Dynamics of Coaching
SPML-6130 Social and Historical Foundations of Sports
SPML-6150 Philosophy & Educational Value of Sport
SPML-6160 Assessment & Evaluation of Recreation & Leisure Programs
SPML-6170 Current Issues in Recreation & Leisure
SPML-6180 Foundations & Theoretical Perspectives of Recreation & Leisure

Pick four courses (12 hours):

LDR-6010 Pursuit of Leadership Excellence
LDR-6020 Critical Issues in Leadership
LDR-6030 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
LDR-7050 Strategic Forecasting

Doctor of Education (EdD - 61 hours) or Philosophy (PhD - 67 hours) in Teacher Leadership with Illinois TL endorsement

The doctoral program in Illinois Teacher Leadership is designed for graduate students who would like to continue their careers as facilitators, instructional coaches, curriculum specialists, coordinators of district initiatives, trainers, and building- and district-level teacher leaders in various educational settings. The teacher leadership doctoral program focuses on fostering instructional improvement for increased student achievement, promoting teacher and staff development and growth, organizational change and school cultures, and outreach to families and communities.

This doctoral program encourages students to draw upon and build on knowledge and experiences related to their professional work, while also requiring students to develop strong research skills and a familiarity with data, school and instructional improvement, adult growth and development, and evidence-based decision-making. While grounded in topics related to teacher leadership, this program also provides opportunities to explore teacher and instructional leadership in various education settings: preK-12 education, nonprofit organizations, corporations, and agencies.

Doctoral Program Core (EdD 31 hours/PhD 37 PhD hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

EDL-7210 Policy Analysis

EDL-7300 Ethics for Educational Leadership

Research for EdD Track (10 hours)

RES-7605 Quantitative Analysis

RES-7700 Qualitative Research

RES 7900 Research Design (4 hours)

Research for PhD Track (17 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 (fee-based)

DISS-7010 Dissertation (3 hours)

DISS-7020 Dissertation (3 hours)

DISS-7030 Dissertation (3 hours)

DISS-8000 Dissertation Supervision (fee-based)

Upon completion of the nine required hours of DISS-7010, 7020, and 7030, candidates must maintain continuous enrollment with DISS-8000 until program completion.

Teacher Leadership Specialization (30 hours)

EDL-6715 Providing Instructional Support

*EDL-6775 Leading School-Based Professional Learning Communities (PLC's)

*EDL 7110 Strategies for Educational Leaders

*EDL-7120 Research-Based Decision Making

*EDL-7240 Supervisory Theory and Practice

*EDL-7260 School/District Improvement Using Data Analysis

*EDL-7310 Organization and Community Partnerships

EDU-7100 Curriculum Theory and Design

EDU-7500 Instructional Coaching for Effective Teaching

Capstone Experience:

*EDL-6988 Teacher Leader Practicum

*Courses needed for the Illinois TL endorsement only

Course Descriptions

Accounting Courses

ACC-6200 Financial Accounting & Analysis (3 hours)

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

ACC-6300 Managerial Accounting & Analysis (3 hours)

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

ACC-6400 ACC-6450 Intermediate Financial Accounting I & II (3 hours)

Analyze how accounting meets information needs of various users by developing and communicating information useful for external decision making. Builds on basic accounting by taking a more in-depth look at the theory and practice of accounting.

ACC-6470 Advanced Accounting (3 hours)

ACC-6500 Financial Management of Not-for-Profit Organizations (3 hours)

Financial accountability and internal controls. Accounting for basic transactions and events and generation of financial statements. Analysis of financial statements to understand the financial health of an organization. Financial management tools for decision making such as operational forecasts, budgets and incremental analysis.

ACC-6510 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.

ACC-6600 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.

ACC-6650 Corporate Taxation (3 hours)

Applies many of the basic principles learned in Federal Income Tax 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.

ACC-6990 Accounting Information Systems (Capstone Course) (3 hours)

This class is designed to integrate the knowledge and skills gained from the MBA program and apply them in a real-world business environment. Students will learn how to use teamwork to develop a business plan and solve authentic business challenges. Study of advanced topics in financial reporting and accounting. Focuses on complex corporate reporting issues including a comprehensive study of business combinations, the equity and cost methods of accounting for investments in common stock, and consolidated financial statement preparation. Explores accounting theory as applied to special problems such as accounting for partnerships, segment and interim reporting, international accounting issues and an introduction to not-for-profit, state and local governmental accounting.

Applied Exercise Science Courses**AES-6010 Functional Anatomy (3 hours)**

Introductory, in-depth, clinically oriented examination of musculoskeletal anatomy, including innervations, with emphasis on systems that enable the human body to maintain proper stabilization and produce efficient movements.

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-6100 Functional Biomechanics (3 hours)

Application of mechanical principles to development of human movement with emphasis on kinematics and kinetics. Prerequisite: AES-6010 Functional Anatomy or permission of instructor.

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: AES-6010 Functional Anatomy or permission of instructor

AES-6300 Exercise and Sport Nutrition (3 hours)

Explores the relationships between nutrition, energy metabolism, and exercise and sport performance, with an in-depth analysis of dietary and nutritional supplementation.

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: AES-6010 Functional Anatomy or permission of instructor.

AES-6420 Program Design in Fitness and Health Promotion (3 hours)

Explores program design principles for fitness and health promotion, with an emphasis on the National Academy of Sports Medicine's Optimum Performance Training model. Prerequisite: AES-6400 Principles of Fitness and Health Promotion or consent of instructor.

AES-6440 Practicum: Fitness and Health Promotion (3 hours)

Planning and implementation of a fitness or health promotion program through a case study with a member of their community. Prerequisite: AES-6420 Program Design in Fitness and Health Promotion or permission of instructor.

AES-6460 Business Development and Entrepreneurship in Fitness and Health (3 hours)

Interfaces between human resource management, operations, marketing, and entrepreneurship within the context of entrepreneurial, for-profit and nonprofit fitness and health promotion ventures. Prerequisite: AES-6440 Practicum: Fitness and Health Promotion or consent of instructor.

AES-6500 Principles of Human Movement Science (3 hours)

Examines a systematic approach for identifying neuromusculoskeletal dysfunctions and the National Academy of Sports Medicine's Corrective Exercise Continuum. Designed to prepare students interested in becoming a Corrective Exercise Specialist through the National Academy of Sports Medicine (NASM). Prerequisite: AES-6010 Functional Anatomy or permission of instructor.

AES-6520 Program Design in Corrective Exercise Training (3 hours)

Explores program design principles for corrective exercise training, with an emphasis on the National Academy of Sports Medicine's Corrective Exercise Continuum. Prerequisite: AES-6500 Principles of Human Movement Science or permission of instructor.

AES-6540 Practicum: Human Movement Science (3 hours)

Provides practical experience in planning and implementing a corrective exercise program through a case study with a member of their community. Prerequisite: AES-6520 Program Design in Corrective Exercise Training or permission of instructor.

AES-6560 Special Topics: Seminar in Movement Science (3 hours)

In-depth study of selected advanced topics in human movement science. Prerequisite: AES-6540 Practicum: Human Movement Science or permission of instructor.

AES-6600 Principles of Sports Performance Training (3 hours)

Examines a systematic approach to integrated performance training using the National Academy of Sports Medicine's Optimum Performance Training model. Designed to prepare students interested in

becoming a Performance Enhancement Specialist through the National Academy of Sports Medicine (NASM). Prerequisite: AES-6010 Functional Anatomy or permission of instructor.

AES-6620 Program Design in Sports Performance Training (3 hours)

Explores program design principles for integrated sports performance training, with an emphasis on the National Academy of Sports Medicine's Optimum Performance Training model. Prerequisite: AES-6600 Principles of Sports Performance Training or permission of instructor.

AES-6640 Practicum: Sports Performance Training (3 hours)

Planning and implementation of an integrated sports performance training program through a case study with a member of their community. Prerequisite: AES-6620 Program Design in Sports Performance Training or permission of instructor.

AES-6660 Special Topics: Seminar in Sports Performance Training (3 hours)

In-depth study of selected advanced topics in sports performance training. Prerequisite: AES-6640 Practicum: Sports Performance Training or consent of instructor.

AES-6990 Capstone Experience (3 hours)

Culminating experience in the Master of Science in Applied Exercise Science degree. Experiences may include, but are not limited to, independent research that leads to an actual product such as a publishable journal article, professional field experience, conference presentation, advanced certifications, program or facility development, website, online course materials, curriculum development.

Art Courses

ART-6601 Teaching Art in Middle & Secondary Schools (3 hours)

ART-6950 Independent Study (1-6 hours)

Laboratory fee is determined by type of study.

Biology Courses

BIO-6720 ACCA Seminar in Biology (3 hours)

Biology courses on selected topics as offered by the Associated Colleges of the Chicago Area (ACCA). Consult the department chair for details on specific courses.

BIO-6950 Independent Study in Biology (1-6 hours)

Chemistry Courses

CHE-6720 ACCA Seminar in Chemistry (3 hours)

Chemistry courses on selected topics are offered by the Associated Colleges of the Chicago Area. Consult the Department of Natural Sciences and Geography for details on specific courses.

Counselor Education Courses

CED-6000 Introduction to the Counseling Profession (3 hours)

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

CED-6010 Counseling Theory and Practice (3 hours)

Individual, couple and systems theories of counseling/psychotherapy. Examination of the helping process, client and counselor characteristics that influence the process consistent with current professional research and practice in the field allowing the development of a personal model of counseling.

CED-6015 Counseling Techniques and Interventions (3 hours)

This course addresses the competencies, attitudes, and skills essential to developing the character and identity of a professional counselor. Foundational and advanced counseling skills and therapeutic interventions examined as they apply to the personal, social, and academic realms. Counseling techniques from the major schools and orientations including crisis intervention, multicultural and ethical issues. This course will use role playing and videotaping to fortify burgeoning skills and interventions.

CED-6020 Career Counseling and Education (3 hours)

Career counseling approaches through the lifespan. Developmentally appropriate career programming in educational and agency settings. Occupation information sources and self-awareness emphasized.

CED-6035 Counseling and Human Development (3 hours)

Students are provided with an understanding of the nature and needs of persons throughout the lifespan including developmental and multicultural domains. Counseling approaches and issues are discussed in relation to developmental stages. Resiliency factors and ethical issues are applied across the lifespan.

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

Addresses the competencies, attitudes and skills essential to the developing the character and identity of a professional counselor. This course is designed to give the student an understanding of ethics and applicable laws in the profession of counseling as well as allowing them to examine their own moral values. Prerequisite: CED-6000 Introduction to the Counseling Profession.

CED-6055 Multicultural Counseling (3 hours)

Assessment and therapeutic treatment of diverse populations with special emphasis on understanding of the cultural context of relationships, issues, and trends in a multicultural society. Emphasis on specific problems associated with age, race, disability, religious preferences, etc., and how these affect the counseling relationships.

CED-6210 School Counseling Program Development & Organization (3 hours)

Examination of the role and function of the school counselor in a comprehensive school counseling program. Emphasis on developmental counseling and the components of an effective developmental school counseling program. Discussion of school counseling, historical roots, present and future trends. Role of counseling in total education program.

CED-6220 Counseling and Consulting in Schools (3 hours)

Counseling and consulting strategies used by counselors in the school setting for academic, career and personal/social issues. Examination of specific problems of children and adolescents.

CED-6225 College Counseling: Preparation, Planning, & Admission (3 hours)

Addresses the college counseling role of the high school counselor. College admission counseling, ethical considerations, research on college choice, and operation and responsibilities within a high school college counseling office. Culturally responsive college counseling and special populations.

CED-6230 Evaluation & Research for Counselors (3 hours)

Introduces students to the importance of research methods and program evaluation in advancing the counseling profession. Identifying and reading research, critically evaluating results, analyzing and using data to enhance program quality.

CED-6240 Group Work in Schools (3 hours)

Will provide an understanding, both theoretical and experiential, of school counseling groups for grades K-12. The purpose, development, dynamics, theories, methods, skills, ethics, and other group approaches in a multicultural society will be covered. Students will experience and participate as group members in small group activities. Prerequisite: CED-6010 Counseling Theory and Practice and CED-6015 Counseling Techniques and Interventions.

CED-6250 Fundamentals of Assessment (3 hours)

Historical, current and expected uses of testing and assessment procedures in educational settings. Statistical concepts, ethics, and ethical factors in the appropriate use of various assessment techniques and tools with emphasis on benefits and limitations.

CED-6260 Career Counseling for School Counselors (3 hours)

This course addresses grades K-12 career counseling in the schools. Career education viewed through the world of work, career theories, related life processes and development of programs and interventions to promote the career development of all students. Prerequisite: Introduction to the Counseling Profession.

CED-6310 Clinical Mental Health Counseling Profession (3 hours)

This course provides a knowledge base for understanding the history and trends in clinical mental health counseling as well as the political systems and interventions for change. Students will obtain a perspective on clinical mental health counseling program development and delivery of services to diverse clientele.

CED-6330 Transforming Crisis to Wellness (3 hours)

An understanding of personal wellness and how it relates to one's daily encounters with different areas in life. This course is intended to explore the areas of optimal wellness and life events. An emphasis is placed on the role of the counselor in providing optimal health resolutions for clients in times of crisis. Prerequisite: Introduction to the Counseling Profession and Counseling Techniques and Interventions.

CED-6340 Clinical Group Counseling (3 hours)

Will provide an understanding, both theoretical and experiential, of group purpose, development, dynamics, theories, methods, skills, ethics, and other group approaches in a multicultural society. Students will experience and participate as group members in small group activities. Prerequisite: CED-6010 Counseling Theory and Practice and CED-6015 Counseling Techniques and Interventions.

CED-6350 Brief Therapy (3 hours)

Identification and application of brief therapy models to a variety of disorders with individuals, groups

and families. Develop an understanding of techniques, assessment instruments and ethical issues. Issues and models of crisis intervention. Prerequisite: CED-6010 Counseling Theory and Practice.

CED-6355 Cognitive Behavioral Theory & Therapy

An examination of cognitive and cognitive-behavioral theories and their therapeutic application for clients with emotional and behavioral disorders. Assessment of pathology from a cognitive framework and implementation of appropriate cognitive and cognitive behavioral techniques and interventions in the clinical setting. Comparison of CBT to alternative approaches with a focus on empirical evidence supporting its effectiveness with particular diagnoses. Consideration of its use with special populations and exposure to Applied Behavioral Analysis. Prerequisite: CED-6000 Introduction to the Counseling Profession, CED-6010 Counseling Theory & Practice, and CED-6015 Counseling Interventions and Techniques.

CED-6420 Substance/Alcohol Abuse & Treatment (3 hours)

The addictive process and implications; societal attitudes, research and legislation; support systems and treatment strategies.

CED-6430 Counseling Persons With Addictions (3 hours)

Students will be introduced to the history of substance abuse and attempts at social control. Pharmacology, signs and symptoms, screening and assessment, treatment models and the profession of substance abuse counseling and ethics will be introduced and processed. Students will be required to attend an out-of-class support meeting. Prerequisite: CED-6010 Counseling Theory and Practice.

CED-6500: Counseling and Psychopharmacology

The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other non-pharmacological modalities. Prerequisite: CED-6000 Introduction to Counseling Profession, CED-6420 Substance Abuse Counseling, and CED-6055 Multicultural Counseling.

CED-6550 Family Systems Theory & Therapy (3 hours)

Psychotherapy from a systems perspective focusing on the competencies, cognitions, and skills to developing the orientation of a family systems counselor. Strategic and systems theories of family therapy are examined in light of multicultural and ethical issues. Family systems counseling techniques and interventions are described and demonstrated including crisis interventions, multicultural and multigenerational considerations related to the family life cycle. Prerequisite: CED-6010 Counseling Theory and Practice.

CED-6920 Practicum: School Counseling (3 hours)

On-site and campus-based experiences in school counseling designed to introduce the student to the various functions of school counseling. Students should consult the School Counseling Practicum and Internship manual for additional information and requirements. Prerequisite: Completion of all core coursework.

CED-6926/6927 Internship: School Counseling I & II (6 hours)

This is a two semester clinical school internship that meets the requirement for the Illinois State Board of Education (ISBE), School Counselor endorsement, and the CUC capstone requirement for classroom

teachers with two years of teaching experience. Supervised individual and group work experiences in P-12 and clinical settings appropriate to the program are required for 200 internship hours per semester (total 400 for the year). A classroom seminar component meeting is also required. Pre-requisite: admission to this course is based on Division of Human Services approval of 2 year teaching experience. In addition, it is required that all program coursework and successful completion of CED-6920 Practicum be completed. **NOTE:** The ISBE School Counseling Content Exam must be passed before the start of Internship II. *This internship is not intended for candidates seeking the Licensed Professional Counselor (LPC) which requires 600 internship hours.*

CED-6928/6929 Internship: School Counseling I &II (6 hours)

This is a two-semester clinical school internship that meets the requirement for the Illinois State Board of Education (ISBE), School Counselor endorsement, and the CUC capstone requirement for candidates without a standard teaching certificate in the State of Illinois and candidates with a standard teaching certificate in the State of Illinois seeking the additional LPC licensure. Supervised individual and group work experiences in P-12 and clinical settings appropriate to the program are required for **300** internship hours per semester (**total 600 for the year**). A classroom seminar component meeting is also required. Pre-requisite: completion of all program course work and successful completion of Practicum (CED 6920). **NOTE:** The ISBE School Counseling Content Exam must be passed before the start of Internship II.

Candidates without a standard teaching certificate in the State of Illinois are required to complete the following three courses prior to starting this Internship:

- EDU 4410 Psychology and Methods of Teaching the Exceptional Learner
- PSY 4430 Affective Education
- PSY 6505 Psychological Theories and Educational Processes

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

On-site and campus-based experiences to introduce the student to various functions of clinical mental health counselors. Students will be applying prior classroom knowledge to working with clients under the supervision of a university or community supervisor. Supervision will be provided by video/audio taping of professional interventions with clients and live and/or group supervision. Prerequisite: CED-6035, CED-6045, CED-6055, CED-6080, CED-6300, and PSY-6040.

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

On-site and campus-based experiences to introduce the student to various functions of clinical mental health counselors. Students will be applying prior classroom knowledge to working with clients under the supervision of a university or community supervisor. Prerequisite: Completion of all required coursework.

Communication Courses

COM-6100 Media and Cultural Studies (3 hours)

An overview of critical media theory with focus on how media shape our cultural landscape.

COM-6110 Advanced Speech Communication (3 hours)

Public speaking as persuasion and dialogue. Application of communication theory to the public speaking situation. Prerequisite: a basic speech course.

COM-6220 Interpersonal Communication (3 hours)

Theoretical knowledge of interpersonal (family, business, intimate, friendship) relationships. Develop skills for listening, conversation, and conflict management.

COM-6230 Organizational & Team Communication (3 hours)

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

COM-6240 Public Relations (3 hours)

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

COM-6250 Intercultural Communication (3 hours)

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

COM-6331 International Film History (3 hours)

History of international cinema from World War II to the present. Field trips.

COM-6350 Administration and Management: Media Arts (3 hours)

Examines and integrates issues and practices of media arts administration and management. Field trips. Fee Required.

COM-6910 Topics in Communication (3 hours)

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

COM-6950 Independent Study (1-6 hours)**Computer Science Education Course****CSE-6120 Technology, Society & Education (3 hours)**

Technology as a tool to support development of computer literacy and learning across the curriculum for all students. Selection, development, use and evaluation of technology in the classroom and laboratory.

Director of Christian Education Courses**DCE-6320 Administration of Parish Education (3 hours)**

Basic principles of administration and supervision as they apply to the parish's education program. Practical implications for organization, operation and evaluation of Sunday school and midweek programs, youth and adult Bible classes, vacation Bible school, small group ministry, preschool and day-care programs and the recruitment and training of lay teachers. Field work required.

DCE-6330 Youth Ministry Theory & Practice (3 hours)

Philosophical and theological foundation underlying youth work in a Christian congregation; emphasis on a relational orientation. Specific skills for parish ministry with junior and senior high school youth. Peer caring, program development and administration, training of adult counselors, planning and leading youth events. Field work required.

DCE-6340 Church Leadership & Development (3 hours)

Developing the servant leader role related to the vision, mission, and goals of a local congregation's education and youth ministries.

DCE-6350 Parish Teaching I (3 hours)

Principles, organization, materials and practices of teaching the Christian faith to early childhood students through junior high school youth; special attention to Sunday school and confirmation instruction and programs. Students will gain experience in actual teaching situations and in structuring lessons. Field work required. Prerequisite: DCE-2300 Parish Education Perspectives or consent of instructor.

DCE-6351 Parish Teaching II (3 hours)

Principles, organization, materials and practices of teaching the Christian faith to senior high school youth and adults; special attention to Bible class and small group ministry. Students will gain experience in actual teaching situations and in structuring lessons. Field work required. Prerequisite: DCE-2300 Parish Education Perspectives or consent of instructor.

DCE-6630 Parish Education Leadership (3 hours)**DCE-6950 Independent Study (1-6 hours)****DCE-6985 Practicum in Christian Education (3 hours)****DCE-6990 Internship in Christian Education (6 hours)****Dissertation Courses and the Comprehensive Exam****COMP-7000 Comprehensive Exam (0 hours)**

The comprehensive examination is a written exam in two parts required for candidacy in the Concordia University Chicago doctoral program. A comprehensive exam is designed to evaluate competency in written expression and the ability to administer. It is a major step that leads reason in relation to the doctoral student's program area of study. The exam is administered in Blackboard each 8-week term of the academic year by the Division of Research and Doctoral Programs. There is an exam proctor.

DISS-7010 Dissertation (3 hours)

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

DISS-7020 Dissertation (3 hours)

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

DISS-7030 Dissertation (3 hours)

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

DISS-8000 Dissertation Supervision (0 hours)

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

Early Childhood Education Courses

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

Programs, standards, materials, resources for early childhood curriculum. Understanding of issues, trends, and current practices related to foundations of developmentally appropriate practices in various models and programs. Experiences in curriculum design, development, implementation, adult-child relationships, evaluation, and field experiences are included.

ECE-6105 Observation and Assessment (3 hours)

Methods of observation, documentation, and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. Current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

ECE-6110 School Age Curriculum, Ages 6-8 (3 hours)

This course develops candidate's ability to design, implement, and evaluate experiences for the school age child. Focus on essential concepts, inquiry tools, content areas, and overall academic discipline including working with differentiated learners. Field experiences with school age children are included.

ECE-6115 Infant and Toddler Curriculum (3 hours)

Programs for infants and toddlers in centers, homes, and agencies. Issues related to program provision for all children in a pluralistic society. An overview of early intervention services and issues. Field experiences included.

ECE-6120 Developmentally Effective Instruction for Diverse Learners (3 hours)

This course uses a wide variety of developmentally appropriate approaches, instructional strategies, and tools that connect children of diverse backgrounds and experiences to learning. Field experiences involving observations and interactions with diverse learners will be included.

ECE-6160 Child, Family and Multicultural Community (3 hours)

Processes, research, skills, and in-depth knowledge about families and multicultural communities needed to develop reciprocal relationships with families in centers, home child care, schools, districts, and communities. Demonstration of cultural competence in multicultural settings and effective communication and collaboration involving families and communities in children's development and learning are included.

ECE-6170 Professional Leadership and Advocacy in Early Childhood Education (3 hours)

Candidates will demonstrate leadership skills in alignment with NAEYC Code of Ethical Conduct and other professional guidelines relevant to their collaborative professional role. Candidates will be engaged in advocacy for children and the profession. Oral, written, and technological articulation will be demonstrated throughout the course.

ECE-6180 Trends and Issues in Early Childhood Education (3 hours)

Trends, problems, challenges and issues confronting the early childhood professional will be studied and presented in class. Presentation of a challenge or issue with proposed courses of action will be given to a center or school staff. Prerequisites: 24 hours of graduate work in early childhood education or permission of instructor.

ECE-6190 Practicum and Research in Early Childhood Education (3 hours)

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

ECE-6320 Child Development and Ethics in Early Childhood Education (3 hours)

This course examines child development and ethics of current theory and practice in early childhood education. Critical examination of a variety of current models is included. Issues of mainstreaming, inclusion, and cultural pluralism as they relate to the education of children from birth through grade three are also incorporated.

ECE-7010 Child Development and the Educational Process (3 hours)

Candidates will examine current research in child development and its relationship to early childhood educational process and practice. The course explores the impact of growth and behavior in the areas of intellectual, social, physical, emotional, creative, and spiritual development of young children as well as the latest in brain research as it relates to cognitive development and well-being of children from culturally, linguistically, and economically diverse backgrounds.

ECE-7020 The Leadership/Supervision of Early Childhood Centers and Programs (3 hours)

This course is an in-depth exploration of the issues and concerns of the leadership and supervision in diverse early childhood settings. Candidates will gain experiences in models and theories of administration and supervisions, public relations, advocacy, & 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.

Economics Courses

ECO-6100 Managerial Economics (2 hours)

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

ECO-6200 Macroeconomic Analysis (3 hours)

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

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, which 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 instruction process. Emphasis is placed on the Danielson model of teacher improvement and the clinical supervision model for improvement of instruction.

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

The examination and application of school program and curricular evaluation processes to school improvement, and of change processes and interventions.

EDL-6210 School Finance and Business Management (3 hours)

Financing of public and nonpublic schools and its relationship to government and other sponsoring agencies. Introduction of methods used in business and financial management of schools.

EDL-6211 Principles of School Business Management (3 hours)

Introduces students to the role of school business management including key concepts, skills and aptitudes. Provides a basis from which students can connect and apply key school business management concepts to their graduate business education in the MBA and CSBO programs.

EDL-6215 Budgeting, Grant Writing, and Third Source Funding (3 hours)

Principles of budgeting as it relates to program and educational needs. Writing grants and identifying and securing additional program funding from government and third-party sources.

EDL-6220 School Organization and Human Resources (3 hours)

Leadership theory and its impact on educational organization, culture, leadership skills and processes.

EDL-6230 School Law and Policies (3 hours)

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

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 instruction leadership are examined emphasizing parent, staff and community collaborations including advanced curriculum and instruction.

EDL-6250 Special Education Law & Policy (3 hours)

Impact of special education policies and implementation as related to public and nonpublic schools. Analysis of legal guidelines, litigation, individualized education programs, inclusion and characteristics of exceptional learners.

EDL-6300 Ethical Leadership: Models and Practices (3 hours)

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

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

Analysis of laws governing school finance and accounting procedures as they affect schools and districts.

EDL-6530 Instructional Coaching and Mentoring

Analysis of support methods and strategies to improve instruction through coaching techniques and mentoring of peers.

EDL-6710 Using Data to Inform Practice (3 hours)

Analyzing data to inform professional practice and lead school improvement efforts.

EDL-6715 Providing Instructional Support (3 hours)

Examining school and teacher practices that enhance student achievement.

EDL-6720 Influencing the School Culture (3 hours)

Developing and sustaining a school culture that supports student achievement.

EDL-6725 Building Collaborative Relationships (3 hours)

Developing and sustaining collaborative relationships for effective school reform.

EDL-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)

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

EDL-6815 Exploring Leadership Strategies that Promote Collaborative Relationships with School Administrators (3 hours)

Developing effective collaborative relationships between teacher leaders and school administrators.

EDL-6825 Building Collaborative Relationships with Peers, Colleagues, and External Stakeholders (3 hours)

Collaboration as a means of engaging all stakeholders in continuous improvement.

EDL-6983/6993 School Leadership Internship I (3 hours)

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

EDL-6984/6994 School Leadership Internship II (3 hours)

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

EDL-6986 Internship I in School Business Management

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

EDL-6987 Internship II in School Business Management

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

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-7120 Research-Based Decision Making (3 hours)

The analysis of the methodological and statistical components of existing research data to enhance and facilitate the educational decision making process. Particular attention is given to applications regarding issues of educational policy.

EDL-7140 Organizational Change (3 hours)

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

EDL-7210 Policy Analysis (3 hours)

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

EDL-7220 Human Resource Administration and Bargaining (3 hours)

Functions of human resource planning, recruitment, selection, placement, development and related legal issues and human relations.

EDL-7230 Educational Finance (3 hours)

Public values, policy issues, specialized terminology and practical problems associated with the generation, distribution and internal allocation and control of education revenues and expenditures.

EDL-7240 Supervisory Theory and Practice (3 hours)

Examination of administrative and supervisory behaviors that foster the development of a positive organizational culture. Provide candidates with the opportunity to develop supervisory skills for personnel, including those from diverse backgrounds.

EDL-7250 Legal Issues for School Districts (3 hours)

This course examines legal issues affecting school districts in Illinois. Federal and state case law will be reviewed and applied to legal problems that confront school administrators. Prerequisite: EDL-6230.

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

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

EDL-7300 Ethics for Educational Leaders (3 hours)

Ethical theories and practice of school district leadership.

EDL-7310 Organization and Community Partnerships

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.

Educational Technology Courses**EDT-6010 Integrating Technology Across the Curriculum (3 hours)**

This course is an introduction to the disciplined practice of integrating technology into teaching and learning. It provides an overview of current instructional technologies and theory-based design strategies for effectively using these technologies.

EDT-6030 Using Technology to Build Learning Communities (3 hours)

Examination and evaluation of the use of technologies in the design and building of learning communities and development of community-based outreach and engagement.

EDT-6040 Visual Literacy in the Classroom (3 hours)

Pedagogical concepts and design strategies underlying the use of an image-rich curriculum to enhance instruction. Examination and evaluation of the use of visual technology tools and techniques to build visual literacy and meet learning objectives.

EDT-6050 Technology for Effective Decision Making in Teaching and Learning (3 hours)

Examination of the decision-making process and the role of technology in supporting data-driven decision-making to enhance teaching and learning.

EDT-6060 Trends and Future of Technology in Education (3 hours)

An overview of current and emerging innovative technologies in teaching and learning. An examination of the historical and evaluative framework for assessing the effectiveness of technology interventions and future educational technology developments and applications.

EDT-6065 Emerging Technology Trends, Professional Learning and Evaluation (3 hours)

An overview of current and emerging innovative technologies in teaching and learning. Theories and skills necessary to design and implement professional learning opportunities in light of current and emerging teaching/learning/technology needs. An examination of an evaluative framework for assessing the effectiveness of technology interventions and programs.

EDT-6070 Educational Technology Leadership (3 hours)

Leadership theories and practices to improve professional practice and exhibit leadership in the community by promoting the use of digital resources to improve student learning.

EDT-6080 Applied Project in Educational Technology (3 hours)

Capstone course in the Educational Technology Program. Prerequisite: 3.00 cumulative grade-point average and must pass all other coursework in the MA Educational Technology programs with a grade of C or better prior to taking EDT-6080.

EDT-6100 Introduction to Educational Technology (3 hours)

Introduction to and examination of the field of educational technology, laying a foundation for digital literacy within a school setting, theory, and practice of instructional design for technology integration.

EDT-6205 Educational Technology Hardware and Software (3 hours)

Planning, configuring and maintaining computer/technology systems, including basic networks, for school laboratories, classroom clusters and other appropriate instructional arrangements. Primary focus in 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-6950 Independent Study in Educational Technology (1-6 hours)**EDT-7010 Theories in Educational Technology for Teaching and Learning**

This course analyzes core theoretical perspectives in educational design and technology. This includes a historical review of the field, and an examination of the impact of seminal theories of teaching and learning from education, cognitive science, instructional design, and the learning sciences.

Education Courses**EDU-6000 Classroom Discipline (3 hours)**

Theological basis, legal ramifications and practical applications of classroom disciplinary techniques. Prominent current approaches will be examined in light of research. Application to the participants' classrooms through problem-solving techniques.

EDU-6015 Seminar in Higher Education

This course will serve as an introduction to the U.S.-based higher education learning environment. Students will work to develop English grammar, reading, writing, speaking, and listening skills.

EDU-6025 Teaching Science and Mathematics in the Elementary Classroom (3 hours)

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

EDU-6035 Curriculum and Methods of Teaching Elementary/Middle School P.E., Music and Art (3 hours)

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

EDU-6040 Classroom Teaching Skills (3 hours)

Discovery of a variety of instructional strategies for teaching and the beginning of the electronic

portfolio process for initial certification for the College of Education. Enrollment is limited to graduate students working toward initial certification. Required for admission to the College of Education.

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

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

EDU-6060 Classroom Management and Assessment (3 hours)

A methods course that focuses on appropriate classroom management strategies and provides an introduction to classroom assessment and evaluation. Full-day course experience required with on-site field experience. Enrollment limited to graduate students working toward initial teacher certification.

EDU-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)

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

EDU-6201 Teaching of Reading (3 hours)

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

EDU-6205 Language and Reading Theory (3 hours)

Understanding of reading research and linguistic factors that influence the reading and writing process and language acquisition. Emphasis on development of basic research skills as related to reading improvement.

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

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

EDU-6212 Studies in Literacy and Multiliteracies (3 hours)

Examination of the correlates of effective literacy instruction. Emphasis on application of current theory and research in literacy and multiliteracies as it applies to P-12 classrooms. Not open to candidates in the M.A. Reading program.

EDU-6225 Diagnosis of Reading Problems (3 hours)

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

EDU-6226 Remediation of Reading Problems (3 hours)

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

EDU-6230 Content Reading: Middle and Secondary Schools (3 hours)

Reading as utilized by middle and secondary classroom teachers. Emphasis on developing an understanding of the reading process; general appraisal of the readability of classroom materials, abilities, techniques and additional resources for helping reluctant and delayed readers.

EDU-6285 Seminar in Emergent Reading & Writing (3 hours)

Exploration of reading and writing development theories. Development and implementation of ethnographic and/or action research with emergent readers and writers. Program development for children and classrooms.

EDU-6291 Roles, Relationships, and Ethics of the Reading Professional (4 hours)

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

EDU-6298 Practicum in Reading Instruction (6 hours)

Application of assessment and remedial techniques in a supervised, clinical situation for K-12 levels. A Reading Program capstone is embedded in this course. Prerequisite: As outlined by program template or permission granted by department chair.

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

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

EDU-6310 Thematic Approaches to Children's Literature (3 hours)

Contemporary children's literature explored through study of specific themes such as family crisis, death, minorities and changing roles.

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

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)

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

EDU-6435 Introduction to Education (3 hours)

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

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

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

EDU-6450 Adult Learning (3 hours)

Addresses the adult learner's development, learning styles, conditions of learning, and life circumstances. Also examines the adult educator's role, methodology, learning theory and evaluation techniques.

EDU-6500 Curriculum Construction (3 hours)

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

EDU-6510 Standards-Based Education (3 hours)

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

EDU-6515 Contemporary Issues in Curriculum and Practice (3 hours) (also FPR-6400)

Contemporary educational issues in the United States. Obstacles and challenges faced by educators. Basic assumptions and social forces that influence current educational policy making and reform.

EDU-6520 Research-Based Instructional Strategies (3 hours)

Reviews of research that support effective instructional strategies.

EDU-6525 Teacher as Practitioner (3 hours)

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

EDU-6526 Socially, Culturally, and Linguistically Diverse Students: Perspectives for Practitioners (3 hours)

This course seeks to prepare teachers for teaching culturally and linguistically diverse students as well as 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-6555 Seminar in Reflective Practice**

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

EDU-6556 Seminar in Reflective Practice

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-6570 Teaching at the Secondary Level (3 hours)**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-6920 Student Teaching: Early Childhood Education (6 hours)

Supervised experience in a Pre-K–3 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required. Open only to students admitted to the MAT Early Childhood Education program who have been approved for student teaching.

EDU-6921 Student Teaching: Elementary/Middle School Education (6 hours)

Supervised experience in a K-9 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required. Open only to students admitted to the MAT Elementary Education program who have been approved for student teaching.

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

Supervised experience in a grade 6-12 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required. Open only to students admitted to the MAT Secondary Education program who have been approved for student teaching.

EDU-6950 Independent Study in Education (1-3 hours)**EDU-6970 Independent Research (3 hours)****EDU-6982 Practicum in Staff Development (3 hours)**

A capstone fieldwork experience in staff development allowing prospective specialists to put into practice what has been learned throughout the course of study. The practicum may extend for more than one semester. Prerequisite: Completion of coursework in the program.

EDU-6990 Thesis (3-6 hours)**EDU-7100 Curriculum Theory & Design (3 hours)**

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

EDU-7180 Field Work in Early Childhood Education (3 hours)

Supervised field experience. Structured experiences in the role of the early childhood professional in classroom settings. Varied individualized experiences based on the personal needs and interests of the doctoral student. Prerequisites: Admission to the doctoral program and 30 semester hours of graduate work in the program.

EDU-7185 Field Work in Early Childhood Leadership (3 hours)

Supervised field experience. Structure experiences in the role of the early childhood professional in leadership settings. Varied individualized experiences based on the personal needs and interests of the doctoral student. Prerequisites: Admission to the doctoral program and 30 semester hours of graduate work in the program.

EDU-7420 Multicultural Education: Pedagogy in Practice

This course will examine the historical and political impact of multicultural education in our schools. A study of the trends in multicultural education that have guided instructional and assessment practices will be a critical component. Developing and evaluating curriculum and instructional strategies appropriate in multicultural education will also be a focus.

EDU-7030 The Impact of ESEA on the Educational Landscape

Tracing the research streams of the Elementary and Secondary Education Act and its impact on American educational policy, this course examines the ideologies and people that influence curriculum development and instructional practices through a historic lens.

EDU-7890 Comprehensive Seminar (3 hours)

Students demonstrate understanding of key concepts taught in the courses they have completed in their

doctoral program. Candidates will lead seminars that review basic core content and emphasize practical applications. At the completion of the course, candidates will present a professional portfolio.

Prerequisite: Completion of all but three or fewer courses in the doctoral program.

English Courses

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

General survey of adolescent literature and related media materials for grades six through twelve including criteria for evaluation and study of trends and issues.

ENG-6380 Literary Theory & Criticism (3 hours)

Various contemporary critical approaches to the study of literature and to research tools and methods used in literary studies.

ENG-6520 20th Century American Fiction (3 hours)

Forms and themes in American fiction from World War I to the present. Writers include Fitzgerald, Hemingway, Faulkner 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

ESL-6027 Assessment of Language Minority Students (3 hours)

Comprehensive overview of current developments in the assessment of English language learners in the context of school learning and academic achievement. How to structure assessment procedures to reflect current research understandings, best classroom practices and state and federal mandates are emphasized. Analysis of purposes and forms of assessment, barriers to fair assessment of ELLs, and designing and adapting authentic assessment tools for formal and informal methods of assessing English proficiency and academic development in English at varying levels. Includes 20 hours of fieldwork.

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

Examination of the historical, philosophical, legal, and ethical foundations of teaching English language learners. Emphasis given to the development of current educational policies and effective instructional practices of educating all language minority students. *Includes 5 hours of fieldwork.*

ESL-6350 Cross Cultural Studies: Teaching Culturally and Linguistically Diverse Students (3 hours)

Examination of diverse cultures and how they differ and are the same, focusing on historical and contemporary social and cultural issues affecting culturally and linguistically diverse students. Emphasis on the impact of the cultural, social, psychological, structural, and sociopolitical processes affecting the learning, participation, and identity construction of language minority students and the need for appropriate teaching and learning strategies for today's diverse student population. Also addressed is the role of ethics in instruction for CLD students and moral education to promote the development of independent, reflective moral agents that enable individuals to make informed decisions and justify principles that guide decision-making processes. *Includes 10 hours of fieldwork.*

ESL-6556: Seminar in Reflective Practice

Implementation of an action research, self-study or other practitioner research project. Data collection and analysis to inform researchers' perspective as it relates to pertinent educational issues. As a result, the research will be presented in a final formal format to serve as the project capstone.

ESL-6610 Language and Linguistics (3 hours)

Analysis of the symbolic systems and the cultural bases of English in relationship to other languages through exploration of structure and history, language development and variation and communicative competence in the context of language use. Examination of L1 and L2 literacy development. Includes 5 hours of fieldwork.

ESL-6620 Teaching English as a Second Language (3 hours)

Application of major theories and research to help ELLs develop language and literacy in the content areas. Development and implementation of standards-based instructional strategies and assessment procedures adapted to ELLs at varying levels of language and literacy development in the content areas. Includes 30 hours of fieldwork.

ESL-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students (3 hours)

Exploration and analysis of relevant K-12 pedagogical approaches, methods and strategies needed to convey to a diverse population state and professional standards-based curricula. Development, adaptation and evaluation of materials for implementation in lesson planning and assessment for teaching English to speakers of other languages to particular groups of different ages, ability levels and cultural backgrounds. Inclusion of strategies that foster both language acquisition and academic achievement in speaking, reading, writing and listening. Includes 30 hours of fieldwork.

ESL-6635 Methods & Materials for Teaching Bilingual Students (3 hours)

Exploration of principles and methodology for planning, selecting, implementing, and evaluating materials used for instructing LEP students in a bilingual classroom. Issues of first and second language development, effective primary language teaching, strategies and acculturation matters. **Prerequisite:** Students seeking successful completion of this course must be bilingual/proficient in a language other than English. Bilingual proficiency is defined as being able to demonstrate adequate speaking, reading, writing, and grammar skills (in real-world situations in a spontaneous and non-rehearsed context) in a non-English language in which transitional bilingual education is offered in Illinois.

ESL-6640 Teacher as Researcher (3 hours)

Principles of teacher research. Focus on development of basic research skills to carry out Action Research, Self Study, or other practitioner research projects with the goal of improved teacher practice. Skills for interpreting published research are also emphasized.

Foreign Language Courses

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

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

FOL-6120 Theoretical Foundations for Teaching Bilingual Students (3 hours)

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

Foundations and Policy Courses

FPR-6000 Foundations of American Education (3 hours)

Development of richer and more systematic interpretations of the historical, cultural, and social foundations of American education and schooling.

FPR-6050 Critical Pedagogy and Educational Theory (3 hours)

Exploration of critical strands in educational theory and practice. Convergences and divergences among theoretical perspectives. Development of critical consciousness and an individually defined, socially engaged pedagogy.

FPR-6060 Education in the Popular Imagination

Examination and critique of representations of teaching and schooling in the media and popular culture. Impact of media/pop culture representations of teachers, students, and schools on the public debate over education. Uses of media studies/popular culture in pK-12 classrooms.

FPR-6400 Contemporary Issues in Curriculum & Practice (3 hours) (also EDU-6515)

Contemporary educational issues in the United States. Obstacles and challenges faced by educators. Basic assumptions and social forces that influence current educational policy making and reform.

FPR-6550 Politics, Policy and Reform (3 hours)

School and system policies and practices within historical, political, and contemporary contexts. Theoretical and practical aspects of policy development, adoption, and implementation. Power structures and relationships. School change and reform initiatives. Impact of politics and policy-making on teaching and learning in classrooms.

FPR-6700 Reconceptualizing the Curriculum

Philosophical bases of curriculum approaches. Historical and current trends in curriculum theory. Curriculum practice, past and present. Vision and action toward participatory, democratic curriculum making in classrooms, schools, and society.

FPR-6900 Seminar in Critical Praxis

Program culminating course. Critical reflection on one's own beliefs and assumptions as they relate to teaching and learning. Practical application and advocacy.

FPR-7000 Historical and Cultural Contexts of Education (3 hours)

A seminar that examines historical and current issues of democracy, meritocracy and diversity in education. Influences of historical decisions about education on modern education. Normative, technical and political issues involved in reform of public education.

FPR-7010 Philosophical and Theoretical Foundations of Education (3 hours)

Study of the philosophical and theoretical foundations of education, including analysis of the aims and goals of education, processes of attainment, content and curriculum, and the socialization function of

education and schooling. Develop an understanding of the intersections between theory/philosophy, ethical perspectives and the development of policy, practice and institutions.

FPR-7011 Philosophical and Theoretical Foundations of Leadership (3 hours)

Study of the philosophical and theoretical foundations of education and leadership, including analysis of the aims and goals of education, processes of attainment, content and curriculum, and the socialization function of education, schooling and complex organizations. Develop an understanding of the intersections between theory/philosophy, ethical perspectives, and the development of policy, practice and institutions.

FPR-7100 Political and Social Contexts of Education (3 hours)

Study of selected political and social theories of education. Examine the complex relationships that have and will continue to manifest between schools and society such as power structures, stakeholder groups and competing interests in educational practice and policy making at multiple levels. Study of how such theories and perspectives affect school and system organization and control. Consider ethical perspectives.

FPR-7210 Social Justice in Educational Contexts (3 hours)

Study theories of social justice and practical implications for teachers, administrators, and other educational professionals. Introduction to dynamics of oppression, privilege and social power, culturally relevant and critical pedagogies and social identity.

FPR-7300 Philosophy of Scientific Knowledge (3 hours)

This course provides an orientation to the nature, uses and limitations of science with the aim of achieving and understanding of the variety of approaches to research design and developing conceptual frameworks. With regard to the metatheory of knowledge, particular attention will be paid to the following topics: the relationship between theory and observations, the role of the researcher's values in knowledge generation, how the research conceptualizes the relationship between researcher and subjects, the standards that are used to appraise theories, the theory of reality (ontology) and of how to know that reality (epistemology) that underlies critical theories, and how different methods of data gathering and data analysis influence the generation of scientific knowledge.

FPR-7450 Assessment in Educational Settings (3 hours)

Assessment theory and practice in micro and macro school contexts. Introduction to psychometrics, including reliability and validity. Data analysis and data-based decision-making. Creating, application and/or critique of international, national, state, district, school, and classroom assessments to improve student achievement, evaluate programs, and inform policymaking.

FPR-7500 Community Contexts of Schooling

Schools and their local contexts. Micropolitics of schools. Conceptions of parent engagement and school/family/community partnerships. School-community organizing.

FPR-7705 Learning Inside and Outside the Classroom

Socio-cultural, cognitive, and behavioral theories of learning. Relationship between the individual and multiple contexts in which the learning takes place. Current pedagogical practices and trends from these perspectives. Learning environments and instructional strategies based on these perspectives.

FPR-7720 Urban Education in a Global Community

Examination of the commonalities and differences in schooling in major urban centers around the world. Diverse theoretical perspectives applied to educational systems in global contexts.

Gerontology Courses

GERO-6000 Perspectives in Gerontology

Introductory course for the masters of arts in gerontology program that provides students with a comprehensive overview of the multi-disciplinary field of gerontology. Involves several academic disciplines or professional specializations in an approach to gerontology. Substantive, conceptual, and methodological issues central to the study of aging and the life course are explored.

GERO-6045 Aging, Values, Attitudes, and Ethics

Provides an overview of ethics as they relate to aging and older adults. This course examines a variety of ethical and moral issues at the clinical, social, cultural, policy, and individual levels. Students explore key value issues that shape societal and individual perceptions about ethics and aging. This course considers the ethical implications of ageism.

GERO-6050 Adult Development and Aging

This course promotes integrity as students acquire attitudes and skills that promote the understanding of adult development with special attention paid to the aging process. It further promotes integrity as students learn to suspend judgment and draw various fields together in order to understand and provide quality care services to the aging population with sensitivity to cultural differences. Students obtain the knowledge of techniques and research while attaining competency in the timely use of various person-centered interventions. As knowledge and competency develop, a sense of confidence and leadership is cultivated.

GERO-6160 Sociology of Aging

This course examines the impacts of aging on individuals and societies, including social, cultural, and individual reactions to the aging in the society and the diversity of reactions to aging. Theoretical frameworks for aging and involvement will be presented, examined, and integrated. Field trips may be required.

GERO-6495 Program Management in Aging

Designed to expand students' knowledge of and skills in effective program management of aging services and organizations serving older adults. Students review the aging network while considering the unique needs of older adults. This course also examines approaches for managing service programs effectively. Implications for program evaluation are considered.

GERO-6500 Public Policies and Aging

The course provides an overview and analysis of the policy making process and policy initiatives as these affect older adults in society.

GERO-6510 Diversity in Aging

This course focuses on the differences and diversity of the aging population from a national perspective. Topics include race, ethnicity, gender, social class, spiritual and economic issues.

GERO-6750 Advanced Topics in Gerontology

Covers a variety of special topics in gerontology. This course is developed and offered based on interest from students and instructors. The topics broaden and complement the gerontological content offered in the required courses taken in the 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 (includes capstone experience)

Focuses on current issues and problems in gerontology utilizing literature reviews, research, and primary data collection. Students complete a thesis, applied, or analytical project and are expected to define, complete, and defend their project and complete their capstones during this 16-week course. This course includes the capstone experience.

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

The practicum experience encompasses a supervised practice in a community agency that serves older adults and their families. In addition to the coursework, students are required to complete 240 hours of service during this 16-week course.

GERO-7000 Gerontological Theory

Reviews major types of gerontological theory within the context of theoretical paradigms. This course explores the differences and commonalities within the various theoretical strands of knowledge construction within gerontology.

GERO-7120 Practical Applications of Gerontological Leadership

Focuses on applying research, knowledge, and skills to exhibit gerontological leadership and deliver gerontological programming. Examines techniques for delivery and management of gerontological programs and evaluating effectiveness of programs/intervention.

GERO-7150 Financial and Legal Issues in Gerontological Leadership

Focuses on leadership skills related to the management of the financial and legal issues in gerontological organizations/institutions. Specific attention will be given to the overlap between the fields of business, law, and aging, while examining issues related to financial and legal planning for the individuals and the larger implications this planning has for society.

GERO-7500 The Physiology of Aging

Presents an in-depth analysis of the biology of aging, building up from changes occurring at the molecular and cellular level and analyzing the consequences at the organism level. Examines the influence of these age-related changes in what are commonly considered a disease of aging.

GERO-7505 The Psychological Aspects of Aging

Examines psychological development and change across the adult lifespan. Using frameworks of developmental psychology, this course reviews and explores adult development in the broad domains of cognition, personality, and socio-emotional functioning. Issues related to normative and optimal adult development and aging are considered.

GERO-7560 Sociocultural Aspects of Aging

Presents a socio-cultural perspective on the aging process. This course examines social and cultural factors that influence aging and the nature of the integration of older adults into society, as well as the way in which population aging affects the larger society.

GERO-7800 Demography and Epidemiology of Aging

Explores fertility, mortality, and global aging; distribution of health and illness within a population; age-based migration and its impact on locations of origin and destination; variations in health and mortality by gender, race, ethnicity, and social class; impact of health and mortality patterns for individuals, society and public policy.

GERO-7805 Issues in Aging Policy

Explores the development, implementation, and analysis of social policy in the United States on major issues affecting older people. Considers the determinants of aging policy. The policymaking process and development of legislation are analyzed as factors related to the making of policy for older adults.

GERO-7810 Foundations of Teaching and Learning in Gerontology

Exploration and application of teaching and learning strategies for communicating gerontological knowledge. This course addresses teaching gerontology in classroom settings as well as in public settings to a variety of audiences in applied and policy settings.

GERO-7820 Leadership, Applied Ethics, Aging & Global Change

Examines the ethical dilemmas of leadership, the foundations and context of moral choice, and the moral implications of decision-making as they relate to gerontological leadership. Considers the ethical challenges and decision criteria facing leaders, the role of politics and power in organizations and the leader's ability to promote and infuse organizational ethics and integrity in an aging and globalized world.

GERO-7900 Diversity in Aging Societies

Explores how ethnicity, race, gender structures the lives of individuals throughout the life course and how other factors such as age, cohort, and class intersect with these realities. This course considers how the lives of people differ across diverse strata and how social policies shape individuals lives.

GERO-7905 Professional Seminar in Gerontology

Applies and integrates knowledge gained in earlier courses and strengthens skills necessary to claim identity as a gerontologist. Through applications in gerontology-related areas such as advocacy, professionalism, and/or family and workplace issues, candidates will hone skills needed in the profession (i.e., CV/Resume development, job acquisition tools, communication skills, etc.).

Grant Writing, Management, and Evaluation Courses**GME-6215 Budgeting, Grant Writing, and Third Source Funding**

Principles of budgeting as it relates to program and educational needs. Writing grants and identifying and securing additional program funding from government and third-party sources.

GME-6300 Introduction to Grants (3 hours)

Provides an overview of key components of the grant process. Identifying priorities, utilizing grant databases and distinguishing various giving sources such as foundations, corporations, government agencies, and individuals. Strategies for proposal development, researching, identifying, and cultivating partnerships.

GME-6310/MGT-6530 Introduction to Not-for-Profit Organizations (3 hours)

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit's organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization's purpose into action. A service learning project will incorporate theories into real-world applications.

GME-6330 Grant Management (3 hours)

Provides an overview of the basics of grants management and procedures required for proposal processing within organizations. Addresses programmatic and financial aspects from project development, proposal development, partnership/relationship building, implementation, audits and monitoring, through closeout procedures.

GME-6340 Theories and Models of Evaluation for Grants (3 hours)

Focuses on the ability to identify conceptual similarities and differences between contemporary models of evaluation practice. Reviews historical perspectives and evolution of evaluation. Introduction to theories, models, standards, and procedures common to program evaluation. Methods to determine appropriate selection of a program evaluation strategy for grants.

GME-6350 Principles and Methods of Evaluation for Grants (3 hours)

This course will prepare candidates with knowledge of national program evaluation standards, an understanding of major principles and methods for designing program evaluation activities, developing and implementing useful and valid evaluation design procedures, and reporting program evaluation results for grants.

GME-6990 Capstone Project for Grant Writing, Management, and Evaluation (3 hours)

Candidates will be required to synthesize knowledge gained in the 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 (1-3 hours)****Health Care Administration and Leadership Courses****HAL-6100 Health Care Systems I (3 hours)**

An overview of health care systems focusing on the role of values, assessment of health status and analysis of need, access and use of services, supply, demand, and distribution of health resources, analysis of health care costs and expenditures.

HAL-6150 Health Care Systems II (3 hours)

Examination of the private and public financing of health service, quality of care assessment, control of quality and costs of care, professional self-regulation and compliance, leadership and administration approaches, and government regulations and system reform. Prerequisite: HAL-6100 Health Care Systems I.

HAL-6400 Health Care Finance and Economics (3 hours)

Issues in health finance, particularly as these impact health care administration, health policy, policy formation, and population health. Microeconomic and macroeconomic considerations. Prerequisites: HAL-6100 Health Care Systems I and HAL-6150 Health Care Systems II.

HAL-6500 Public Policy in Health Care (3 hours)

Issues related to U.S. Public Health and allocation of resources. Local, state, regional, and national public health funding and policy. Examination of health policy on health education and promotion, medical service and practice. Prerequisite: HAL-6100 Health Care Systems I and HAL-6150 Health Care Systems II.

HAL-6630 Research in Health Care Leadership**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.

Higher Education Courses**HLDR-6800 Law and Higher Education**

This course addresses the legal environment of postsecondary institutions and specific issues that affect

higher education. In addition to faculty and administrative structuring, curriculum development, and institutional financing, a university's policy is affected by legal concerns, including constitutional privileges, ethics, and regulations that may be relevant in regards to state and local municipalities. Students enrolled in this course will participate in research and weekly discussions evaluating the significance and importance of the limitations and allowances of government-defined operating and monetary restrictions on academic institutions.

HLDR-6810 Institutional Advancement and Development in Higher Education

This course examines the role of Institutional Advancement in supporting the mission and vision of the higher education institution through the development of external funds, relationships with alumni and other external constituencies and communications support and public visibility.

HLDR-6820 Historical and Societal Issues in Higher Education

This course addresses the major social issues affected by higher education, specific issues and trends, dominant themes of historical and institutional impact. Students enrolled in this course will acquire an improved understanding of previous events of the significance of higher education, including how it has developed and increased in importance to society.

HLDR-6830 Governance and Leadership in Higher Education

This course Includes the theoretical perspectives on higher education organizations, the organizational structure, management and leadership of colleges and universities and governance systems. Learners enrolled in this course will become familiar with the purpose of institutional governance, its various functions, administrative models and the factors utilized to define its strategies.

HLDR-6840 Fiscal and Social Responsibility in Higher Education

This course addresses the major financial and economic issues experienced within higher education including fiscal awareness, social responsibility and stewardship. Learners will be able to understand the primary concerns involved with budgeting, ethics and management within the higher education landscape, applying theories and principles to maintaining a functioning and sustainable institution. Learners will be exposed to the economic, political and organizational cultural factors which affect the allocation of monetary resources within the higher education organization.

Human Service Courses

HMS-6000 Introduction to the Human Service Profession (3 hours)

Students are provided an understanding of the nature of the profession of human services from the origins of the field to present challenges and approaches. Students develop an identity with the profession through membership in a human service organization and are exposed to the many parts of the multidisciplinary field of Human Services.

HMS-6010 Human Service Systems (3 hours)

The curriculum in this course covers knowledge and theory of the interaction of human systems including the following: individual, interpersonal, group, family, organizational, community, and societal.

HMS-6015 Intervention and Direct Services (3 hours)

Knowledge and skill development in aspects of direct service delivery, self-awareness, professional identity and appropriate interventions to working with clients involved in various human service programs. Prerequisite: HMS-6000 Introduction to the Human Service Profession.

HMS-6030 Information, Planning and Evaluation in Human Services (3 hours)

Students are introduced to the philosophical and theoretical approaches to information management, information literacy and research in the field of human services. Students will use knowledge, theory and skills in systemic analysis of service needs, strategies, services, interventions and evaluation of service outcomes. Prerequisite: HMS-6000 Introduction to the Human Service Profession

HMS-6045 Values, Attitudes & Ethics (3 hours)

Examination of personally held values, attitudes and ethics and the various ways they can impact work with others to promote understanding of human service ethics and their application to practice for a variety of human service fields and activities. Prerequisite: HMS-6000 Introduction to the Human Service Profession.

HMS-6495 Administration of Human Services (3 hours)

Focus on structure of programs, financial and legal concerns, agency management, and evaluation of services of planning. Prerequisite: HMS-6000 Introduction to the Human Service Profession

HMS-6925 Internship: Human Service (3 hours)

Supervised experience (300 clock hours) in a human service agency or organization. Site to be approved by Concordia 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 prior to semester. On-campus classroom component required.

Instructional Design and Technology Courses**IDT-6100 Foundations of Instructional Design and Technology**

An overview of the field of Instructional Design and Technology emphasizing the guiding principles and ethical foundations of the field.

IDT-6200 Social Computing

Students will learn the design and development principles of social computing, emphasizing the critical review of how the social and cognitive aspects of learning can be effectively facilitated through computer-supported cooperative work and computer-supported collaborative learning.

IDT-6250 Evaluation Methodology Applications in Instructional Design and Technology

This course provides an overview of evaluation methodologies and examines implementation models. It will provide an opportunity for students to apply the evaluation methodology in instructional design activities specifically in developing and implementing valid instructional design evaluation procedures and reporting evaluation results.

IDT-6300 Instructional Strategies for Learning Technologies

Students will be provided an overview of learning theories and instructional strategies used in the field of instructional design and technology.

IDT-6400 Needs Assessment and Task Analysis

Students will learn how to assess the learner's context, instructional needs, and applications of learning as they relate to instructional strategies, scope, goals and sequencing instructional design decisions.

IDT-6500 Project Management for Instructional Design

Students will explore project management as a framework for the instructional design development process, focusing on needs assessments, selection of a specific design model, implementation steps and evaluation methods.

IDT-6600 Systemic and Technological Innovation

Students will learn the theoretical frameworks related to organizational change processes and the analytical tools needed to analyze, manage and lead change and support innovation within the field of instructional design and technology.

IDT-6700 Human-Computer Interaction and Multimedia Design

Students will learn the design and development principles of digital applications to increase learning, productivity and support performance. The students will also explore multimedia learning theory as a framework for instructional design to facilitate the human-computer interaction.

IDT-6800 Learning Analytics and Data-Driven Decision Making

Students will be provided an overview of learning analytics and their role in supporting data-driven decision-making to enhance learning outcomes.

IDT-6990 Capstone in Instructional Design and Technology

Plan, develop, implement, and evaluate an instructional design for the purpose of enhancing learning. To be taken as the last course (capstone) in the Master's in Instructional Design program.

Knowledge Information Management Courses

KMIL-6000 Knowledge Audits, Measurements, and Analysis (3 hours)

This course incorporates an overview of the various methods and techniques for evaluating an organization's utilization of possessed knowledge; benchmarking and measurement practices that assist a company's assessment of knowledge management efficiency, functionality, and potential. Auditing processes, the importance of developing and altering current efforts, with the allowance for contingency concerns.

KMIL-6010 Information Knowledge Technology and Applications (3 hours)

Software and techniques designed to acquire information pertinent to the organization and generate reports and suggestions for future objectives. Selecting or designing systems that are functional and accommodate an organization's operational, customer and internal requirements and compliance factors.

KMIL-6020 Knowledge Management for Higher Education Leadership (3 hours)

Application of knowledge management principles to a university environment, including how to apply information regarding learners, faculty, staff, state and national legislature, and competing institutions to improve the academic quality and educational conditions of the organization. The process of acquiring knowledge from a learning institution and developing a system to assist with future strategies that correspond with the current requirements, industry preferences and objectives of an institution.

KMIL-6030 Knowledge System Strategy and Development (3 hours)

Strategic development of applications and information retrieval methods and analysis, including implementation, testing and contingency planning. Techniques and principles necessary for leading a project development scenario and varying methods utilized by the knowledge management industry for creating an information system approach that accommodates an organization's requirements and compliance concerns.

KMIL-6040 Legal & Ethical Considerations in Knowledge Management (3 hours)

An evaluation of government policy, previous and current litigation involving information storage, and ethical concerns regarding the dissemination of personal information through information systems and the internet. Ethical consideration involving knowledge management to current utilization of collaborative software, customer retention methods, promotions, inter-business applications and information retrieval efforts.

KMIL-6050 Organizing Knowledge for Collaboration and Competition (3 hours)

Use of information-mining techniques to improve the interaction and knowledge among, and within organizations to improve industry advantages and potential profitability of companies. To recognize the importance of continually monitoring industry drivers and consumer preferences to assure competitiveness and currency with product and service offerings.

KMIL-6060 Personalization and Customization (3 hours)

Various methods of tailoring content for specific purposes which corresponds with recognized and isolated derived business knowledge of customers, employees' preferences, and departmental functions of a company. Functionality of various knowledge-mining applications and how they derive specific information about end-users and business partners to provide unique and pertinent assumptions.

KMIL-6070 Public/Private Education (K-12) Knowledge Management (3 hours)

The utilization of primary schooling data and how knowledge management techniques are applicable for benefiting program generation, faculty interaction with learners and parents and administrative functions. Recognize the attributes necessary for establishing initiatives, planning efficiencies and the development of pertinent policies or approaches through the use of stored knowledge. Available applications that allow for information to be collaborated, acquired analyses and utilized for future strategic purposes involving institutional objectives and K-12 administrative concerns.

KMIL-6080 Knowledge Administration (3 hours)

The various administrative responsibilities of knowledge workers and how the efficiency of information query and decision systems could be improved to allow for a larger amount of potential, ergonomics and end-user satisfaction; leadership techniques associated with administration and the varying approaches for structuring a Knowledge Management Department, including information acquisition, customer representatives, data storage, system design and the presentation of reports.

Leadership Courses**LDR-6010 The Pursuit of Leadership Excellence**

In this course, concepts, skills and strategies for the enhancement of personal and professional leadership are examined. One's fundamental leadership beliefs and assumptions are explored along with organizational performance and achievement.

LDR-6020 Critical Issues in Leadership

This course is designed to provide students with an overview of the critical issues faced by leaders in every organization in the 21st century. Current, relevant, and timely resources are explored to provide students with opportunities to analyze both organizations and their leadership.

LDR-6030 Leadership Theories and Professional Practice

In this course, students explore and examine contemporary and classical leadership theories and their application to a variety of professional settings; students assess and evaluate organizations' leadership platforms, policies and professional practices.

LDR-7010 Developing the Organization's Human Capital

In this course, students examine and explore human resources policies and practices; administrative supervision strategies and effective communication techniques; job performance, employee development and deployment, diverse work force, employment law, training and development, harassment and health issues and disabilities and discrimination.

LDR-7020 Leading the Knowledge Enterprise

Leading the Knowledge Enterprise is a course that introduces students to the exciting and sometimes hard-to-define field of knowledge management. The role of the leader is emphasized, especially as it relates to identifying and leveraging the intellectual capital of an organization; promoting and facilitating knowledge sharing and innovation; intellectual assets, knowledge management strategy, knowledge management cycle and knowledge taxonomies.

LDR-7030 Promoting and Leading Change

Effective change leadership requires an understanding of the basic principles and practices underlying innovation, change processes and sustainability in organizations. The focus of LDR-7030 is initiating, implementing and ensuring continuation of change as a key leadership challenge. Various change theories and principles are examined with an emphasis on the leader's role in capacity building, creativity, organizational strengths and style. Participants are encouraged to develop a more situated and experienced informed approach to change in the organizational front lines.

LDR-7040 Creating & Leading a Learning Organization

In this course, students explore and examine the five disciplines of learning organizations; characteristics of learning organizations, growth cycles, building capacity and sustainability.

LDR-7050 Strategic Forecasting and Planning

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

Mathematics Education Courses**MAE-6230 Seminar in Elementary School Mathematics (3 hours)**

Recognition and solutions of children's difficulties in elementary school mathematics, the content of the new programs and the methods for reaching them. Prerequisite: One year of teaching experience.

MAE-6606 Teaching Math in Middle and Secondary Schools (3 hours)

Curriculum, methods, and materials in mathematics at the secondary and middle school levels.

Philosophy, structure, and operation of comprehensive American secondary and middle schools.
Prerequisite: Admission in the College of Education and at least 9 hours of undergraduate mathematics passed with a "C" or better.

MAE-6950 Independent Study in Math Education (1-3 hours)

MAE-6970 Independent Research in Math Education (3 hours)

Mathematics Courses

MAT-6200 Topics in Statistics (3 hours)

Introduction to basic statistical concepts including frequency distributions, central tendency, variations, normal curve, correlations and regression with applications to statistical inference and use in decision making in education. Prerequisite: College Algebra.

MAT-6220 Topics in the History of Mathematics (3 hours)

Major trends in mathematics from earliest times to the 17th century with a focus on the outstanding contributions and applications to the classroom. Prerequisite: College Algebra.

MAT-6230 Topics in Problem Solving with Number Theory (3 hours)

Problem solving techniques with applications to natural phenomena, games and puzzles. Use of principles of Number Theory to solve problems. Includes applications to the classroom. Prerequisite: College Algebra.

MAT-6370 Topics in College Geometry (3 hours)

An introduction to the development of Euclidean and non-Euclidean geometries and their axiomatizations with applications to the classroom. Prerequisite: Pre-Calculus

MAT-6500 Topics in Math for Teachers (1 hour)

MAT-6950 Independent Study: Math (1-3 hours)

Management Courses

MGT-6100 Operations Management (3 hours)

Business processes, procedures and strategies used to transform various inputs into finished goods and services. Intensive study of the strategy, design and operation of productive systems.

MGT-6110 Competitive Strategy (3 hours)

Formulation and analysis of business strategy. Objectives and policies that collectively determine how a business positions itself to create economic value. A study of strategy models, competitive advantage, above average returns and the strategic management process. Analyze an industry's competitive landscape and how globalization and technological changes shape it. Prerequisite: Completed 27 hours of MBA coursework.

MGT-6200 Global Managerial and Organizational Behavior (3 hours)

Examine interpersonal behavior related to organizational performance. Behavioral science motivation, social perception, group decision making, ethical leadership and multicultural behavior.

MGT-6300 Corporate Finance (3 hours)

Develop a framework for analyzing a firm's investment and financing decisions. Topics covered include discounted cash flow, capital budgeting techniques, portfolio analysis and the Capital Asset Pricing Model, security market efficiency, corporate financing and optimal capital structure; familiarity with accounting and statistical tools.

MGT-6310 Investments (3 hours)

Foundation for understanding a firm's access to funding and markets, financial theory and techniques used in quantitative analysis of financial asset prices and their application to investment decisions. Portfolio allocation and models of capital market equilibrium.

MGT-6320 Entrepreneurial Finance and Private Equity (3 hours)

Challenges and opportunities involved in creating and managing a new enterprise. Recognition and evaluation of business opportunities. Development, preparation and presentation of a business plan, including short-term and long-term financial plans. Sources for funding and managing an entrepreneurial organization.

MGT-6400 Ethical Strategic Leadership (3 hours)

Decision making, negotiations and ethics. Cultural impact on management strategy. Create value, motivate resources, leading and creating high performance teams. Integrating performance across business units.

MGT-6500 Fund Development and Management (3 hours)

Development of current and long-range strategic plans. Research and development of actual grant application. Presentation and communication of strategic plan and grant application. Exploration of partnerships and social networks to further an organization's mission. Sources of funding beyond grants, project management and discussions of industry best practices.

MGT-6510 Management of Human Resources (3 hours)

The strategic role of human resource management in an organization. Hire, evaluate, train and manage employees to achieve organizational objectives. The impact of economic and legal issues on human resource management. Globalization and diversity in the workplace.

MGT-6520 Managers and the Legal Environment (3 hours)

The study of law from the perspective of current and future leaders. Practical knowledge of legal issues and principles. Strategies to minimize risk, create value and manage legal disputes.

MGT-6530 Introduction to Not-for-Profit Organizations (3 hours)

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit's organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization's purpose into action. A service learning project will incorporate theories into real-world applications.

MGT-6540 Topics in Board Governance and Management of Volunteers (3 hours)

Importance of volunteers to a not-for-profit enterprise or church. Recruiting and motivation of volunteers. Proper role of the board of directors. Leadership issues and topics. Study best practices in industry, identify industry weaknesses and recommend process improvements.

MGT-6550 Business Communication & Organizational Behavior

MGT-6600 Seminar in Descriptive Statistics (1 hour)

Statistical concepts and analytical tools for data driven decision making. Basic statistics, terminology and applications. Data collection and presentation methods. Measures of central tendency and variability. Probability distributions. Introduction to regression and correlations.

MGT-6990 Cases in Financial Analysis (3 hours)

Capstone Experience. Integrate knowledge and skills gained from the MBA program and apply them in a real business environment. Learn how to use teamwork to solve authentic business challenges. Students must have completed 30 hours of MBA coursework.

Marketing Courses

MKT-6100 Marketing Design and Strategy (3 hours)

Provides an understanding of marketing as the basis for general management decision-making and as a framework for analyzing business situations. Covers concepts, activities and techniques related to the planning and coordination of marketing functions, marketing policies and the analysis of marketing administration.

Music Courses

MUS-6133 Analysis and Compositional Techniques (3 hours)

Identification and description of musical forms and analytic techniques. Investigation into techniques used by composers of various historical periods. Appropriate application of different analytical techniques for discussion of repertoire from each of these periods. Prerequisite: Admission to MCM or MA in Music program.

MUS-6143 Composing for the Liturgy (3 hours)

Choosing text, writing original music and arranging existing music for use in a variety of worship settings. Prerequisites: MUS-4133 Music Theory: Counterpoint and MUS-4153 Music Theory: Form and Analysis or equivalent.

MUS-6153 Music Theory: Form & Analysis (3 hours)

Writing and analyzing aspects of late 19th-century chromatic harmony. Introduction to musical forms and analytic techniques. Prerequisite: Acceptance into MCM or MA in Music program.

MUS-6163 Orchestration & Arranging (3 hours)

Study of the basic techniques in writing for instruments, scoring for both instrumental families and larger ensembles, and arranging music from one medium to another. Preparation of score and parts and reading sessions included. Prerequisite: Acceptance into MCM or MA in Music program.

MUS-6173 Music Theory: Counterpoint (3 hours)

Introduction to fundamentals of contrapuntal thought and species counterpoint; writing 16th-century vocal counterpoint; analysis of 18th-century keyboard counterpoint; principles of 20th-century instrumental counterpoint.

MUS-6213 The Literature of the Organ (3 hours)

Organ music from the Renaissance to the present and its relationship to general music history. Research project required. Prerequisite: MUSA-6621 Graduate Applied Organ

MUS-6223 Johann Sebastian Bach and the Baroque (3 hours)

Investigation of Western European art music from 1650 to 1750, culminating in representative works by J.S. Bach. Critical analysis of musical styles for church, chamber and theater in light of the prevailing theological, social, political and cultural climates. Prerequisite: MUS-3213 History of Western Music to 1750 or equivalent.

MUS-6243 Music Research and Bibliography (3 hours)

Study and practice of the primary research methodology, techniques and materials in musicology, especially church music.

MUS-6253 Choral Literature (3 hours)

Survey of choral literature according to historical period and musical form.

MUS-6263 Twentieth-Century Music Literature and Techniques (3 hours)

History, literature, principal composers, and related compositional techniques of Western art music, as well as introductory studies in composition. Prerequisites: acceptance into MCM or MA in music program, passing grade on music history entrance exam.

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

Foundations, practice, and skills of providing musical leadership to the congregation's song and accompanying at the keyboard. Discernment of how best to lead congregational song of various sources and styles. Co-requisite: MUSA-6621 Graduate Applied Organ

MUS-6323 Music for the Contemporary Church (3 hours)

Planning music for the services of the church year. Study of the liturgical traditions and contemporary considerations.

MUS-6333 The Traditions of Christian Hymnody (3 hours)

The scope and historical patterns of hymnody from the early Christian era to the present with a focus on those movements that contributed most significantly to the current literature.

MUS-6343 Music in the Age of Reformation (3 hours)

Major developments in Western European art music from 1520-1650 in light of theological, social, political and cultural climates. Critical analysis of musical styles with an emphasis on sacred repertoires of the Protestant church in Germany, France and England. Prerequisite: MUS-3213 History of Western Music to 1750 or MUS-4362/6372 Musical Heritage of the Church or equivalent.

MUS-6353 Studies in Christian Worship: Theology and Music (3 hours). Cross-listed with THY-6353.**MUS-6372 Musical Heritage of the Church (2 hours)**

Survey of the history of music within the Christian church from the background of Old Testament times to the present day. Emphasis on how music developed in response to the needs of each age. Research into the music of a particular period/genre of the student's choice.

MUS-6383 Current Issues in Church Music (3 hours)

Consideration of current issues and practice affecting worship and music in the Church. Identification and evaluation of concepts, procedures, techniques and materials related to these issues.

MUS-6391 Church Music Practicum (1 hour)

Directed and supervised experience in planning for a balanced parish music program and presenting such music in the congregation. Prerequisite: six hours of graduate study in MUS courses must be completed before practicum is undertaken.

MUS-6412 Methodologies of Music Learning (2 hours)

Exploration of methodologies for musical learning with emphasis on Dalcroze, Orff, Kodály, and Suzuki. Organized around the basic areas of singing, rhythm, listening, instruments, creative activity and music literacy. Research into one or more of the methodologies as it pertains to the emphasis and interest of the student. Field experience required.

MUS-6452 Children's Choir: Techniques & Materials (2 hours)

Discussion and demonstration of techniques and approaches to working with children's voices, organization of choirs, and appropriate literature. Emphasis on involvement of children in the church music program. Development of a choral plan based on recent research into the child voice. Clinical experience. Field trips. Co-requisite: MUSA-6631 Graduate Applied Voice

MUS-6483 Graduate Choral Conducting (3 hours)

Refinement of conducting techniques and the study of musical style. Exploration of choral ensemble issues as well as repertoire and materials. Choral Literature research. Prerequisite: grade of "C" or higher in MUS-3883 Basic Conducting.

MUS-6520 Graduate Recital (1 hour)

A musical recital in fulfillment of degree requirement. This course is chosen as a performance option for the Master's Capstone Experience in either the 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 eighteenth century to the present with an emphasis on teaching the literature. Research in at least one style period. Prerequisite: MUSA-3601 Applied Piano for Majors I.

MUS-6652 Piano Pedagogy & Literature I (2 hours)

Methods and music materials used in beginning levels of piano study. Observation, participation in, and evaluation of individual and group instruction. Presentation of materials project. Field trips. Prerequisite: MUSA-3601 Applied Piano for Majors I.

MUS-6661 Practicum in Piano Pedagogy I (1 hours)

Practical application of methods covered in MUS-6652 through observation and supervised teaching in the Preparatory & Community Piano program. Preferably taken concurrently with MUS-6652. May not be taken without prior or concurrent credit for MUS-6652.

MUS-6672 Piano Pedagogy & Literature II (2 hours)

Methods and music materials used at the intermediate levels of piano study. Observation, participation in, and evaluation of individual and group instruction. Presentation of intermediate level materials project. Field trips. Prerequisite: MUS-6652 Piano Pedagogy & Literature I.

MUS-6681 Practicum in Piano Pedagogy II (1 hours)

Practical application of methods covered in MUS-6672 through observation and supervised teaching in the Preparatory & Community Piano Program. Preferably taken concurrently with MUS-6672 Piano Pedagogy & Literature II. May not be taken without prior or concurrent credit for MUS-6672.

MUS-6883 Graduate Instrumental Conducting (3 hours)

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

MUS-6950 Independent Study in Music (1-3 hours)**MUS-6970 Independent Research (3 hours)****Applied Music Courses**

Applied music lessons on the graduate level are available for the following: piano, organ, harpsichord, voice, instruments, composition, improvisation and conducting. Applied music courses are numbered MUSA-6000 (graduate level). One hour of credit for 13 half-hour lessons is assigned to applied music courses except in composition for which the same credit requires one-hour lessons. Application of this credit to the Master of Church Music and MA degree in Music is delineated in the requirements for the degree program.

Music Ensembles Courses

MUSE-6900 Kapelle

MUSE-6905 Women's Chamber Choir

MUSE-6925 Men's Chamber Choir

MUSE-6930 Schola Cantorum

MUSE-6940 Wind Symphony

MUSE-6950 Jazz Band

MUSE-6960 University Band

MUSE-6970 Flute Ensemble

MUSE-6980 Chamber Orchestra

MUSE-6990 University Handbell Choir

Organizational Leadership Courses**OLDR-6000 Leadership & Excellence (3 hours)**

Overview of leadership theories and leadership concepts; systems and organizational perspectives, organizational performance and effectiveness, learning organization concepts and strategies.

OLDR-6001 Strategic Leadership & Planning (3 hours)

The course is designed to prepare students with diverse perspectives, frameworks, skills and tools for

executing effective strategy within mission-driven organizations. Topics include effective mission-driven organizations, role of strategic leadership, tools for developing and assessing strategic engagement, stakeholder concerns and opportunities for leading change initiatives and strategic planning.

OLDR-6002 Ethical & Social Leadership (3 hours)

Examine and explore ethical dilemmas of leadership, the context and foundations of moral choice, moral implications of decisions and ramifications of leader choices. Ethical challenges and decision making criteria, stewardship and social responsibility in an age of increased organizational accountability and transparency.

OLDR-6004 Leadership Capstone (3 hours)

This course serves a culminating experience in which students are expected to apply knowledge and insights gained from their graduate course experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity for closure and connection between courses. The purpose of this capstone course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice.

OLDR-6800 The Leader as Trainer, Mentor and Coach (3 hours)

This course is designed to provide students with an overview of the methods used by leaders to approach training, coaching and developing their organizational workforces. Faced with the constant of change and ever increasing global competition and pressures, organizations must find ways to develop the individuals, teams and leaders in their organizations if they are to remain relevant and competitive in today's marketplace. Students explore various means that can be used for development including various forms of training, mentoring and coaching. Ethical issues as they relate to development and coaching are also examined.

OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization (3 hours)

This course is designed to provide an opportunity for exploration and critical examination of self in the context of leadership development and proficiency. The organizational leader is viewed as the lead learner whose responsibility is to cultivate, shape and sustain the development of the organization and personnel. Emphasis is placed on the practice of self-reflective leadership grounded in established theory and principles. Students are encouraged to self-assess and articulate their own generative capacities, professional renewal initiatives and leadership legacy. Purpose, intention and actionable plans for leadership growth and development are encouraged.

OLDR-6820 Leadership: Politics, Power and Applied Ethics (3 hours)

In this course students will examine the ethical dilemmas of leadership, the foundations and context of moral choice and the moral implications of decision making. In doing so, the purpose is to make visible the ethical challenges and decision criteria facing leaders, the role of politics and power in organizations and the leader's ability to promote and infuse organizational ethics and integrity into the culture.

OLDR-6830 Leadership Communication and Decision-Making (3 hours)

This course is designed to provide students with an overview of the key elements of communication and decision-making in 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.

OLDR-6840 Agents of Change (3 hours)

In this course students will examine the various roles and processes in organizational intervention as they relate to identifying, implementing and sustaining change. Organizational culture, climate, communication practices, mental models and change theories will be explored.

Online Teaching for pK-12 Educators Courses

OTES-6100 Introduction to pK-12 Online Education

This course provides an overview of historical, current, and emerging trends in online education in the pK-12 environment. Specific models are discussed such as blended, online, and web-enhanced education emphasizing synchronous, asynchronous and web-enhanced instruction. Ethical, legal and safety issues of the online environment are also discussed.

OTES-6400 Learning Theories and Online Instructional Strategies

The pedagogy of online teaching and learning will be the focus of this course. Through an understanding of the relationship of learning theory to instruction, students will examine successful research-based instructional strategies used in the online environment. Interaction among students and the teacher in an online course will be emphasized.

OTES-6500 Instructional Design for Digital Learning

This course provides an overview of instructional design processes, methodologies, and professional standards that guide the development of online instruction. Accessibility concerns in online education will also be discussed.

OTES-6700 Assessment and Student Success in an Online Environment

The effective use of assessment data is central to effective instruction and learner success. This course reviews the role of assessment, the development of assessment strategy, valid and reliable online assessments and the analysis of assessment data to inform instruction.

Human Performance Courses

PES-6123 Nutrition for Human Performance (3 hours)

Presentation and application of appropriate foundational nutrition relative to exercise, the reduction of disease, body composition, and weight control with emphasis on developing a comprehensive literature review. Prerequisites: PES-3400 Applied Anatomy and Physiology, PES-4101/BIO-4100 General Nutrition, or permission of instructor.

PES-6210 Fitness Testing and Exercise Prescription (3 hours)

Techniques for conducting fitness assessments and developing exercise prescriptions. Prepares the practitioner to develop personal fitness programs based on the results of fitness assessments and other relevant information and apply those techniques to clients during the course of the semester. Computer applications. Prerequisite: PES-3400 Applied Anatomy and Physiology or equivalent.

PES-6410 Biomechanics (3 hours)

Function of the skeletal, articular, and neuromuscular systems in producing efficient movement. Application of mechanical principles in performing sport skills, dance, and adaptive activities with an

emphasis on developing a comprehensive literature review. Prerequisite: PES-3400 Applied Anatomy and Physiology or consent of instructor.

PES-6420 Physiology of Exercise (3 hours)

Scientific basis for the development of physical fitness and conditioning programs. Bioenergetics of human movement; physiological adaptations during and following exercise with emphasis on developing a comprehensive literature review. Prerequisite: PES-3400 Applied Anatomy and Physiology or consent of instructor.

PES-6431 Physical Growth and Motor Development (3 hours)

Physical growth, motor skill acquisition and learning and motor performance primarily from infancy through adolescence with emphasis on developing a comprehensive literature review on the principles of motor development.

PES-6605 Instructional Strategies for Human Performance (3 hours)

Learning theories, instructional styles and strategies for directing motor learning experiences with an emphasis on developing a comprehensive literature review of instructional strategies for physical education. This course satisfies the K-12, middle and secondary school methods requirement in Human Performance. Prerequisites: PES-4620 Teaching Individual and Dual Sports Activities, PES-4630 Teaching Team Sport Activities, PES-4640 Dance Activities or permission of instructor; admission to College of Education.

PES-6660 Curriculum Design (3 hours)

Theories and processes of curriculum development, implementation, and assessment for the middle and secondary school setting with an emphasis on developing a comprehensive review of current health curricula.

PES-6740 Measurement and Evaluation in Human Performance (3 hours)

Theory, practice, and analysis of tests and evaluation procedures related to the study of human performance with emphasis on developing a comprehensive literature review.

PES-6950 Independent Study (1-3 hours)

PES-6970 Independent Research (3 hours)

Philosophy Course

PHI-7000 Ways of Knowing (3 hours)

An analysis of the dominant practices of idea formation in society, particularly in the areas of natural sciences, social and behavioral sciences and religion. Course content will focus on the underlying assumptions of these practices with specific attention given to the compatibility of these assumptions and practices across these different paradigms.

Psychology Courses

PSY-6025 Assessment Techniques (3 hours)

History, purpose, principles and methods of assessment; techniques and instruments employed in measuring abilities, achievement, interests, and personality; statistical procedures, limitations of

measurement, especially among children. Relationship of assessment to the objectives of the school and counseling procedures.

PSY-6030 Research in Psychology (3 hours)

Introduces the purpose, methods, and ethics for conducting and interpreting research in psychology and behavioral sciences. Emphasis on understanding research methods, statistical analysis, needs assessment and program evaluation allowing the development of necessary knowledge to critique research studies.

PSY-6040 Applied Psychopathology & Diagnosis (3 hours)

This course addresses the principles of diagnosis of normalcy and psychopathology through the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual (DSM) and the current edition of the International Statistical Classification of Diseases and Related Health Problems (ICD). Introduction to principles and models of bio-psycho-social-spiritual assessments, case conceptualizations, and theories of human development.

PSY-6050 Adult Development & Aging (3 hours)

This course promotes integrity as students acquire attitudes and skills that promote the understanding of adult development with special attention paid to the aging process. It further promotes integrity as students learn to suspend judgment and draw various fields together in order to understand and provide quality care services to the aging population with sensitivity to cultural differences. Students obtain the knowledge of techniques and research while attaining competency in the timely use of various person-centered interventions. As knowledge and competency develop, a sense of confidence and leadership is cultivated.

PSY-6495 Administration of Human Services (3 hours)

Focus on structure of programs, financial and legal concerns, agency management, evaluation of services and planning.

PSY-6500 Cognitive Development: Theory and Implications (3 hours)

Major perspectives of cognitive development throughout the lifespan, including the developmental and information processing approaches. Implications for work with various age groups in educational and other settings.

PSY-6505 Psychological Theories and Educational Processes (3 hours)

Psychological theories and their impact on the learning process. Focus on theories of learning, motivation and intelligence. Review of current research in educational psychology.

PSY-6800 Advanced Research in Psychology (3 hours)

Provides students opportunities to demonstrate comprehension and implementation of research methodology by conducting a study in collaboration with a sponsoring faculty member. Participate in an ongoing study or construct a novel design. Literature review, research methodology in practice, sample selection, data collection, selection of appropriate statistics, data entry, analysis of results, development of discussion sections. Preparation for doctoral work in psychology and careers in academic or research settings.

PSY-6950 Independent Study: Psychology (1-3 hours)

PSY-6970 Independent Research (3 hours)

PSY-6990 Master's Thesis (0 hours)

PSY-6993 Internship: Psychology (3 hours)

Supervised involvement in a work experience which utilizes psychology in a meaningful manner. Requires approval by the department.

PSY-6994 Internship: Human Services (3 hours)

Supervised experience (300 clock hours) in a community human services agency. Site to be approved by Concordia-Chicago prior to semester. On-campus classroom component required. Consult internship manual for further information.

PSY-7400 Advanced Learning Theory (3 hours)

In-depth examination of significant past and relevant current theory in cognitive development and processing. Application and critique of theory in learning environments is emphasized. Admission to doctoral program required. Prerequisite: PSY-6500 Cognitive Development: Theory and Implications or PSY-6505 Psychological Theories and Educational Processes or equivalent master's level course in learning theory.

Research Courses

RES-6600 Research in Education (3 hours)

The focus of this course is on the understanding of educational research. Emphasis will be on the interpretation of research and the development of basic research skills for school improvement.

RES-6620 Introduction to Research (3 hours)

This course examines foundation level principles and processes of social and behavioral research as applied across disciplines. This course is designed to enable students to acquire both a basic understanding and skills in general research methods. Specifically, the course prepares students to be critical consumers of research and to be an active participant 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 Research (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-7610 Quantitative Analysis

RES-7620 Advanced Topics in Statistics (3 hours)

An introduction to advanced statistical concepts including multivariate analysis, linear models, hierarchical linear models, factor analysis and data management will be covered in this course. Students will use published software packages and will learn to write basic syntax for custom analysis.

Prerequisite: RES-7605 Quantitative Analysis.

RES-7700 Qualitative Research (3 hours)

An examination of qualitative research approaches with a focus on research design, the role of the researcher, data collection and analysis, and writing from a qualitative perspective.

RES-7710 Advanced Qualitative Research (3 hours)

This course provides advanced introductions to a representative range of qualitative methods. It is designed to familiarize doctoral and advanced master's students with the commonly used qualitative research methods. The course will prepare them to further understand philosophies and concepts of qualitative methods, to utilize these methods in their own research, or to evaluate the qualitative work that others have done. This course also teaches how to use qualitative software as an analytic tool to analyze qualitative data. Prerequisite: RES-7700 Qualitative Research.

RES-7800 Mixed Methods Research (3 hours)

This course explores the theory and practice of mixed methods research in program evaluation and applied research. Prerequisite: RES-7700 Qualitative Research and/or RES-7605 Quantitative Research

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.

Reading, Language and Literacy Courses**RLL-7000 Trends and Issues in Literacy Research (3 hours)**

A historical and philosophical study of the major theories and the empirical research that describes the cognitive, linguistic, motivation, and sociocultural foundations of reading and writing processes, components, and development. Prerequisite: Admission to an approved terminal degree program or consent of instructor.

RLL-7010 Instructional Approaches in Reading, Writing and Language (3 hours)

This course examines the major perspectives, theories, and their impact on the learning process related

to cognitive, physiological, and psychological development of reading and writing in P-Adult educational settings. Candidates will explore, analyze, and evaluate new instructional models and related assessment systems for reading, writing and language development. Prerequisite: Admission to approved terminal degree or consent of instructor.

RLL-7020 Development and Evaluation of Literacy Programs (3 hours)

Candidates will explore issues, trends and current practices related to literacy models and programs in diverse settings. Practical experience in conducting a program evaluation will be an integral part of this course. This includes an analysis of curriculum construction, program design, development, implementation, and evaluation. Prerequisite: RLL-7010 and consent of instructor.

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 policy makers, public officials and community members will be an integral part of this course. Prerequisite: Admission to the Ed.D. in Reading, Language and Literacy program.

RLL-7040 Cultural and Socioeconomic Perspectives of Literature and Literacy (3 hours)

An exploration of the historic, current, and changing demographic factors that impact and influence literacy practices. Examination of literature and literacy successes as seen through the eyes of diverse learners (culturally, ethnically, economically, socially, gender, and linguistically). Prerequisite: Admission to a terminal degree program or consent of the instructor.

RLL-7050 Multiliteracies (3 hours)

Examination and comparison of theories and research in new literacies to create a literate environment that fosters reading, writing, information and communicative competencies in diverse contexts. This course will explore literacies in schools and in the wider scope of the world. Prerequisite: Admission to the Ed.D. in Reading, Language and Literacy program.

RLL-7060/7061 Reading, Language and Literacy: Internship I and II (6 hours)

Two consecutive semesters in reading, language and literacy clinical experiences in P-adult settings, requiring extensive, intensive and diverse assignments in instruction, evaluation and leadership. Prerequisite: Department approval.

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 which include knowledge and understanding of acquisition, assessment and instructional delivery systems. Field experience required. Prerequisite: RLL-7010, 7020 and/or Department approval.

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.

Servant Leadership Courses

SL-7000 Case Studies in Servant Leadership (3 hours)

A contemporary, biographical analysis of the impact of servant leaders in for-profit and nonprofit organizations, including a personal, reflective self-study of servant leadership strengths and developmental goals

SL-7010 Developing Human And Community Capacity (3 hours)

An examination of how to serve as a healing influence in the lives of individuals and in institutions; build community within the workplace; commit to the growth of self and others; and, develop an individual and communal service organization.

SL-7020 Diversity Issues in Servant Leadership (3 hours)

A focus on diversity issues with the practice of servant leadership that covers topics such as building networks, communities and organizations that highlight and emphasize relationships that are grounded in mutual respect, reciprocity, understanding, and appreciation for differences.

SL-7030 Introduction to Servant Leadership - Principles and Practices (3 hours)

An invitation to and introductory exploration of the philosophical, religious, and spiritual principles underlying servant leadership. The meaning of service and the practices of servant leaders in contemporary society are examined. SL-7030 is a required prerequisite to other servant leadership specialization courses.

SL-7040 Issues in Leadership Calling and Transformation (3 hours)

Issues in Leadership Calling and Transformation provides students with the opportunity to explore the individual initiative and call to prepare as a servant in order to become a leader. In-depth examination of such issues as intentionality, empathy, awareness, justice, forgiveness, personal commitment, and ongoing personal growth in the context of servant leadership enables students to reflect on their own readiness to serve and lead.

SL-7050 Listening, Learning, and Speaking as a Servant Leader (3 hours)

This course provides learners with opportunities to develop effective communication skills, including active listening and effective speaking with and to individuals and groups as a servant leader; to develop vision and to persuasively communicate vision, purpose, direction, and accomplishments based on ongoing self and organizational assessments.

SL-7060 Purpose, Choice, and Reflection in Servant Leadership (3 hours)

An examination of the meaning and practice of visioning, values, goal articulation, reflection, and choice. Emphasis is placed on the integration of theoretical learning and experiential learning in the context of servant leadership. Personal and professional leadership applications are explored and discussed.

SL-7070 Service Through Stewardship (3 hours)

An exploration of the meaning of stewardship in organizational contexts, including issues in balancing caring, cognition, and emotional intelligence; accountability; the assessment of organizational capacity, human resources, and developmental needs in service of the greater good; collaboration and growth in relationships; anticipation of consequences; and developing, implementing, and sustaining a leadership legacy.

SL-7080 Spirituality and Servant Leadership (3 hours)

An exploration and examination of the meaning of spirituality and service in specific religious and spiritual developmental and leadership contexts. Students consider their personal beliefs, convictions, and practices as these relate to the community and for the greater good of society. Finding one's place and purpose in the world is an underlying theme of this course.

SL-7090 Using Technology to Advance Servant Leadership (3 hours)

Students learn about, explore and apply of current technological tools to the study of Servant Leadership. They examine innovative uses and dissemination strategies of such tools to serve others in need both locally and globally in areas such as agriculture, education, medicine, organizations.

Special Education Courses**SPED/EDL-6225 Special Education Finance**

Students will explore issues related to funding programs for students with special needs. Further discussion focuses on policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates and budgeting.

SPED/EDL-6250 Special Education Law & Policy

Impact of special education policies and implementation as related to public and nonpublic schools. Analysis of legal guidelines, litigation, individualized education programs, inclusion and characteristics of exceptional learners.

SPED-6350 Characteristics & Learning Needs of Students with Academic and Physical Challenges (3 hours)

This course is designed to identify the characteristics of individuals ages 3-21 with moderate and severe developmental, physical, and multiple disabilities. The course will examine the impact of language disorders, processing deficits, behavioral, emotional and sensory disabilities on the development of individuals with cognitive and physical disabilities. The course will examine opportunities to support learning social, personal daily living, and vocational needs of students. Includes 20 hours of field experience.

SPED-6355 Instructional Strategies for Students with Academic and Physical Challenges (3 hours)

This course is designed to examine the curriculum, instruction, and materials for teaching students with moderate and severe developmental disabilities and students with physical disabilities. The course will also examine strategies for activities of daily living and the use of adaptive technology. Prerequisites: Admission to College of Education for degree-seeking students and EDU-6350. Includes 20 hours of field experience.

SPED-6360 Characteristics & Learning Needs of Students with Specific Learning Disabilities and Emotional Disorders (3 hours)

This course is designed to identify the characteristics of individuals ages 3-21 with specific learning disabilities and emotional disabilities. The impact of characteristics on the cognitive, academic, language, and social development of individuals will be examined. Includes 20 hours of field experience.

SPED-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities (3 hours)

This course is designed to examine the organization and implementation of curriculum, materials and

management to facilitate acquisition, maintenance, and generalization of skills for students with learning disabilities. The course also examines the organization of the classroom and school environment for teaching and facilitating social, behavioral, and emotional needs to students with emotional disorders. Also included are instructional planning and design, instructional and community goals. Field Experience required. Prerequisites: Admission to College of Education for degree-seeking students and EDU-6360. Includes 20 hours of field experience.

SPED-6370 Curriculum Based and Educational Measurements of Exceptional Learners (3 hours)

This course is designed to examine the diagnostic procedures that guide instruction of exceptional learners within the least restrictive environment. The course will also include use and analysis of standardized and curriculum-based assessment and assessment techniques to support the learning of students. Field experience required. Prerequisites: Admission to the College of Education for degree-seeking students; EDU-6360 and EDU-6350. Includes 10 hours of field experience.

SPED-6375 Supervision of Programs for Children with Disabilities

This course is designed to examine educational supervisory models with emphasis on specialized instruction. Various elements of instructional leadership are examined emphasizing parent, staff and community collaborations. How to structure programs to reflect current research understandings, best practice in special education, and state and federal mandates are emphasized. 20 hours of field experience.

SPED-6425 Psychology & Methods of Teaching the Exceptional Learner (3 hours)

Identification of characteristics of exceptional learners; applicable laws and policies; Response to Intervention; educational program development based on empirically supported instructional techniques; assessment and IEP procedures; transition planning. Field experience required. Includes 10 hours of field experience.

SPED-6500 Family and Community Relationships in Early Childhood Special Education (3 hours)

This course contains strategies for developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation. Also studied will be family-centered services, and strategies for working with socially, culturally, and linguistically diverse families. Approaches and models for promoting effective consultation and collaboration with other professionals and agencies within the community will also be addressed. Field experience is required.

SPED-6510 Language Development in Early Childhood Special Education (3 hours)

This course addresses typical and atypical language development in young children, with an emphasis on specific language disabilities. Candidates will explore the relationship between communication delays and other areas of early learning and development, as well as learn about alternative communication systems for young children with disabilities. Field experience is required.

SPED-6520 Special Education Assessment for Early Childhood Educators (3 hours)

This course includes a study of the strategies, procedures, and formal and informal instruments for assessing social, emotional, cognitive, communication, and motor skills of infants, toddlers, and preschoolers with developmental delays or disabilities. Learning experiences in this course will equip candidates with methods for conducting formative and summative individual and program evaluation. Assessments of family concerns, priorities, and resources, as well as school, home, and community learning environments will also be addressed. Field experience is required.

SPED-6530 Special Education Methods for Early Childhood Educators (3 hours)

Candidates will study developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings, including the home, school, and community. This course includes an in-depth analysis of theories and principles of developmentally appropriate practice, Universal Design for Learning, differentiated instruction, and child development. Field experience is required.

SPED-6650 Characteristics of the Young Exceptional Learner (3 hours)

During this course, candidates will develop an understanding of the characteristics of infants, toddlers, and preschool-aged children with exceptional needs. Categories of exceptionality surveyed include: communication delays, developmental disabilities, learning and behavioral challenges, hearing and vision impairments, physical disabilities, and other health impairments. Field experience is required.

SPED-6890 Special Education Practicum 1: Content Area Learning and School Collaboration (3 hours)

This practicum experience focuses on effective teaching practices for students with learning and emotional disorders, and will occur in one of the following school settings: general education classroom, special education classroom, or resource room. It is designed to provide educators with opportunities to demonstrate effective collaborative practices, teaching strategies, assessment practices, progress monitoring techniques, behavior management practices. Includes 20 practicum hours.

SPED-6895 Special Education Practicum 2: Content Area Learning and Community Collaboration (3 hours)

This practicum focuses on effective teaching practices for students with academic and physical challenges and will take place in one of the following settings: elementary or high school, therapeutic day school, residential school/facility, homebound instruction, and hospital or treatment facility. Educators will spend four weeks serving the needs of students with physical disabilities, and four weeks serving students with academic challenges including autism, traumatic brain injury, and intellectual disabilities. It is designed to provide educators will opportunities to demonstrate effective collaborative practices, teaching strategies, and assessment and progress monitoring techniques for individual or small groups of students with physical and academic challenges. Includes 20 practicum hours.

SPED-6896 Practicum and Seminar in Special Education Leadership 1 (3 hours)

Practicum and Seminar in Special Education Leadership focuses on effective leadership practices for the supervision of students with disabilities in public schools settings. The practicum will occur in one of the following settings: public elementary or high school, central office, charter school or special education cooperative. It is designed to provide school leaders with opportunities to demonstrate effective collaborative practices to serve students with special needs, implement IDEIA in school practices, supervise and evaluate special education teachers and related service providers, plan for district and state assessment administration, and understand special education budgeting within a public setting.

SPED-6897 Practicum and Seminar in Special Education Leadership 2 (3 hours)

This practicum focuses on effective leadership practices for the supervision of students with disabilities in a private or non-public setting. The practicum will take place in one of the following settings: community agency, therapeutic day school, residential school/facility, hospital or treatment facility. It is designed to provide special education leaders with a comprehensive understanding of the more restrictive options on the placement continuum with opportunities to demonstrate effective collaborative practices, gain an understanding of the guidelines that govern private facilities, understand

the critical partnership between public schools and private settings, and the unique programming considerations in private or non-public settings.

SPED-7XXX Seminar in High Incidence Disabilities (3 hours)

This seminar includes an in-depth review of trends, issues, research and program development in educating students with specific learning disabilities and emotional disabilities. Critical analysis and discussion of a variety of topics including: response to intervention, differentiated instruction, learning climate and culture, and behavior assessments and interventions.

SPED-7010 Assistive Technology for Students with Disabilities

During this course, candidates will review research and analyze instructional practices as they broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies. A variety of assistive technologies and related issues will be examined including: computer software and access, augmentative communication, electronic devices for activities of daily living, wheelchairs and seating, and transportation.

SPED-7020 Principles of Applied Behavior Analysis

This course is designed to provide an overview of the principles and procedures needed to systematically address socially significant maladaptive behavior. Students will understand the basic principles of behavior analysis, behavioral research methods, and begin to acquire the conceptual and technical skills necessary to reinforce socially desirable behavior in diverse learners. Other topics that will be explored in this course include: verbal behaviors, motivation, program development, and ethics.

SPED-7XXX Current Issues and Trends in Special Education (3 hours)

The field of special education is in a constant state of revision. In this course, graduate students will read, research, and discuss a variety of current issues and trends in special education. Other areas of analysis include: political and sociocultural perspectives on special education, considerations of ideal special education systems, communicating the rights and needs of students with disabilities and their families, and future directions in leadership and teacher preparation.

SPED-7XXX 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.

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 field of sports management through the examination of regulations, government intervention, and ethically pertinent scenarios. This

course allows learners to acquire a thorough understanding of legal considerations, which affect the interaction of league officials and athletes, their professional behavior, and what laws are established to protect their rights and assure they are accountable for their actions.

SPML-6020 The Economics of Sports (3 hours)

The domain of sports, most notably, professional sports, has been elevated to one of the highest rungs of the financial ladder by having entered the world of professional entertainment industry. In the 21st century, sport has secured its place as one of the paramount forms of entertainment from Friday night high school football games to the Olympic venues. To function as an administrator within this profession, it is imperative to have a comprehensive understanding of the dynamic role of economics. In this course, students explore and examine the concepts and models of micro and intermediate economics as related to the business of sport.

SPML-6030 Sports Leadership and Ethics (3 hours)

Sports Leadership and Ethics is designed to prepare learners to evaluate business principles, theories and responsibilities in the field of sports management, with an increased understanding of acceptable practices, human capital, and professionalism. In addition, this course provides learners with an understanding 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, complex financial concerns in the sports workplace.

SPML-6050 Leading in a Time of Change (3 hours)

This course introduces students to the valuable change management process in the dynamic world of sports leadership and management, preparing them to use and apply these skills practically with an understanding of varying concepts, theories and opinions.

SPML-6060 Level the Playing Field: Diversity in Sports (3 hours)

This course is designed to teach students what diversity is and how it applies to sports in general and more specifically to gender, race, and various cultures. The course will help learners understand the unique challenge for sports leaders to better understand diversity, and through this understanding help “level the playing field.”

SPML-6070 Sports Promotion (3 hours)

This course offers students opportunity to explore and examine the relationship between the mass media and the sports industry. Topics include sports broadcasting, print media and the development of public relations tools such as media guides and press releases, effective principles, theories, practices and methods involved with all aspects of sports communications.

SPML-6090 Sports Administration (3 hours)

This course is designed to emphasize the practical application of concepts, principles, and practices between sports organizations and community associations as it relates to the role of sport leader and administrator. Students will be required to review course materials, participate in discussion forums, and conduct research to acquire a thorough understanding of sports administration principles and theories.

SPML-6100 Sports Leadership Master's Project (3 hours)

Participation in this course is an opportunity to demonstrate professionalism as well as the integration and application of sport leadership knowledge, skills, and competencies through the identification and in-depth analysis of a contemporary sport management research issue. Students are required to analyze, critically evaluate, and synthesize published research in order to articulate actionable scientific knowledge in the form of a review article worthy of publication.

SPML-6110 Facilities and Events Management (3 hours)

This course examines the principles and practices necessary to plan, develop, promote, operate and maintain sporting events, athletic centers and recreational facilities. Emphasis is on issues concerning personnel, finance, profitability, security, concessions, convention centers, event scheduling, equipment management, facilities maintenance and topics related to liability and risk management.

SPML-6120 Dynamics of Coaching (3 hours)

Coaching requires leadership abilities, social awareness, expertise in athletic components, and the ability to transcend these principles through recognized methodologies. This course focuses on the major coaching theories and models, methods, practices, and outcomes. Topics include study of first principles in coaching, coaching cases and analyses, great coaches, coaching decision making, and other contemporary issues.

SPML-6130 Social and Historical Foundations of Modern Sport (3 hours)

Sports are integrated into society and enjoyed throughout the world on a cultural and competitive level. This course examines the social, political, cultural, philosophical, psychological, historical and practical aspects of sport history and evolution.

SPML-6140 Research in Sports Studies (3 hours)

This course is designed as an introductory examination of the research process and the main methodological approaches used to conduct research on contemporary issues in the sport industry. Fundamental research concepts and strategies are presented in order to prepare students to interpret, analyze, plan, design, and report the results of sport research projects. Students are required to review course materials, participate in discussion forums, analyze published research, identify a research topic, and complete the initial steps of a literature review.

SPML-6150 Philosophy and Educational Value of Sport (3 hours)

This course will build on Foundations & Theoretical Perspectives and provide students with academic opportunities to identify and establish their personal and professional ideals and dispositions in relation to the academic literature and the mission/vision of their educational, recreational, and professional setting. Academic/co-curricular connectivity of sport and society.

SPML-6160 Assessment and Evaluation of Recreation & Leisure Programs (3 hours)

This course explores and examines the purpose and added value of assessment and evaluation in the recreation/leisure settings. Basic procedures and designs are used to develop a professional program evaluation/assessment plan. Cycle of evaluation/assessment, needs assessment, program planning and design, outcomes, objectives, findings, 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 the recreation and leisure with an examination to the relationship to present day professional and social sports issues.

Teaching English to Speakers of Other Languages (TESOL)

TESL-6110 Introduction to Distance Education for TESOL

This course provides an overview of the theoretical framework, historical development and practical applications of distance education for TESOL education and language training environments. In addition, the course examines the application of distance learning technologies, online pedagogy, and ethical practice in distance education focused on English language teaching and learning.

TESL-6200 Applied Philology and World Englishes

Familiarity with both standard and non-standard varieties of English in countries where English is spoken as a first language, as an official language, and as an influential foreign language. Examination of the conditions and contexts surrounding the development and expansion of English as a global language through historical, linguistic, social, cultural, political, and literary concerns. Selected studies of sociolinguistic variables, language change, code-switching, and universal grammar to inform discussion of such variation as found in African-American English, Indian English, British dialects, and English-based pidgins and creoles. Critical awareness of standard language ideology debates, their implications on the emergence of new Englishes, and their impact on the internationalization and globalization of World Englishes. Investigation of revitalization efforts of indigenous and endangered languages. Course content to also include the fundamentals of philology in applied areas to analyze general problems of language and language use, and utilize philology as a reflection on the history of culture.

TESL-6230 Second Language Acquisition

Intensive examination of how humans learn second languages. Review of the theories and key concepts of first and second language acquisition. Examines theoretical models and research on such issues as differences between L1 and L2 acquisition, the variables that may affect the language development processes, the effect of age on language acquisition, cognitive factors in second language acquisition, and learner variables. Exploration of sociocultural factors included.

TESL-6240 Issues in Second Language Rhetoric and Composition

Examination of theories and practices underlying the teaching and learning of second language writing. Inquiry into rhetorical, political, linguistic, and pedagogical issues in teaching writing at English language institutes or at the college or university level to learners whose first or strongest language is not English. Emphasis on developing the background necessary to examine and refine one's pedagogical position on the teaching of academic writing to linguistically and culturally diverse learners that includes English for Specific Purposes. Attention given to Contrastive Rhetoric and Computer-Mediated Communication.

TESL-6220 TESOL Curriculum Planning and Methodology

Introduction to curriculum theories and their application toward the process of curriculum development, from needs analysis to course evaluation, utilizing a needs-based, learner-centered approach to selecting, adapting, and designing curricula, courses, and materials. Emphasis is on ESOL curricular design and appropriate instructional planning to address the socio-cultural, physical, and educational needs of students in PreK-12 and university settings. Attention is given to English for Academic Purposes and Content-Based Instruction.

TESL-6210 Teaching ESL/EFL to Adult Learners

This course provides an introduction to adult learning theories and contexts for teaching the adult language learner. The course will examine goals, principles, and best practices for teaching English as a Second or Foreign Language, and ways to evaluate adults' second language development. In addition, the course will explore the influence of varying backgrounds on adult language learning to promote an effective, communicative language classroom for students of varied ages and levels in various adult language teaching situations.

Theatre Courses

THR-6210 Contemporary Theatre (3 hours)

Theatrical trends of the past two decades as seen through scripts and play productions. Attendance at area plays. Student is responsible for ticket cost.

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 which molded Judaism in Palestine and in the Diaspora in the Greek and Roman periods. Includes reading primary sources in the Apocrypha, Pseudepigrapha, Talmud and Dead Sea Scrolls.

THY-6100 The Parables of Jesus (B-NT) (3 hours)

The synoptic parables in their cultural context, their use in Jesus' teaching, their interpretation and their application in contemporary Christian education.

THY-6110 New Testament and Early Christian Worship (B-NT, CS, H) (3 hours)

The New Testament in the light of the influence of early Christian worship on the form and content of the various writings.

THY-6120 The General Epistles (B-NT) (3 hours)

Study of theology and theological method found in the Catholic epistles including Hebrew; James; 1 & 2 Peter; 1, 2, & 3 John; and Jude, within the wider context of the history and the theology of the early church. Prerequisite: THY-3100.

THY-6210 Lutheran Confessional Theology (S) (3 hours)

The study of the discipline of Systematic Theology with a special focus on the “Confessing” approach of the Lutheran tradition. Exploration of differing approaches to the task of theology along with the different approaches to Holy Scripture and the questions of faith and reason. Emphasis will be given to the formation and function of the three ecumenical creeds, the Augsburg Confession and its Apology, and the two catechisms of Luther.

THY-6240 The Church and its Ministry (S) (3 hours)

Examination of the nature of the Church and its Ministry with particular attention to its offices and their duties in relationship to the vocation of the Church and Christian service in the world.

THY-6313 Baptism and Eucharist (S, CS) (3 hours)

Study of the rites and practice of the sacraments of Baptism and Eucharist from a biblical, theological and liturgical perspective. Emphasis on the development of an appropriate parish practice for the goal of an enriched congregational life. Cross-listed with MUS-6313.

THY-6320 Early Christian Fathers (H) (3 hours)

Theological and historical analysis of the doctrines and practices of select early Christians such as Ignatius of Antioch, Irenaeus and Tertullian.

THY-6330 Topics in the History of Christianity (H) (3 hours)

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

THY-6350 Martin Luther (H, S) (3 hours)

Historical introduction to Luther as theologian, churchman, and polemicist for 16th-century Evangelicalism. Enduring images of Luther inside and outside Protestantism. Luther’s significance to contemporary theology. Readings from primary sources.

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

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

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

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

THY-6420 Worship and Witness (CS) (3 hours)

The historical and theological foundations of worship and witness, the inter-connection of worship and witness and the influences of sociological and cultural change.

THY-6490 Research in Theology (3 hours)

A study of the objectives, procedures and bibliographical resources for research and writing in the discipline of theology. Emphasis upon library resource orientation and the actual process of committing theological research to formal writing.

THY-6500 Moral, Ethical, and Spiritual Development of the Child (RE) (3 hours)

Development of spiritual formation and its relation to the life of the child. Principles and means involved in the process.

THY-6515 Spiritual Nurture of the Adolescent (RE) (3 hours)

Principles, organization, materials and practices of nurturing the faith of the adolescent in the Lutheran high school, a review of the history of Lutheran education and the office of the Lutheran teacher. Prerequisites: THY-2010 or THY-3105 and THY-2210 or consent of instructor.

THY-6520 Spiritual Maturity and the Adult Life Cycle (RE) (3 hours)

A review of factors contributing to spiritual maturity during the adult life cycle.

THY-6600 Deaconess Foundations (H, CS) (3 hours)

The office of the Lutheran deaconess: history, call, roles and ethics. The history and structure of the LCMS particularly in relationship to the deaconess. Field trips. Fee required. Prerequisite: THY-6240.

THY-6620 Deaconess Capstone Seminar (CS) (3 hours)

Integration of theological knowledge, professional skills, and competencies in deaconess ministry. Evaluation and analysis of the internship experience and preparation for the call into deaconess ministry. In-depth analysis of a deaconess ministry issue. Prerequisite: two semesters of THY-6991 or permission of instructor.

THY-6630 Deaconess Field Experience (CS) (0 hours)

Beginning experience in the ministry of the Lutheran Deaconess. Minimum of 40 hours of supervised practicum in a congregation or agency. Participation in seminars to review students' reports and discuss ministry issues. Prerequisites: Acceptance into the Deaconess program, three THY courses. Fee required. Transportation required. Pass/fail.

THY-6641 Ministry to Women (CS) (3 hours)

Focus on spiritual care giving, especially in dealing with issues faced by women. Practice in application of Law/Gospel, volunteer coordination and mercy ministries. Field trips. Fee required. Recommended Prerequisites: THY-6600, THY-6240, CED-6015.

THY-6950 Independent Study (0-3 hours)

THY-6970 Independent Research (3 hours)

THY-6990 Master's Thesis (0-6 hours)

THY-6991 Internship: Deaconess (CS) (0 hours)

Relating classroom concepts to the practical ministry of the deaconess. Minimum of five months of full-time supervised practicum in a LCMS sponsored congregation or agency. Prerequisites: cumulative GPA of 2.75 in theology courses and deaconess specialization courses, with a grade of "C" or better in each course; acceptance into the Deaconess program; THY-6600; THY-6610; two semesters of THY-6630 or permission of instructor. Pass/Fail. Deaconess students normally complete two semesters of internship. Fee: per semester. Additional costs for international internships. Contact Deaconess Office for current rates.

Graduate Faculty

Adams, Jennifer: Associate Professor of Literacy and Early Childhood Education

BA Northwestern University, Evanston, IL; MA Bankstreet College, New York, NY; PhD University of Illinois at Chicago, Chicago, IL. At Concordia University Chicago since 2013.

Athar, Naveeda: Assistant Professor of Counselor Education

BA and MA National Louis University, Lisle, IL; EdD Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2008.

Basadur, Timothy: Assistant Professor of Business

Doctorate at University of Illinois at Chicago; MBA Dalhousie University, Halifax, Nova Scotia, Canada; BA McNaster University, Hamilton, Ontario, Canada.

Bayens, Patrick: Professor of Theology

BS Concordia University Nebraska, Seward, NE; MA University of Kentucky, Lexington, KY; M. Div. Concordia Theological Seminary, Ft. Wayne, IN; PhD Marquette University, Milwaukee, WI. At Concordia University Chicago since 2014.

Bishop, Dan: Professor of Human Services

BA Carthage College, Kenosha, WI; MS Concordia University Chicago, River Forest, IL; PsyD, Argosy University, Chicago, IL. At Concordia University Chicago since 2005.

Blaess, Donna A.: Associate Professor of Leadership

BA University of Tampa, Tampa, FL; MA University of South Florida, Tampa, FL; PhD University of Iowa, Iowa City, IA; AA Florida Culinary Institute, West Palm Beach, FL. At Concordia University Chicago since 2009.

Bonnar, Kathy M.: Assistant Professor of Counselor Education

BA University of Illinois at Chicago, Chicago, IL; MA Concordia University Chicago, River Forest, IL; EdD National Louis University, Chicago, IL. At Concordia University Chicago since 2010.

Brierton, Jeff: Associate Professor of Educational Leadership

BA Elmhurst College, Elmhurst, IL; MS Northern Illinois University, DeKalb, IL; MA Roosevelt University, Chicago, IL; PhD Loyola University Chicago, Chicago, IL; EdS National Louis University, Chicago, IL. At Concordia University Chicago since 2014.

Bucchi, Paul: Visiting Assistant Professor of Leadership (online)

BS University of Florida, Gainesville, FL; MBA and PhD Northcentral University, Prescott, AZ. At Concordia University Chicago since 2010.

Coplan, Jodi: Professor, MSIR, SPHR, SHRM-SCP

BA Indiana University, Bloomington, IN; MS Loyola University, Chicago, IL.

Dellegrazie, Elisabeth: Chair of Business Program; Assistant Professor of Business

BA and MBA, Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2008.

Doering, Sandra: Professor of Literacy and Early Childhood Education

BA Concordia Teachers College, River Forest, IL; MEd Phillips University, Enid, OK; EdD Oklahoma State University, Stillwater, OK. At Concordia University Chicago since 2008.

DuChane, Joan: Principal Internship Ambassador

BA and MS Indiana State University, Terre Haute, IN; EdD Nova Southeastern University, Ft Lauderdale, FL. At Concordia University Chicago since 2012.

Espinosa, Israel: Chair of Human Services Division; Associate Professor of Counselor Education

BA Elmhurst College, Elmhurst, IL; MA Illinois School of Professional Psychology, Chicago, IL; PsyD Illinois School of Professional Psychology, Chicago, IL. At Concordia University Chicago since 2010.

Foster, Wanda: Assistant Professor of Management

BS Purdue University, West Lafayette, IN; MBA DePaul University, Chicago, IL. At Concordia University Chicago since 2006.

Gibson, Nancy P.: Associate Professor of Educational Leadership

BS and MS University of Illinois at Urbana-Champaign, Champaign, IL; PhD Illinois State University, Normal, IL. At Concordia University Chicago since 2010.

Gnan, Michelle: Director of Early Childhood Initiative

BA University of New Orleans, New Orleans, LA; MA Concordia University Mequon, Mequon, WI. At Concordia University Chicago since 2015.

Graham, Brenda: Professor of Educational Leadership

BA University of Arkansas, Pine Bluff, AR; MA Chicago State University, Chicago, IL; EdD University of Arkansas, Little Rock, AR. At Concordia University Chicago since 2004.

Grigsby, Yurimi: Associate Professor of Teaching, Learning and Diversity

BA and MAT East Tennessee State University, Johnson City, TN. At Concordia University Chicago since 2006.

Hernandez-Santamaria, Neida: Associate Professor of Institute of Professional Studies

BA and MA, Northeastern Illinois University, Chicago, IL; EdD National Louis University, Chicago, IL. At Concordia University Chicago since 2014.

Hollywood, Kathryn: Professor of Professional Studies

BA and MA St. John's University, New York, NY; EdS and PhD Fordham University, New York, NY. At Concordia University Chicago since 2008.

Holton, John: Director of Center for Gerontology; Visiting Associate Professor of Gerontology

BA Howard University, Washington, DC; MEd University of Hartford, West Hartford, CT; PhD Pennsylvania State University, State College, PA. At Concordia University Chicago since 2015.

Jandris, Thomas P.: Senior Vice President of Innovation; Dean of the College of Graduate and Innovative Programs; Professor of Leadership

BS Eastern Illinois University, Charleston, IL; MEd Wayne State University, Detroit, MI; PhD University of Minnesota, Minneapolis, MN. At Concordia University Chicago since 2006.

Jackson, Quentin: Assistant Professor MBA Program

BA Trinity College, Deerfield, IL ; MSc National Louis University, St. Louis, MO; DBA Argosy University, Chicago, IL; PhD Colorado State University, Fort Collins, CO.

Kayman, Marilyn: Associate Professor of Adult Education, Institute of Professional Studies

BA Dominican University, River Forest, IL; MA and EdD, National Louis University, Chicago, IL. At Concordia University Chicago since 1998.

Kessler, Aaron: Assistant Professor of Educational Technology

BS, MAT and PhD University of Pittsburgh, Pittsburgh, PA. At Concordia University Chicago since 2015.

Konkol, Pamela J.: Director of Center for Policy and Social Justice; Associate Professor of Foundations and Social Policy

BS Northwestern University, Evanston, IL; MEd and PhD University of Illinois at Chicago, Chicago, IL. At Concordia University Chicago since 2006.

Korcok, Thomas: Associate Professor of Theology

BA Concordia University, Ann Arbor, MI; M.Div. Concordia Lutheran Theological Seminary, St. Catharines, Ontario, Canada; M.Phil. University of Glasgow, Glasgow, Scotland; PhD Vrije Universiteit, Amsterdam, Holland. At Concordia-Chicago since 2014.

Kowalczyk, Jamie: Assistant Professor of Teaching, Learning and Diversity

BA University of Illinois at Urbana-Champaign, Champaign, IL; MAT University of Chicago, Chicago, IL; PhD University of Wisconsin-Madison, Madison, WI. At Concordia University Chicago since 2015.

Kwon, Sam: Assistant Professor of Education Technology

BS, MS Massachusetts Institute of Technology, Cambridge, MA; PhD Northwestern University, Evanston, IL. At Concordia University Chicago since 2010.

Lilly, Christopher: Chair of Educational Technology Department; Associate Professor of Curriculum and Instruction

BA and MEd DePaul University, Chicago, IL; PhD, Concordia University Chicago, River Forest, IL. At Concordia University Chicago since 2012.

Lusthoff, Craig, JD, Associate Professor of Business

BA Valparaiso University, Valparaiso, IN; JD DePaul University, Chicago, IL. At Concordia University Chicago since 2009.

Lyutykh, Elena: Assistant Professor of Research

BS and MA Voronezh State University, Voronezh, Russia; MS Kansas State University, Manhattan, KS; EdD Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2012.

Maddocks, Amanda: Professor of Academic Research

BS Principia College, Elsau, IL; MA St. Xavier University, Chicago, IL; PhD Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2005.

Mangan, Michelle: Associate Professor of Research

BA University of Illinois at Urbana-Champaign, Champaign IL; MS University of Pennsylvania, Philadelphia, PA.; PhD University of Wisconsin, Madison, WI. At Concordia University Chicago since 2012.

Manning, Lydia: Associate Professor of Gerontology

BA Centre College, Danville, KY; MGS Miami University, Miami, FL; PhD University of North Carolina, Chapel Hill, NC. At Concordia University Chicago since 2012.

McNulty, Anastassia: Associate Professor of Education (ESL)

BA International Independent University of Environmental and Political Sciences, Moscow, Russia; MA and PhD University of Nebraska, Lincoln, NE. At Concordia University Chicago since 2012.

Meisels, Marlene: Associate Professor of Literacy and Early Childhood Education

BA and MEd University of Illinois at Chicago, Chicago, IL; PhD, University of North Carolina, Chapel Hill, NC. At Concordia University Chicago since 2008.

Morgenthaler, Shirley K.: Distinguished Professor of Education

BSEd Concordia Teachers College, River Forest, IL; MS National College of Education, Evanston, IL; PhD Erikson Institute and Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 1974.

Morkert, Michelle: Professor of Women and Gender Studies

BA Concordia University Chicago, River Forest, IL; MA North Central College, Naperville, IL; PhD Clark University, Worcester, MA. At Concordia University Chicago since 2005.

Niemiera, Sandra: Principal Internship Ambassador

BS Concordia University Chicago, River Forest, IL; MA and EdD Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2010.

Nunez, Isabel: Associate Professor of Foundations and Social Policy

BA University of Southern California, Los Angeles, CA; JD University of California, Los Angeles, CA; MA University of Birmingham, Birmingham, United Kingdom; PhD University of Illinois at Chicago, Chicago, IL. At Concordia University Chicago since 2006.

Owolabi, Elizabeth: Assistant Professor, Institutional Research and Assessment

BHE and MA University of British Columbia, Vancouver, British Columbia; PhD Wayne State University, Detroit, MI. At Concordia University Chicago since 2011.

Pate, Ardelle: Associate Professor Education Technology

BA Valparaiso University, Valparaiso, IN; MS Kent State, Kent, OH; MA and EdD Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2010.

Pawl, Kari: Associate Professor of Literacy and Early Childhood Education

BA Barat College, Lake Forest, IL; MA National-Louis University, Evanston, IL; EdD Loyola University, Chicago, IL. At Concordia University Chicago since 2010.

Phillips, Barbara: Associate Professor of Educational Leadership

BA North Park College, Chicago, IL; MA Northeastern Illinois University, Chicago, IL; PhD Northwestern University, Evanston, IL; EdS National Louis University, Chicago, IL. At Concordia University Chicago since 2011.

Placek, Jennifer: Associate Professor of Leadership; Director of Internships and Partnerships

BS and MS Illinois State University, Normal, IL; EdD National-Louis University, Evanston, IL. At Concordia University Chicago since 2012.

Pollom, Laura: Associate Professor of Communication

BA DePauw University, Greencastle, IN; MA Ball State University, Muncie, IN; PhD University of Missouri, Columbia, MO.

Rajan, Rekha: Visiting Associate Professor of Research

BM and MA Roosevelt University, Chicago, IL; EdM and EdD Teachers College, Columbia University, New York, NY. At Concordia University Chicago since 2013.

Readus, Frank: Visiting Faculty in College of Business

BA Northeastern Illinois University, Chicago, IL; MS Johns Hopkins University, Baltimore, MD.

Reiseck, Carol: Assistant Dean of Learning Technology and Innovation, Professor of Leadership

BA Aurora University, Aurora, IL; MBA Benedictine University, Lisle, IL; EdD Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2004.

Renn, Peter: Associate Professor, Center for Global Outreach

BS Concordia University, Seward, NE; MEd University of Nevada, Las Vegas, NV; EdD Seattle Pacific University, Seattle, WA. At Concordia University Chicago since 2007.

Rhoads, John: Assistant Professor of Theology

BAE Georgia Institute of Theology, Atlanta, GA; M.Div. Concordia Seminary, St. Louis, MO; MA Washington University, St. Louis, MO. At Concordia-Chicago since 2008.

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BA, MA and PhD University of Northern Colorado, Greeley, CO. At Concordia University Chicago since 2012.

Richter, Richard: Assistant Professor of Instructional Technology Services

BA and MA, Concordia University Chicago, River Forest, IL. At Concordia University Chicago since 2005.

Safer, L. Arthur: Professor of Educational Leadership

BA Miami University, Oxford, OH; MEd Xavier University, Cincinnati, OH; MPA Harvard University, Cambridge, MA; PhD Northwestern University, Evanston, IL. At Concordia University Chicago since 2010.

Santin, Claudia: Dean of the College of Business, Professor of Professional Studies and External Relations

BA and MA College of New Jersey, Trenton, NJ; EdD Nova Southern University, Ft. Lauderdale, FL. At Concordia University Chicago since 2008.

Schefelbein, Carol: Associate Professor of Literacy and Early Childhood Education

BS Bradley University, Peoria, IL; MEd National Louis University, Evanston, IL; EdD Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2005.

Schilling, Craig, A.: Associate Professor of Educational Leadership

BS University of Maryland, College Park, MD; MS Boston University, Boston, MA; CAS and EdD Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 2009.

Sims, Paul: Associate Professor of Educational Leadership

BA University of Waterloo, Ontario, Canada; MDiv Aquinas Institute of Theology, St. Louis, MO; MEd DePaul University, Chicago, IL; PhD Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2009.

Soljaga, Dara: Director for Center for Literacy; Chair of the Department of Literacy and Early Childhood Education: Associate Professor of Literacy and Early Childhood Education

BS, MEd, and PhD Ohio State University, Columbus, OH. At Concordia University Chicago since 2006.

Song, Steve: Associate Professor of Research

BA and MAT University of Illinois at Urbana-Champaign, Champaign, IL; EdD Harvard Graduate School of Education, Boston, MA. At Concordia University Chicago since 2015.

Sorensen, Robert A.: Associate Professor of Theology and Greek

BA Concordia College, Austin, TX; MFA Instituto de Filología, Hispánica, Saltillo, Coahuila, México; M.Div. Concordia Seminary, St. Louis, MO; PhD Loyola University, Chicago, IL. At Concordia-Chicago since 2006.

Stachnik Joseph: Assistant Professor of Business

BS DePaul University, Chicago, IL; MLT, MBA, and JD, Loyola University, Chicago, IL.

Steinmann, Andrew E.: Professor of Theology and Hebrew

BS University of Cincinnati, Cincinnati, OH; MDiv, Concordia Theological Seminary, Fort Wayne, IN; PhD University of Michigan, Ann Arbor, MI. At Concordia University Chicago since 2000.

Stiller, Daniel: Assistant Professor of Marketing

BA University of Western Ontario, London, Ontario; MBA Richard Ivey School of Business, London, Ontario.

Strike, Kimberly: Associate Professor of Educational Leadership

BSE University of Wisconsin Whitewater, Whitewater, WI; MEd National Louis University, Evanston, IL; PhD Marquette University, Milwaukee, WI. At Concordia University Chicago since 2014.

Stumme, Simeon: Associate Professor of Foundations and Social Policy

BA Wittenberg University, Springfield, OH; MA Chapman University, Orange, CA; PhD University of California, Los Angeles, CA. At Concordia University Chicago since 2008.

Theard-Griggs, Carolyn: Chair of the Department of Teaching, Learning and Diversity; Associate Professor of Teaching, Learning and Diversity

BS University of Illinois at Urbana-Champaign, Champaign, IL; MEd National-Louis University, Evanston, IL; EdD Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2010.

Tomal, Daniel R.: Distinguished Professor of Educational Leadership

BS, MAE Ball State University, Muncie, IN; PhD Bowling Green State University, Bowling Green, OH. At Concordia University Chicago since 1995.

Trybus, Margaret: Associate Dean of the College of Graduate and Innovative Programs; Professor of Educational Leadership

BFA and BA Mundelein College, Chicago, IL; MEd University of Illinois at Chicago, Chicago, IL; EdD Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2006.

Von Hagel, Thomas: Professor of Theology

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Wannah, Michael: Associate Professor of Teaching, Learning and Diversity

BA Urban Pontifical University, Rome, Italy; MA, PhD Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2011.

Warwick, Ronald: Professor of Educational Leadership

BS and MEd Loyola University Chicago, Chicago, IL; EdD Indiana University, Bloomington, IN. At Concordia University Chicago since 2008.

Wassilak, Kristen: Visiting Assistant Professor of Theology; Director of Deaconess Program

BA, MA Concordia University Chicago, River Forest, IL. At Concordia-Chicago since 2014.

Wellen, Lauren: Professor of Education and Early Childhood Education

BA and MA Concordia University Chicago, River Forest, IL; EdD Northern Illinois University, DeKalb, IL. At Concordia University Chicago since 1999.

Wente, Steven F.: Distinguished Professor of Music

BA, MCM Concordia Teachers College, River Forest, IL; DMus Northwestern University, Evanston, IL. At Concordia University Chicago since 1984.

Wilhite, Robert: Chair of the Department of Leadership; Professor of Educational Leadership

BA Southern Illinois University, Edwardsville, IL; MEd and EdD Loyola University Chicago, Chicago, IL. At Concordia University Chicago since 2007.

Wozniak, Kathryn M.: Assistant Professor of Educational Technology

BA, MA, PhD, DePaul University, Chicago IL. At Concordia University Chicago since 2015.

Zillman, O. John: Professor of Psychology

BA, MAEd Concordia University Chicago, River Forest, IL; PhD University of Illinois at Chicago, Chicago, IL. At Concordia University Chicago since 1989.

Zimmer, George: Associate Professor of Educational Leadership

MA University of Wisconsin Parkside, Somers, WI; MS University of Wisconsin Milwaukee, Milwaukee, WI; EdD Loyola University Chicago, Chicago IL. At Concordia University Chicago since 2014.

Emeriti Faculty

Bartell, Marvin H., BS Ed, MS, PhD

Distinguished Professor of Natural Science and Geography. At Concordia University Chicago 1968-2003.

Brockberg, Harold F.

Professor of Physical Education. At Concordia University Chicago 1956-1990.

Domroese, Kenneth A., BS, MS, PhD

Professor of Natural Science. At Concordia University Chicago 1958-1997.

Dumler, Marvin J., AB, MS, EdD

Professor of Psychology. At Concordia University Chicago 1958-1984.

Fahrenkrog, Darlene M.

Professor of Art. At Concordia University Chicago 1963-69 and 1978-2001.

Faszholz, Thomas O., BA, MDiv, MA

Associate Professor of Physical Education. At Concordia University Chicago 1964-1999.

Flandermeyer, Roger H., AB, AM, PhD

Professor of Geography. At Concordia University Chicago 1976-2001.

Froehlich, Charles D., BA, BD, STM.

Professor of Theology and Classical Languages. At Concordia University Chicago 1962-1997.

Grotelueschen, Paul G., BS, MA

Professor of Communication and Theatre. At Concordia University Chicago 1953-1999.

Heinitz, Kenneth L., BA, MDiv, MA, PhD, STM.

Distinguished Professor of Theology. At Concordia University Chicago 1957-1993.

Hennig, Julia A., BMus, Deaconess, DMA

Professor of Music. At Concordia University Chicago 1956-1996.

Herman, Alfred, BS Ed, MEd

Associate Professor of Human Performance. At Concordia University Chicago 1968-2003.

Jenne, Natalie R., BA, MA, DMA

Professor of Music. At Concordia University Chicago 1960-1999.

Kirchenberg, Ralph J., MS

Professor of Natural Science and Geography. At Concordia University Chicago 1963-2003.

Klatt, Lois A., BA, MA, PhD

Distinguished Professor of Human Performance. At Concordia University Chicago 1963-2003.

Kreiss, Paul T., BS, EdM, PhD

Professor of Foreign Language. At Concordia University Chicago 1960-1997.

Krentz, Eugene L., BTh, BD, MDiv, MA, PhD

President, Professor of Social Science. At Concordia University Chicago 1983-1995.

Kretzschmar, Judith C., BS PE, MPE

Associate Professor of Human Performance. At Concordia University Chicago 1968-2003.

Kurth, Lyle J., BS, MS, EdD

Professor of Teacher Education. At Concordia University Chicago 1974-1998.

Kurth, Ruth, BS, MS, PhD

Professor of Education. At Concordia University Chicago 1993-2003.

Laabs, Charles W., BSEd, MAEd

Professor of Education. At Concordia University Chicago 1968-1994.

Latzke, Henry R., BSEd, MSLS, EdD

Professor of Education, Director Library Services. At Concordia University Chicago 1960-1999.

Lehmann, William H. Jr., BA, MDiv, MA, PhD

Distinguished Professor of Philosophy & Humanities. At Concordia University Chicago 1955-1993.

Lucht, Wayne E., BS, MEd, PhD

Distinguished Professor of Psychology. At Concordia University Chicago 1963-1991.

Martin, Walter W., BSEd, MA

Professor of Art. At Concordia University Chicago 1957-1995.

Mueller, Delbert W., BS, MA, PhD

Professor of Education. At Concordia University Chicago 1978-1993.

Nielsen, George R., BS, MA, PhD

Distinguished Professor of History. At Concordia University Chicago 1959-1997.

Palmer, Rachel, BS, MS, EdD

Associate Professor of Education. At Concordia University Chicago 1995-2003.

Radke, Merle, BS, LL.D., MA, PhD

Distinguished Professor of English. At Concordia University Chicago 1957-1987.

Rietschel, William C., BS, MEd, EdD

Professor of Education. At Concordia University Chicago 1974-2004.

Rimbach, Evangeline L., BA, MM, PhD

Professor of Music. At Concordia University Chicago 1964-1997.

Schalk, Carl F., BSEd, MMus, MAR, LLD, LHD

Distinguished Professor of Music. At Concordia University Chicago 1965-1993.

Schoepp, Leonard H., BS, MA, PhD

Professor of Art. At Concordia University Chicago 1965-1997.

Smith, Curtis A., BEd, MA, EdD

Associate Professor of Educational Leadership. At Concordia University Chicago 1993-2001.

Spurgat, Frederick A., BSEd, MBA, PhD

Professor of Economics, Vice President for Administration. At Concordia University Chicago 1951-1998.

Toepper, Robert, BS, MA, AGC, PhD

Professor of Education and Business. At Concordia University Chicago 1979-2002.

Wilkie, Wesley, H., BA, MDiv

Associate Professor of Theology. At Concordia University Chicago 1964-1968, 1971-2003.

Young, Norman E., BSEd, MS EdD

Distinguished Professor of Mathematics, Provost Emeritus. Concordia University Chicago 1966-2000.

Zimmer, R. Allen, BSEd., MAEd, EdD

Distinguished Professor of Education. At Concordia University Chicago 1968-1995.

Zimmerman, Paul A., A.B., MDiv, DD

President. Professor of Theology and Science. At Concordia University Chicago 1973-1984

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, with or without notice, in accordance with the best interest of the institution.

Annual Notice to Students

Annually, Concordia University Chicago informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the President and the Office of the Registrar. This policy also is printed on the following pages. The offices mentioned also maintain a Directory of Records which lists all education records maintained on students by this institution. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar. Date of publication: March, 1988.

Institutional Policy

Re: The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a federal law which states that

- A written institutional policy must be established; and,
- A statement of adopted procedures covering the privacy rights of students be made available.

The law provides that the institution will maintain the confidentiality of student education records. Concordia University Chicago accords all the rights under the law to students who are declared independent, as defined by law. No one outside the institution shall have access to, nor will the institution disclose any information from a student's education records, without the student's written consent except to personnel within the institution, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing student's financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of the student or other persons. All these exceptions are permitted under the act.

Within the Concordia University Chicago community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar, Office of Financial Aid, Office of Admission, Office of the Dean of Students and academic personnel within the limitations of their need to know. At its discretion the institution may provide directory information in accordance with the provisions of the Act to include: Student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold directory information by notifying the Registrar in writing within the first five class days of each academic year.

Request for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Office of the Registrar. The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Concordia University Chicago has been designated by the institution to coordinate the inspection and review procedures for academic, cooperative education, and placement records. Students wishing to review their education records must make written requests to the Registrar, listing the items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions; e.g., a copy of the academic record for which a financial hold exists, or a transcript of an original or source document which exists elsewhere. These copies would be made at the student's expense at prevailing rates. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; records of the law enforcement unit; student health records; employment records; or alumni records. Health records, however, may be reviewed by a physician of the student's choosing.

Students may not inspect and review the following as outlined by the Act:

1. financial information submitted by their parents;
2. 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,
3. education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their rights to a formal hearing. Student requests for a formal hearing must be made in writing to the University Provost who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing panels which will adjudicate such challenges will be the Provost, the Dean of Students and the Registrar.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education

records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the hearing panels. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing assistance from the President of the institution. Further, students who believe that their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, Washington D.C. 20201 concerning the alleged failures of Concordia University Chicago to comply with the Act. Revisions and clarifications will be published as experience with the law and institutional policy warrants.

Public Notice Designating Directory Information

Concordia University Chicago hereby designates the following categories of student information as public or directory information. Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I: Name, address, telephone number, email address, dates of attendance, class, photo.
- Category II: Previous institution(s) attended, major field of study, awards, honors (including Deans list), degree(s) conferred (including dates).
- Category III: Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms requesting the withholding of directory information are available in the Office of the Registrar.

Concordia University Chicago assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

Nondiscrimination Policies

Concordia-Chicago will consider for admission any man or woman of character who is in sympathy with the objectives of the University and who shows evidence of ability to benefit generally from college educational experiences and life. It is the policy of Concordia University Chicago not to exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student or an individual enrolled as a student in the terms, conditions and privileges of Concordia because of age, sex, creed, race, color, national or ethnic origin, or disability. Concordia University Chicago does not discriminate on the basis of disability (c.f. Section 504 of the Rehabilitation Act of 1973) and has designated a Coordinator of Programs for the Disabled.

Illinois Office of Education Approved Teacher Education Programs

Early Childhood Education
Elementary Education (K-9)
Middle School Endorsement
Special Education Endorsement
Secondary (6-12):

Art
English
Mathematics
Physical Education
Science--Biology
Social Science--Chemistry
Special (K-12):
Art (Undergraduate)
Music (Undergraduate)
Physical Education (Undergraduate)
Special Education
Reading (Graduate)
Administrative: General Administrative
School Service Personnel: School Counseling

Administrative Personnel

Daniel Gard, PhD	President
Alan Meyer, PhD	Executive Vice President
O. John Zillman, PhD	Senior Vice President for Academics
Thomas Jandris, PhD	Senior Vice President for Educational Innovation, Dean of the College of Graduate and Innovative Programs
Evelyn Burdick, MA	Senior Vice President for Enrollment and Marketing
Dennis Witte, PhD	Vice President for Administration and CIO
Jeffrey C. Hynes, MA	Vice President for Student Life Intercollegiate Athletics, and Dean of Students
Tom W. Hallett, MBA	Vice President for Finance and CFO
Jim Miller, CFRE	Foundation President and CEO
Sandra H. Nelson	Vice President for Major and Planned Giving
Kathleen Fritch, MS	Assistant Vice President for Partnerships & College Operations
Gwen E. Kanelos, MBA	Assistant Vice President for Enrollment, Undergraduate Admission
Eric Knepper	Assistant Vice President of Finance, Controller
Eric Matanyi	Assistant Vice President for Communications and Marketing
Heather Roberts	Assistant Vice President for International Student Services
Glen Steiner, MA	Assistant Vice President of Operations
Kevin Brandon, PhD	Dean of the College of Education
Rachel Eells, PhD	Dean of the College of Arts and Sciences
Claudia Santin, EdD	Dean of the College of Business
Craig Lusthoff, JD	Associate Dean College of Business
Lorinda L. Sankey, PhD	Associate Dean College of Education
Margaret Trybus, EdD	Associate Dean College of Graduate and Innovative Programs

Carol Reiseck, EdD	Assistant Dean of Learning Technology & Innovation
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