

Graduate Catalog 2014-2015



CUChicago.edu/catalog

7400 Augusta Street – River Forest, IL 60305

2014-2015 Undergraduate 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

Admission: Graduate

708-209-4093

877-CUChicago

grad.admission@CUChicago.edu

Accelerated Degree (Undergraduate)

Completion Program for Adults

708-209-3535

866-4MY-DEGREE

Alumni Relations

888-258-6773

Career Planning/Placement

708-209-3033

Colloquy Program

708-209-3568

Commuter Services

708-209-3475

Correspondence Courses

708-209-3024

Learning Assistance

708-209-3042

Multicultural Affairs

708-209-3042

Registrar's Office

708-209-3165

Student Business Services

708-209-3241

Transcripts

708-209-3165

2014-2015 Academic Calendar – Graduate

Fall 2014

Opening Service	August 24, 2014
Semester Begins	August 25, 2014
Labor Day Holiday	September 1, 2014
Census Date	September 19, 2014
Thanksgiving Break – no classes	Nov 27 – 30, 2014
Intent to Graduate Deadline (for May 2015 graduation)	December 1, 2014
Semester Ends	December 12, 2014
Commencement	December 13, 2014

Spring 2015

Semester Begins	January 12, 2015
Census Date	February 8, 2015
Spring Break (On-campus break is March 1 – 8, 2015)	Dependent on site
Intent to Graduate Deadline (for August 2015 graduation)	April 1, 2015
Semester Ends	May 1, 2015
Commencement	May 9, 2015

An academic calendar complete with course start and end dates, add/drop dates, and more detailed information can be found at CUChicago.edu/academics/registrar/academic-calendars.

Accreditation, Certificates, Degrees and Programs

Academic Accreditations

North Central Association of Colleges and Schools (HLC-NCACS)

Council for the Accreditation of Educator Preparation (CAEP)

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

National Association of Schools of Music (NASM)

Academic Affiliates

American Association of Colleges for Teacher Education

Associated Colleges of the Chicago Area

Association for Gerontology in Higher Education

Council of Graduate Schools

Federation of Independent Illinois Colleges and Universities

National Association for Education of Young Children

The Chicago Consortium of Colleges and Universities

Post-Baccalaureate Certificates

State of Illinois Endorsements

Special Education, LBS1

Professional Certificates

Coaching

Couple and Family Relational System

The Fullbridge Certificate

Gerontology

Human Resource Management

Not-for-Profit/Church Management

Organizational Process

Piano Pedagogy

Spoken Word Pedagogy

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 (Type 03 Certification)
MAT in Secondary Education (Type 09 Certification)
Music
Psychology
Reading Education (Type 10 Certification)
Religion
School Counseling (Type 73 Certification)
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 Certificates and Endorsements

Type 73 Certification - School Counselor
Special Education, LBS 1 Endorsement

Professional Certificates

Church/Not-for-Profit Management
Educational Technology
Gerontology

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

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

Core Values

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

Christian Faith

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 beautiful 40-acre site in River Forest, Illinois.

The College of Education

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

The College of Business

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

The College of Arts and Sciences

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

College of Graduate and Innovative Programs

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

The Campus Community

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

The mission of Concordia University Chicago is ultimately achieved in the lives of students. With a student body representing more than 30 different states and seven foreign countries, Concordia's students come with an array of experiences and perspectives. In each college, quality faculty and staff work to challenge a student body of approximately 1,300 undergraduate students and more than 3,800 graduate students. The low student-teacher ratio allows for smaller class sizes, creating a genuine, caring atmosphere where strong student-faculty relationships, facilitating learning and leadership development, are built.

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

The Campus Facilities

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

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

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

The Chapel of Our Lord/Clara and Spencer Werner Auditorium was designed as Concordia's center for worship services and theatrical performances. This space continues to be occupied by worship activities, theatre groups, rehearsal space and as a quiet location for meditation and prayer. Attached to the chapel is Kretzmann Hall, the home of the music, art and theology

departments. This building also houses art, music and theology classrooms, the Elizabeth Ferguson Art Gallery, music practice rooms, rehearsal rooms and a music technology laboratory.

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

The Klinck Memorial Library is home to more than 160,000 books and audio/visual materials, 140 print 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 gymnasiums, classrooms, athletic offices, the PAW (Physical Activity and Wellness) Center with cardiovascular and functional training equipment, two newly renovated weight rooms, and a human performance laboratory. Outdoor athletic and recreational areas include a new all-weather track and football/soccer field, tennis courts, and a field house/concession stand adjacent to softball and baseball fields.

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

Graduate Admission

Admission for traditional programs and cohort programs may be granted for fall, spring or summer semesters. Ordinarily, all documents relating to admission must be submitted to Concordia University Chicago's Office of Graduate Admission and 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-Chicago may not continue in the Graduate Program.
- Depending on program of study, students may be required to take additional tests such as the Graduate Record Exam, Miller Analogies Test and/or the Test of Academic Proficiency (TAP). A writing sample, essay, FBI fingerprint criminal background check, valid teaching certificate and/or interview may also be required to determine what may be necessary for a student to qualify for a graduate program.

Post-Master's Admission Requirements

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

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

Superintendent Endorsement Admission Requirement

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

- Have a Type 75 General Administrative Principals Certificate
- Have a minimum graduate GPA of 3.0
- Have a minimum of two years of supervisory or administrative experience

Doctoral Program Admission Requirements

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

Admission Criteria:

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

1. Master's degree with a minimum 3.0 GPA.
2. A completed Doctor of Education 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 programs (only).
8. Copy of resume.
9. Writing sample (from master's program, no more than 5 pages).

Once the admission file is completed and initially reviewed, admission recommendations are submitted from the admission committee to the Dean, who will then make the final admission decision and communicate the decision to the candidate. The admission committee may establish an admission "waiting list" if necessary. Students admitted should consult the Doctoral Program Handbook for additional program information.

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

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

Pending Status

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

Pending Status are not eligible for any form of financial assistance from the University. 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 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-Chicago email address each month after the start of the semester, if the tuition account has a verified outstanding balance.

Returned Checks

A fee of \$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.

Course Audits

Registration for course audits should occur at or before final registration. Students may change from credit to audit, or audit to credit, up to and including the tenth day of classes in a semester by contacting the Office of the Registrar. Exams and papers assigned to students taking the course for credit do not apply to audit students—all other expectations are the same. A grade of audit (AU) will be assigned at the completion of the course. Fees for audited courses are as follows:

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

Applied Music Tuition

Applied music lessons include piano, organ, harpsichord, voice, band instruments, orchestral instruments, composition and/or improvisation. The University does not provide the use of an instrument for such lessons; however, a limited number of instruments 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 full credit. Thirteen half-hour lessons per semester equal one hour of credit. Students wishing to audit music lessons must indicate their desire to audit at the time of registration. Lessons in composition are available only for credit. Students pay the tuition rate for credit, plus an applied music fee.

Any student who takes lessons for audit (no credit) pays the current tuition rate, plus the full-applied music fee. The tuition refund policy also applies to applied music tuition.

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

Applied Music Fee

The applied music fee is charged to any student taking lessons as stated above. Fees are as follows: \$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 student.accounts@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. on 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 through the end of the first week of class

67% Refund through the end of the second week of class

No refund after the second week of class

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

\$10 per credit hour (not to exceed \$132).

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 Concordia-Chicago must register their vehicles. There is no charge for this registration. If vehicles will be parking overnight, a Vehicle Overnight Fee will be charged: \$520 per year or \$260 per semester. This fee is not charged to commuter students or those who will not be parking vehicles on campus overnight.

A parking permit is required for all student vehicles. Please see the Comprehensive Campus Traffic and Parking Policy and Procedures for all parking regulations on and adjacent to the campus. Parking on or around the campus is at your own risk. Violations of these policies will result in parking fines as defined in the regulations. On-street parking around the campus is strongly discouraged and is subject to the parking regulations and penalties issued by the Village of River Forest.

Student Health and Accident Insurance

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

Campus Housing

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

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

Residence Life

Room Reservation Deposit:
\$200 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: \$120

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 the Office of Financial Aid.

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

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

The primary sources of assistance available at Concordia University Chicago are educational loans and graduate assistantships (campus employment).

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

All students wishing to apply for financial assistance may submit the FAFSA any time after January 1 for the coming school year. All need-based federal aid is awarded based upon the evaluation of the FAFSA. Federal programs are available to students who are permanent residents and citizens of the United States.

Students are urged to investigate the possibility of scholarships, grants and loans that might be available to them in their own communities and/or states. Many Lutheran organizations and agencies provide financial assistance for Concordia-Chicago students.

Concordia Mutual Life, Thrivent Financial for Lutherans, the Lutheran Laymen's League and the Lutheran Women's Missionary League are some examples of Lutheran groups and businesses that offer scholarships and grant monies to students attending Lutheran colleges and universities. Contact congregational/area representatives and LCMS district representatives for further details.

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

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

Veterans and Veterans' Dependents

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

Standards of Satisfactory Academic Progress for Financial Assistance

Federal and state governments require that each college have standards of satisfactory academic progress (SAP) for determining continued eligibility for student financial aid. SAP standards measure both the quantity and quality of course work completed. SAP includes the following three elements: grade point average, course completion rate and maximum time frame:

- **Grade Point Average**—Graduate students are required to maintain a 3.0 grade point average by the end of their first year of full time study. A cumulative 3.0 grade point must be maintained from that point forward.
- **Course Completion Rate**—Graduate students are required to complete two-thirds (67 percent) of all credit coursework attempted. The completion rate is calculated as a percentage of completed coursework over the student's entire enrollment at Concordia University Chicago. Students must maintain a cumulative 67 percent course completion rate. Grades of W, F, IF, or U, are considered as coursework attempted but not completed.

- **Maximum Time Frame**—Graduate students are allowed to receive financial assistance until they have exceeded 150 percent of the number of credit hours needed to complete their degree program at CUC.

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

- **Warning Status**—Students who do not meet the standards of satisfactory academic progress will be on Probation status for his/her next term of attendance. During the probation period, the student is still allowed to receive their need-based financial aid.
- **Disqualification Status**—Students who fail to meet the standards of satisfactory academic progress after a semester on probation will become disqualified from receiving further financial assistance from federal, state and/or Concordia-Chicago funds. This includes eligibility for grants, student loans and CUC faculty/staff waivers.

Appeals for the Reinstatement of Financial Assistance

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

Students are expected to submit supporting documentation when applicable. If approved, your status will change to Probation Status for one semester.

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.

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

Academic Information

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

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

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

Graduate Admission Status

Pending Admission Status

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

Regular Admission Status

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

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

Guest Graduate Status

A guest student is a student who is not seeking a degree from Concordia-Chicago. 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	
AU	Audit	

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

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 (Fall, Spring, Summer) in which the grade was received. At that time the instructor will assign a grade. Permission for additional time beyond the six-week deadline may be granted only with the approval of the instructor and the Registrar. Whether or not the student is enrolled during the following term has no effect upon this completion date. If no grade is issued after the six-week period, the default grade will be issued and stand as a final grade on the student’s record.

Change of Grade/Grade Appeal

Inquiries about changing a grade must be initiated by the student. The appeal will start with the course instructor, then department chair and finally the Vice President of Academics. Grade changes will be accepted only through the end of the semester following the class in question (e.g. a grade for a fall 2014 term can only be appealed through the end of the spring 2015 term).

Cohort Program

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

Transfer Credit

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

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

Graduate/undergraduate level courses taken elsewhere will be counted in the limit that may be earned on the 4000 level at Concordia-Chicago. No more than fifty 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.

Certification/Endorsement Transfer Credit

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

Workshop Credit

Credits earned through workshop experience are non-transferable. 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.

Master's Capstone Experiences

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

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

Choose one of the following options:

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

The overall purpose of a master's thesis is for the author to demonstrate his/her ability to design or replicate and conduct independent research. Questions studied must be relevant to the discipline or field of study and add to the research literature on a particular topic. Also, the student should show proficiency with designing or replicating and conducting independent research, proficiency at reading and synthesizing the appropriate research literature in the discipline relevant to the chosen topic, knowledge of ethical issues, the ability to design an appropriate study to answer research questions in the discipline, skill at gathering data, appropriate statistical knowledge and writing ability. Studies involving human subjects must be approved by the University Committee on Human Research. The completed thesis should follow the APA guidelines. Hours may count toward degree requirements.

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

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

3. Written and Oral Examination based on assigned readings

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

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

- a. National Board Certification
Candidates who are involved in the National Board Certification strand of the Master of Arts Degree in Curriculum and Instruction are required to enroll in EDU-6983 (National Board Certification Practicum) over two semesters (fall and spring) for three semester hours. The culmination of this practicum involves submission of written portfolios. These portfolios are those established by the National Board Certification process. A discussion of the portfolio will be had with two faculty members who have instructed in the program.
- b. Curriculum/Staff Development Specialist
Candidates who are involved in the Curriculum/Staff Development Specialist strand of the Master of Arts Degree in Curriculum and Instruction are required to enroll in either EDU-6981 (Practicum in Curriculum Development) or EDU-6982 (Practicum in Staff Development). The candidates involved in either practicum will lead a formal curriculum investigation or plan and coordinate a staff development experience for teachers within their school district. The candidate will submit a comprehensive paper describing the practicum and its relationship to the National Board Professional Teaching Standards. A discussion of this paper will occur with two faculty who have instructed in the program.

5. Portfolio and Oral Defense for Initial Certification Programs

- a. Initial Certification Teacher Candidates
Must complete a portfolio based on the INTASC/ILPT teaching standards. Include in their portfolio documentation of the candidate's experience and understanding of the teaching standards submitted electronically to the College of Education. Must defend their portfolio before a panel comprised of two to three University faculty and/or practitioners, as determined by the department, and must pass all standards in the portfolio. The student's advisor and/or the portfolio coordinator make arrangements for the defense of the capstone.
- b. All Curriculum and Instruction Masters' Degree Candidates in the Bilingual/ESL Illinois Certification Concentration
Must complete a Curriculum and Instruction portfolio based on the NBPTS core propositions, and include in their portfolio documentation of the candidate's experience and understanding of the teaching standards submitted electronically to the College of Education. Defend the portfolio before a panel comprised of two to three University faculty and/or school practitioners and must pass all standards in the portfolio. The student's and/or the portfolio director make arrangements for the defense of the portfolio.
- c. National Board Certification
Candidates who are involved in the National Board Certification Strand of the Master of Arts Degree in Curriculum and Instruction must enroll in EDU-6072 and EDU-6073 over two consecutive semesters (fall and spring) for four semester hours. Submit four written portfolios whose requirements have been established by the National Board Professional Teaching Standards as a

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

6. Recital/Composition, Paper and Oral Defense (available to Music students only) (MUS-6520 or MUS 6521) 1 semester hour

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

7. Portfolio and Oral Defense for:

Type 73 Certification (based on CACREP and Illinois School Counseling Standards)

Type 75 Certification programs (based on EDLEA and Illinois School Administration Standards.)

Type 10 Certification (based on IRA and State of Illinois Standards)

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

Type 73—School Counseling:

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

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

8. Student-designed capstone (MLS 6990):

With the approval of the faculty advisor, the student may design an alternative capstone activity, which analyzes, synthesizes, and/or explicates a major theme or themes from the student's chosen emphasis in a substantive, scholarly way apart from Options 1 or 2. The capstone may be a creative work (composition, film/video, web design); a public performance, presentation or exhibit; a position paper or other major original expository work (monograph, intensive critique, series of essays, a chapter in an edited volume, an article in a professional journal); or another option on which the student and advisor agree. An oral defense is required. Student-designed capstones must be

approved at the time that the “Application for Capstone” is submitted to the student’s faculty advisor. This is not an option for any program leading to certification.

Registration Policies and Procedures

Time Limit for Master’s Degree Students

All credit toward a master’s degree must be completed within 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 seven calendar years after registration for the first course. A petition for time extension is to be addressed to the appropriate dean.

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

Student Load

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

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

Registration

These options are available for submission of request for courses:

- Registration by mail: submit registration form to Concordia University Chicago, Office of 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.

Registering for Course Audit

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

Withdrawal from a Course

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

Full Semester Courses:

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

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

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

Eight Week Courses:

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

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

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

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

Program Procedures for all Master's Degree Students

1. Advisor

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

2. Satisfactory Progress

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

3. Capstone Experience

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

- a. Request for Capstone Experience (please consult the options listed under Masters Capstone Experiences listed in this catalog).
- b. Applications to do a Thesis-6990 (Option 1) or Independent Research-6970 (Option 2) must be submitted to the appropriate dean at least one semester prior to graduation.
- c. Applications to take the written examination (Option 3) are available in the appropriate dean's office. Please note the deadline dates listed in the section describing the Master's Capstone Experiences.
- d. A student choosing the Internship/Practicum Comprehensive Paper and Oral Defense (Option 4) as a Capstone Experience, must schedule an appointment with his/her advisor well in advance of the experience.

4. Graduation

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

Program Procedures for Master of Church Music Students

1. Advisor

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

2. Satisfactory Progress

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

3. Capstone Experience

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

4. Graduation

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

Program Procedures for Doctoral Students

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

Graduation Requirements

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

- Take and pass the final examination or terminal requirements in the program during or after the final course.
- Approval of the faculty.

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

Professional Education Requirements for Illinois Teacher Certification

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

Illinois Teacher Endorsement and Certificate Programs

Post-Baccalaureate Programs

- All MAT Programs
- Master of Arts–School Counseling
- Master of Arts–School Leadership
- Special Education Masters Programs
- Type 10–Standard Special Certificate in Reading

Post Master's Programs:

- Type 73–School Service Personnel Certificate with Guidance and Counseling Endorsement
- Superintendent Endorsement attached to a valid Type 75 Administrative Certificate

For the above endorsements and certification programs not associated with a degree, at least one-half (50 percent) of the coursework must be taken in residence at Concordia University Chicago. Students seeking the Standard Special Certificate in Reading also must meet the current Type 03 or Type 09 certification requirements of the state.

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

Applying for Illinois Teacher Certification

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

Initial Illinois Teacher Certification Applicants

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

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

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

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

- Option I- Complete a Master of Arts in Teaching program.
- Option II-Complete a second Bachelor's Degree in one of Concordia's approved undergraduate programs.

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

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

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

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

Graduate Assistantships

Graduate assistantships are available to graduate students with exceptional academic records. Generally, students best suited for graduate assistantships have strong academic records, a strong work ethic, and plan to accelerate their degree program. Assignments are based on several factors, including requests by faculty and staff, area of student personal and academic

interest and skill as well as overall fit of the student to the position. Candidates for assistantships must:

- Apply to the Graduate Office,
- Be admitted to the University into a degree program,
- Have at least a 3.0 GPA, and
- Be enrolled in at least nine semester hours at Concordia University Chicago while serving as a graduate assistant.

The graduate assistant position consists of up to 19 hours of work each week. Compensation is approximately equivalent to the tuition cost for nine semester hours of credit. Graduate Assistants work in various positions including supporting various campus offices, assisting in the early childhood center, and coordinating activities under the supervision of a specific department chair or division, among other activities.

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

International Study

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

Graduate Student Services

Library Services

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

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

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

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

CougarNet

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

Media Production

Media Production operates the campus video network, an interactive video conferencing classroom, a television production studio, an audio production studio and a student-run radio station. Three satellite dishes are used to downlink a broad variety of academic and

entertainment programming for the campus. Cable television outlets are provided at over 700 locations throughout the campus, including every residence hall room and classroom.

Information Technology Services

Information Technology Services (ITS) provides and supports the campus data network. ITS provides network services on the campus for computing devices by managing a 1000 Mbps fiber optic backbone connecting Ethernet data jacks in all residence halls, classrooms, offices, libraries and other campus buildings. Wireless connectivity is also available in several buildings around campus for students to access the network with laptop computers. A high speed, dedicated Internet link provides the campus network with full access to the Internet.

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

Computer Labs

ITS also supports 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 and a science computer lab for class use. Workstations also are available for use in both campus libraries as well as in select locations across campus.

Administrative Information System Services

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

Concordia Connect Portal

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

Web Services

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

Telecom Services

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

Print Services

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

Placement Services

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

Handbooks

The Graduate Student Handbook contains information about student activities, policies, rights and responsibilities. For students in teacher certification programs, the Teacher Education Handbook is available in the College of Education office. Students in the Doctorate of Education program should acquire a copy of the Doctoral Program Handbook from the College of Education.

Disabled Students

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

Health Service

Good physical health is the foundation of satisfactory academic achievement. To provide the best possible health care for its resident students, Concordia-Chicago has established a program utilizing the services of a professional health center located a short distance from the University. We believe this service gives the student increased availability and far greater specialization than can be provided by a conventional on-campus health service. The Family

Practice Center program is affiliated with West Suburban Hospital Medical Center of Oak Park, and is located at 7411 Lake Street in River Forest.

Health Insurance

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

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

Immunization Policy

Illinois state law and University policy require that all students who are newly enrolled at Concordia University Chicago provide written evidence of current immune status with respect to certain communicable diseases, or evidence of exemption from this requirement. Currently, the diseases to which all students must show immunity are:

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

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

Immunization for Graduate Students in the Cohort Program

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

Residence Hall Living

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

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

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

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

Post-Baccalaureate Endorsement and Certificate Programs

State of Illinois Teaching Licensure Endorsement

Special Education, LBS 1

The Special Education, LBS 1 Endorsement is a program designed for licensed educators (Type 03, 09, 10, or 29 certificates) 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 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. As part of your course of study, you will be required to complete 100 field work hours (divided between your courses) at a school of your choice. Your observations and work with exceptional learners in special and regular education settings will serve as an opportunity for you to apply and reflect on what you learn in your courses.

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 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

Other Certifications

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:

- Certificate in Coaching
- Certificate in Couple and Family Relationship System
- The Fullbridge Certificate

- Certificate in Gerontology
- Certificate in Human Resources Management
- Certificate in Information Technology Management
- Certificate in Not-for-Profit/Church Management
- Certificate in Organizational Processes
- Certificate in Piano Pedagogy
- Certificate in Spoken Word Pedagogy

Coaching (8 hours)

Concordia University Chicago is excited to join with the American Sport Education Program (ASEP) to offer a Certificate in Coaching. The program provides specialized training for a career in coaching. This program is offered to undergraduate students who are in need of ASEP Coaching Certification, and those students who are looking to gain a wealth of knowledge about the wonderful career of coaching.

Anyone who wishes to earn a Certificate in Coaching at Concordia University Chicago must be officially admitted to the program. To apply for admission, **complete an application online** or request one from the office of the Institute of Professional Studies. The curriculum focuses on anatomy, sport first-aid/injury prevention, training practices, and principles of coaching of all ages.

Certificate Requirements

Upon completion of the following courses, Concordia University will grant the student a Certificate in Coaching:

- **PES-3400:** Applied Anatomy and Physiology (3 hours)
- **PES-3705:** Prevention and Care of Athletic Injuries (3 hours)
- **PES-3500:** Principles of Coaching (2 hours)

Upon completion of PES-3500 Principles of Coaching, the student will be eligible to sit for the ASEP Coaching Principles test. Passing this test with a score of 80 percent or better will certify you with the National Federation of High School coaches and your name will be added to the National Coaches Registry.

Couple and Family Relational System (15 hours)

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

Required Courses (15 hours):

CED-6550 Family Systems Theory and Therapy
 SOW-6100 Ethical Issues in the Helping Professions
 SOW-6400 Marital and Family Counseling

PSY-6994 Internship in Human Services (300 clock hours) or
PSY-6991 Internship in Community Counseling

The Fullbridge Certificate Program (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 6980 Practicum in Gerontology

HMS 6000 Introduction to the Human Service Profession

PSY 6050 Adult Development and Aging

SOC 6510 Diversity in Aging

Human Resources Management (15 hours)

Human Resources Management in the global marketplace of the twenty-first century has evolved far beyond the traditional personnel functions of the past. The strategic role of HR in planning and operating organizations is the critical factor in the attainment of organizational

goals. An organization's unique advantage over its competitors has become increasingly dependent upon a firm's ability to manage its most valuable asset, its employees. Those who pursue the Certificate in Human Resources Management may come from varied backgrounds in terms of work experience and/or academic history; however, what they will have in common is the need and desire for knowledge in the field of human resource management in order to function more effectively in the workplace whether they aspire to a career in human resource management or not.

Anyone who wishes to earn a Certificate in Human Resources Management at Concordia University Chicago must be officially admitted to the program. The requirements are:

- Complete an application online **or** request one from the Institute of Professional Studies)
 - A minimum 2.0 GPA (on a 4-point scale) from previous college credit (submission of official transcripts are required)
 - Three years' full-time work experience outside the home
 - Three semester hours of college-level writing
 - Three-hour oral communication course
- Certificate Requirements

To obtain a Certificate in Human Resources Management, admitted students must successfully complete the following 15 hours of coursework:

- **CBUS-4040:** Employment Law
- **CMGT-4030:** Human Resource Development
- **CMGT-4035:** Recruitment and Retention
- **OMP-4000:** Group and Organizational Dynamics
- **OMP-4440:** Human Resource Management

Information Technology Management (12 hours)

In recent years, developments in computer hardware and software and society have changed the skill sets needed by professionals in all levels of management. These developments include:

- Companies are more likely to buy and adapt existing packages rather than develop them, sometimes with minimal or no technical support.
- Computers are available and used by small businesses and companies, not just large corporations. As such, small-business owners are required to manage their own technology and information resources with little or no support.
- An increased need for managers in all departments of an organization to work with users, to identify needs and find computing solutions.
- Rapid change in tools and platforms. This certificate provides learners with the opportunity to enhance their skill sets in these areas.

Anyone who wishes to earn a Certificate in Information Technology Management at Concordia University Chicago must be officially admitted to the program. The requirements are:

- Complete an application online **or** request one from the Institute of Professional Studies)

- A minimum 2.0 GPA (on a 4-point scale) from previous college credit (submission of official transcripts are required)
- Three years' full-time work experience outside the home
- Three semester hours of college-level writing
- Three-hour oral communication course

Certificate Requirements

To obtain a Certificate in Information Technology Management, admitted students must successfully complete the following 12 hours of coursework:

- **CIS-1000:** Foundations of Information Systems (3 hours)
- **CIS-2430:** Electronic Business (3 hours)
- **CIS-3200:** Info Tech Hardware and Software (3 hours)
- **CIS-4400:** Management Information Systems (3 hours)

Not-for-Profit/Church Management (15 hours)

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

Required Courses (15 hours):

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

Organizational Processes (12 hours)

This certificate provides a balance of organizational behavior, interpersonal communication and effective writing skills. These skills are sought after by many organizations, profit or not-for-profit. In fact, those who graduated with discipline-specific degrees now are finding themselves in management positions with a desire to learn more about organizational management theory and practice. This certificate is not available to those enrolled in the Organizational Management program at Concordia University Chicago. Anyone who wishes to earn a Certificate in Organizational Processes at Concordia University Chicago must be officially admitted to the program. The requirements are:

- **Complete an application online** or **request one** from the Institute of Professional Studies)
- A minimum 2.0 GPA (on a 4-point scale) from previous college credit (submission of official transcripts are required)
- Three years' full-time work experience outside the home
- Three semester hours of college-level writing

- Three-hour oral communication course

Certificate Requirements

To obtain a Certificate in Organizational Processes, admitted students must successfully complete the following twelve hours of coursework:

- **CENG-2000:** Writing that Works
- **OMP-4000:** Group & Organizational Dynamics
- **OMP-4020:** Systems Approach to Organizational Change
- **OMP-4240:** Organizational Communication

Piano Pedagogy (15 hours)

Concordia University Chicago is proud to expand its fine tradition of teacher training to the exciting field of piano teaching. The College of Innovative Programs offers a course of study leading to a Certificate in Piano Pedagogy. The program provides specialized training for careers in piano teaching. Undergraduate and graduate students may earn the Certificate in Piano Pedagogy while concurrently pursuing a music degree. The program is available equally to independent teachers who are seeking opportunities, in a non-degree program, to expand and update their teaching and performance skills. The curriculum focuses on the development of teaching skills for use in individual and group settings. Pedagogy courses focus on teaching the beginning and intermediate student. Practicum courses allow pedagogy students the opportunity of supervised teaching in Concordia-Chicago's Preparatory Piano Program.

Applied piano will cover a broad range of piano literature, including pre-college teaching repertoire. These practical experiences, along with the other academic coursework, represent the spirit of the certificate program: to develop competent, successful piano teachers who in turn will enrich the lives of others with a love of music through quality performance and teaching.

Anyone who wishes to earn a Certificate in Piano Pedagogy at Concordia University Chicago must be officially admitted to the program. To apply for admission, complete an application online **or** request one through the office of the Institute of Professional Studies. To obtain a

Certificate in Piano Pedagogy, admitted students must successfully complete the following coursework:

- **MUS-4643:** Literature of the Piano (3 hours)
- **MUS-4652:** Piano Pedagogy and Literature I (2 hours)
- **MUS-4661:** Practicum in Piano Pedagogy I (1 hour)
- **MUS-4672:** Piano Pedagogy and Literature II (2 hours)
- **MUS-4681:** Practicum in Piano Pedagogy II (1 hour)
- **MUSA-0600*:** Applied Piano (3 hours)

*45-minute lessons at the 3000+ level

Students must also select one three-hour course from the following:

- **PSY-2400:** Educational Psychology

- **PSY-4105:** Developmental Psychology: Middle Childhood
- **PSY-4110:** Developmental Psychology: Adolescence

There will be an initial conference/audition for MUSA-0600. Some performance will be expected during each semester of study. Co-enrollment in MUSA-3501 Music Convocation is optional.

Diagnostic exams will be given to determine if additional coursework is needed to meet the following course equivalents:

- **Theory:** MUS-2113 Music Theory I: Diatonic
- **Skills:** MUS-2112 Aural Skills I
- **Literature:** MUS-2203 Survey of Western Music

No credit for additional coursework will apply toward the Certificate. Transfer credit will be accepted for MUS-4643 and/or PSY coursework only.

Spoken Word Pedagogy Certificate

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, launch 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

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-4311 Parish Teaching I

EDL-4312 Parish Teaching II

EDL-4320 Administration of Parish Education

EDL-4330 Youth Ministry Theory and Practice

EDL-4340 Church Leadership Development

PSY-4201 Counseling Skills

THY-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 aim of the Clinical Mental Health Counseling Program at Concordia University Chicago is to prepare candidates with the professional knowledge, skills, and practices necessary to address the wide variety of complex issues and concerns relevant to the field of clinical mental health.

Candidates receive a high quality education emphasizing Christian beliefs. The program also recognizes, values, and instills the development of techniques and competencies imperative to effectiveness as professionals within the therapeutic community. Specifically, the Clinical Counseling Program trains candidates to work with individuals, groups, and families as well as cultivating the skills necessary for employment in a variety of settings including residential, social service agencies, hospitals and religious organizations.

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).

Additional Admission Requirement

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

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 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, who assist candidates throughout a rigorous degree track, by stressing the importance of integrity, competence and servant leadership. Faculty methods utilize the latest technology and engage students through real-world applications using multiple instructional models. Concordia University Chicago faculty establish a critical theoretical and practical approach for well-rounded learning environments which prepare candidates for success in the field of education today and tomorrow for education leaders.

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

Required Coursework (30 hours)

EDU- 6212 Studies in Literacy and Multiliteracies
EDU- 6500 Curriculum Construction
EDU- 6515/FPR 6400 Contemporary Issues in Curriculum and Practice
EDU- 6525 Teacher as Practitioner
EDU-6526/FPR 6500 Socially, Culturally, Linguistically Diverse Students
EDU- 6535 Teacher as Leader
EDU- 6540 Special Education Curriculum & Pedagogy
EDU- 6556 Seminar in Reflective Practice
FPR- 6640 Teacher as Researcher
FPR- 6000 Foundations of American Education

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)

The Master of Arts degree in Curriculum and Instruction with ESL endorsement is explicitly focused on developing teachers as leaders in their individual classrooms, schools, districts, as well as in the broader global community. This program achieves a balance between the practical, everyday needs of teachers in the classroom and the critical thinking and decision-making skills that are necessary for Concordia University Chicago candidates to develop as competent teacher leaders. This program further cultivates a sense of responsibility toward and provides the necessary tools for effective teacher advocacy.

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.

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
EDU 6556 Seminar in Reflective Practice
EDU 6640 Teacher as Researcher
FPR 6000 Foundations of American Education

ESL Concentration (18 hours)

EDU/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
EDU/ESL 6610 Language and Linguistics
EDU/ESL 6620 Teaching English as a Second Language
EDU/ESL 6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students

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: EDU 6640 Teacher as Researcher and EDU 6556 Seminar in Reflective Practice.

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

The Master of Arts degree in Curriculum and Instruction with ESL and Bilingual endorsements at Concordia University Chicago is explicitly focused on developing teachers as leaders in their individual classrooms, schools, districts, as well as in the broader global community. This program achieves a balance between the practical, everyday needs of teachers in the classroom and the critical thinking and decision-making skills that are necessary for Concordia University Chicago candidates to develop as competent teacher leaders. This program further cultivates a sense of responsibility toward and provides the necessary tools for effective teacher advocacy.

Graduates from the Master of Arts in Curriculum and Instruction with ESL and bilingual endorsements 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 learning of all students to integrate appropriate curriculum methodologies across the various content areas, and engage in policy recommendations and advocacy for their communities.

Upon completion of the six required courses for the ESL endorsement, 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). To become eligible to receive the bilingual endorsement, candidates take an additional course and must sit for ISBE's language examination in the target language to be taught. 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
EDU 6556 Seminar in Reflective Practice
EDU 6640 Teacher as Researcher
EDU 6000 Foundations of American Education

ESL Concentration (18 hours)

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

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: EDU 6640 Teacher as Researcher and EDU-6556 Seminar in Reflective Practice.

Master of Arts in Differentiated Instruction (30 hours)

The Master of Arts degree in Differentiated Instruction is designed for current educators with two to 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 demonstrate differentiated teaching instruction in a field setting by designing a unit of study or block of instruction using differentiated strategies. Candidates will then teach the unit to students in an educational setting, analyze student learning gains, and reflect on their implementation of differentiated instruction. Candidates also will demonstrate their proficiency, knowledge and skills by integrating technology as a teaching and learning tool throughout the unit and its implementation.

Master of Arts in Early Childhood Education (30 hours)

The Master of Arts in Early Childhood Education is directed toward the preparation of educators who desire to become an accomplished early childhood teacher, an early childhood administrator, an early childhood public policy and advocacy specialist, or an early teacher educator/researcher. This program is designed to provide students 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.

Upon completion of the Early Childhood 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). These endorsements are attached to the candidate's Illinois teaching license. 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, students 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 educational 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 Politics

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

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-6080 Applied Project in Educational Technology
EDT-6205 Educational Technology Hardware and Software
RES 6600 Research in Education
FPR-6010 Theoretical, Ethical, and Practical Foundations of Educational Technology

Capstone Experience

The EDT-6080 Applied Project in Educational Technology course serves as the capstone experience for this degree.

Technology Specialist Endorsement only—non-degree (24 semester 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 formal endorsement.

Required Coursework

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 and Learning

EDT 6065 Emerging Technology Trends, Professional Learning and Evaluation
EDT 6070 Educational Technology Leadership

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 settings, 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-7600 Survey Research

Capstone Experience (3 hours)

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

Master of Arts in Human Services (33 hours)

The Master of Arts in Human Services is designed to provide a broad-based body of knowledge in related fields, with an emphasis in psychology, sociology, and social work, in order to meet the expressed needs of human services personnel in community 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.

Degree Requirements

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

Required Courses (21 hours)

HMS-6000 Introduction to the Human Service Profession
HMS- 6010 Human Service Systems
HMS-6015 Interventions
HMS-6030 Information, Planning & Evaluation
HMS-6040 Values, Attitudes and Ethics
HMS-6495 Administration of Human Services
HMS-6925 Internship: Human Service

Electives (12 hours) Choose from the following list:

CED-6025 Counseling and Human Development
CED-6055 Multicultural Counseling
CED-6080 Group Counseling
CED-6340 Clinical Group Counseling
CED-6350 Brief Therapy
CED-6420 Substance/Alcohol Abuse and Treatment
CED-6430 Counseling Persons With Addictions
CED-6550 Family Systems Theory and Therapy
PSY-6000 Adult Development of Aging
PSY-6055 Developmental Psychology: Infancy and Early Adulthood
PSY-6500 Cognitive Development Theory and Implications
SOC-6110 Socialization Processes
SOC-6120 Social Thought and Contemporary Issues
SOC-6140 Sociology of Health Care
SOC-6160 Sociology of Aging
SOC-6200 Contemporary Family Patterns
SOC-6330 Death and Dying
SOC-6500 Public Policies and Aging
SOC-6510 Diversity in Aging
SOW-6310 Special Topics: Loss and Mourning
SOW-6400 Marital and Family Counseling

SOW-6500 Public Policies and Aging
SOW-6510 Social Services for the Elderly

- Note: Students interested in other electives need to have the approval of their advisor.

Capstone Experience

Students must complete a Project/Research Paper and Presentation that applies to the student's special interest in human services. The subject of the paper and presentation needs to be approved by the Program Leader. The capstone experience is due during internship where the will both student provide and present the paper.

Master of Arts in Human Service Administration (33 hours)

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

Degree Requirements

Complete 33 hours of coursework and the Capstone Experience. Courses are three semester hours unless otherwise indicated.

Required Courses (18 hours)

HMS-6000 Introduction to the Human Services Profession

HMS-6010 Human Service Systems

HMS-6015 Interventions

HMS-6030 Information, Planning and Evaluation

HMS-6045 Values, Attitudes and Ethics

HMS-6995 Internship: Human Service Administration

Electives (15 hours)

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

Capstone Experience

Students must complete a Project/Research Paper and Presentation that applies to the student's special interest in human service administration. The subject of the paper and presentation needs to be approved by the Program Leader. Capstone is due during internship where the student will both provide and present the paper.

Master of Arts in Illinois Principal Preparation (33 hours)

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

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 mobilizes 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 graduation.

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
EDL-6993 Principal Internship I
EDL-6994 Principal Internship II
RES-6600 Research in Education

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 Health Care Systems 1
HAL-6150 Health Care Systems 2
HAL-6300 Legal and Ethical Considerations in Health Care
HAL-6004 Health Care Finance and Economics
HAL-6800 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

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

Entrance Requirements

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

Program Requirements

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

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

Areas of Study

Foundational Music Studies (11-12 hours)

Theory (3 hours)

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

History (3 hours)

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

MUS-6343 Music in the Age of Reformation

MUS-6643 The Literature of the Piano

Research (3 hours)

MUS-6243 Music Research and Bibliography

Mission Support (2-3 hours)

MUS-6323 Music for the Contemporary Church

MUS-6333 Traditions of Christian Hymnody

MUS-6353 Studies in Christian Worship: Theology & Music

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

Music Support Courses (10-11 hours)

Applied Music (Two hours minimum; at least two semesters of study)

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

Liberal Arts Courses (up to 11 hours)

Theology (3 hours)

Any 6000-level THY course, except THY-6353 if taken as MUS-6353

Any 6000-level courses (including MUS) which support the area of study, by consent of the advisor.

Written Comprehensive Examination (0 hours)

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

Capstone Project (1-6 hours)

Options 1, 2, or 6.

Credit for the capstone project will count toward requirements under music support courses or liberal arts courses as approved by the student's advisor.

Master of 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

Capstone Experience is also required.

Master of Arts in Psychology (33 hours)

The Concordia-Chicago advanced degree in psychology is widely respected for its ability to prepare graduates with the professional qualifications essential to helping persons in both private and public clinical environments. Students will find this curriculum's rigorous combination of timely theory and hands-on clinical experience the ideal foundation for pursuit of education, research and mental health careers across many societal and institutional sectors.

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 advisor.

Assessment (6 hours)

PSY-6025 Assessment Techniques

PSY-6050 Applied Psychopathology

Ethics (3 Hours)

One graduate-level ethics course

Electives (6 hours)

Choose 2 graduate level PSY courses.

Thesis (6 hours)

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

Capstone Experience

PSY-6990 Master's Thesis includes 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 IL Type 10 certificate, 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 Certificate in reading (K-12) Type 10, students must meet the following requirements:

- Hold a valid Type 3, 4 or 9 Illinois Teaching Certificate prior to entering program
- Complete the reading education program
- Pass all State of Illinois examinations
- Have successfully completed two years of lead teaching experience
- Complete the master's capstone 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

Course templates will reflect one option from the following (6 hours):

- EDU-6295 Practicum in Reading Instruction (3 hours, Practicum I, 16 weeks) **AND** EDU-6296 Practicum in Remedial Reading (3 hours, Practicum II, 16 weeks)
- EDU-6298 Practicum in Reading Instruction (6 hours, 16 weeks)

Capstone Experience

This culminating project highlights the candidate's mastery of content throughout their 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 their ability to interpret theory into practice.

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. Specifically, the School Counseling Program at Concordia University Chicago offers training in providing individual and group work as well as development and refinement of skills necessary to work in elementary, middle and high school settings in both public and private schools. The School Counseling Program is specifically and carefully designed to prepare candidates for work as school counselors in elementary, middle and high school settings. The program of study meets certification requirements of the State of Illinois. Upon completion of the program, candidates are eligible for Type 73 certification (School Service Personnel Certificate K-12)

Required Coursework

Foundation

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

- EDU-4410/6425 Psychology and Methods of Teaching the Exceptional Learner
- PSY-4430 Affective Education
- PSY-6505 Psychological Theories and Educational Processes

Human Growth & Development (3 hours)

CED-6035 Counseling and Human Development

Counseling Theory (3 hours)

CED-6010 Counseling Theory and Practice

Counseling Techniques (3 hours)

CED-6015 Counseling Techniques and Intervention

Group Dynamics (3 hours)

CED-6240 Group Work in Schools

Appraisal of Individuals (3 hours) Choose one:

CED-6250 Fundamentals of Assessment

PSY-6025 Assessment Techniques

Research and Evaluation (3 hours) Choose one:
CED-6230 Evaluation and Research for Counselors
PSY-6030 Research in Psychology

Professional, Legal and Ethical (6 hours)
CED-6000 Introduction to the Counseling Profession
CED-6045 Ethics, Law and Morality for Counselors

Social and Cultural Foundations (3 hours)
CED-6055 Multicultural Counseling

Lifestyle and Career Development (3 hours)
CED-6020 Career Counseling

Professional Curricular Experience and Maladaptive Behavior (6 hours)
CED-6210 School Counseling Program Development and Organization
CED-6220 Counseling and Consulting in Schools

Elective (3 hours)
Any graduate level course chosen in consultation with your advisor.

Clinical Experience (9 hours)
CED-6920 Practicum: School Counseling (3 hours)
CED-6925 Internship: School Counseling (6 hours)

Capstone Experience: Portfolio and Oral Defense.

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

The Master of Arts degree in Special Education is designed for certified educators who desire to become an accomplished special education teacher 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 at the level that matches their original certificate.

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

Required Courses

EDI-6010 Differentiation and Learning Theory

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 Specific Learning Disabilities and Emotional Disabilities

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

EDU-6370 Curriculum Based and Educational Measurements of Exceptional Learners

EDU-6425 Psychology and Methods of Teaching the Exceptional Learner

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

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

RES 6600- Research in Education

Capstone Experience:

Successful completion of SPED 6890 and SPED 6895 fulfills the capstone requirement for the Master of Arts in Special Education degree program.

Early Childhood Special Education Approval (12 Semester Hours)

Approval Objectives

The Early Childhood Special Education Approval is designed for educators with an early childhood certificate/endorsement or the LBS1 (pre-kindergarten to Age 21) endorsement. This approval is for educators who desire to teach early childhood students from birth to below 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

- Early Childhood certificate/endorsement OR LBS 1 Endorsement
- 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 6XXX Special Education Methods for Early Childhood Educators
- SPED 6XXX Special Education Assessment for Early Childhood Educators
- SPED 6XXX Language Development in Early Childhood Special Education
- SPED 6XXX 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-6000 Organization and Administration of Recreation and Leisure Programs
SPML-6010 Essentials of Law
SPML-6020 Economics of Sports
SPML-6040 Sports Finance
SPML-6050 Leading in Time of Change
SPML-6060 Leveling the Playing Field
SPML-6070 Sports Promotion
SPML-6110 Facilities and Events Management
SPML-6120 Dynamics of Coaching
SPML-6150 Educational Value of Sport
SPML-6160 Assessment and Evaluation of Recreation and Leisure Programs
SPML-6170 Current Trends in Recreation and Leisure
SPML-6180 Foundations and Theoretical Perspectives of Recreation and Leisure Programs

Capstone Experience

SPML-6100 Master's Capstone Project

Master of Arts in Illinois Teacher Leader (30 hours)

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

The Master of Arts in the Illinois Teacher Leader program at Concordia University Chicago is designed for those classroom teachers who are interested in increasing their job responsibilities and assuming leadership roles within their schools and districts. This degree is designed for active teachers who are not interested in becoming a principal. Rather, graduate candidates aim for leadership roles in a variety of capacities, such as department chairs, instructional coaches, curriculum coordinators, mentor teachers, community liaisons, 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-6310 Schools Families, and Community Partnerships

EDL-6715 Providing Instructional Support

EDL-6775 Leading School-based Professional Learning Communities

RES-6600 Research in Education

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-6530 Instructional Coaching and Mentoring

Capstone Experience (3 hours)

EDL-6988 Teacher Leader Practicum

Master of Arts in TESOL (30 hours)

Concordia University Chicago offers a Master of Arts in Teaching English to Speakers of Other Languages (TESOL) for Adult Learners that is specifically designed to serve adult learners in the university, corporate or community setting. Courses in adult learning, distance education and current issues and trends in adult education provide the theoretical framework and practical knowledge important to a teacher teaching English to adults.

Required Courses (27 hours)

ADED 6100 Current Issues and Trends in Adult Education

ADED 6110 Introduction to Distance Education

EDU 6450 Adult Learning

FPR 6640 Teacher as Researcher

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

Capstone Experience (3 hours)

EDU 6556 Seminar in Reflective Practice

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 of all ages in a variety of settings, in both domestic contexts and abroad. This degree program includes a robust concentration in teaching and learning ESL/EFL to become an accomplished ESL/EFL teacher. This program provides candidates with research-based theory and sound instructional pedagogy in meeting the varied needs of English learners, from a variety of backgrounds, levels, ages and competencies in their first language(s).

Graduates from the program will be prepared to demonstrate competency and proficiency as ESL/EFL teachers in any of the following settings: community organizations, intensive English programs, college/university settings, and private language companies or corporations, in domestic and international settings. Coursework in language acquisition, Mobile/Distance Learning, and TESOL will provide the theoretical framework and practical knowledge important to a teacher of English as a second or foreign language.

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.

Required Courses (30 hours)

TESL 6110 Introduction to Distance Education for TESOL

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

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

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

***TESL 6230** Second Language Acquisition

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

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

**denotes a TESOL graduate certificate course*

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.

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

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

Communications Skills

3 semester hours-English Composition II or equivalent

3 semester hours-Fundamentals of Speech or equivalent

Mathematics

3 semester hours above Intermediate Algebra

Natural Sciences (one lab science course required)

3 semester hours-Biological Science

3 semester hours-Physical Science

Humanities*

9 semester hours in at least two different areas

Social Sciences*

9 semester hours in at least two different areas

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

Candidates also may demonstrate completion of advanced work in a specialty area common to school curricula. Candidates may meet competencies in each of these areas via the successful completion of appropriate coursework, through assessment of life experiences, i.e. credit for prior learning (CPL) or CLEP exams.

CLEP Credit

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

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

Credit for Prior Learning

Concordia University Chicago recognizes that college level learning and subsequent credit can be acquired in both the traditional classroom as well as non-traditional settings. Credit for prior learning may be presented in the form of ACE (American Council on Education) evaluated training/certifications, military training, and/or Credit for Prior Learning (CPL) essays. Students wishing to pursue Credit for Prior Learning are required to contact the CPL coordinator at Concordia. Students with educational experiences from service in the Army, Navy or Marines are encouraged to submit an AARTS or SMART transcript. Fee: \$200/topic.

Monitoring Candidate Progress

Checklist for Assessment Transition Points

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

Admission to the University

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

Transition Point One: Admission to the College of Education

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

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

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

- Pass the Illinois Test of Basic Skills;
- Submit the completed application and supporting documentation to the Office of Field Experience in the College of Education;
- Complete the following prerequisite courses or their equivalents with a grade of C or better:
ENG-6140 Resources and Strategies of Teaching ECE
PSY-4101 Development Psychology:

Infancy and Early Childhood

- Complete a minimum of 20 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval on or before deadline date;
- Earn a minimum GPA of 3.0 for all coursework taken in the MAT program;

- Submit a current program plan to Office of Field Experience;
- Submit three assessment of candidate's dispositions to the Office of Field Experience;
- Pass Checkpoint #1 of the Professional Portfolio;
- Submit the report of a fingerprint criminal background check to the Office of Field Experience.

Transition Point Two: Admission to the Professional Semester

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

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

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

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

Transition Point Three: Completion of Professional Semester

To successfully complete the Professional Semester, the candidate must:

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

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

Transition Point Four: Completion of Program

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

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

Master of Arts in Teaching Degree-Early Childhood Education (38 hours) Lutheran Teacher Diploma (58 hours)

Degree Requirements

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

GPA Requirements

A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.0 on all coursework taken toward the master of arts in teaching. All candidates graduating from certification programs must show evidence of passing scores on all tests leading to Illinois Certification in order to be considered a program complete. Refer to the College of Education Handbook for information related to additional program requirements.

Areas of Study

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

Prerequisite to Methods Courses (6 hours)

EDU-6140 Resources and Strategies of Teaching ECE

PSY-6055 Developmental Psychology: Infancy and Early Childhood

Professional Courses (23 hours)

Required:

ENG-6100 Language Development of the Young Child

EDU-6095 Foundations of Early Childhood Education

EDU-6150 Creative Processes and the Young Child

EDU-6201 Teaching of Reading

EDU-6445 Introduction to Research for Pre-Service Teachers

EDU-6160 Parent Involvement in Early Childhood

Choose one:

EDU-6425 Psychology and Methods of Teaching the Exceptional Learner

EDU-6175 Identification and Education of Young Children with Special Needs

Choose one:

THY-6400 The Christian in Society

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

Professional Instructional (Methods) Courses (3 hours)

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

Professional Semester (6 hours)

EDU-6920 Candidate Teaching: Early Childhood

Capstone Experience

Standards-based portfolio with an Oral Defense

Clinical Experience

100 hours

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

THY-2000 The Old Testament

THY-2200 Faith of the Christian Church

THY-3210 Christian Life

THY-3300 History of Christian Biography

THY-4410 World Religions

THY-4450 Spiritual Nurture of the Young Child

Special Education Endorsement

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

EDU-6425 Psychology and Methods of Teaching the Exceptional Learner

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

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

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

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

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

Candidates must also pass the Illinois Content Area Test for Special Education. (Learning Behavior Specialist 1 Test 155).

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

Required Field Experience

The candidate must complete a minimum of 100 clock hours of field experience prior to candidate teaching. These 100 hours are structured to include guided observation, instructional

support, individual tutoring, small group instruction and large/whole group instruction. The following courses provide a structural framework for clinical experiences:

EDU-6055 Developmental Psychology: Infancy & Early Childhood

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

EDU-6140 Resources/Strategies of Teaching ECE

EDU-6150 Creative Processes for the Young Child

EDU-6175 Identification and Education of Young Children with Special Needs

EDU-6201 Teaching of Reading

EDU-6425 Psychology and Methods of Teaching the Exceptional Learner

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

The Master of Arts in Teaching, Elementary Education, is designed to deliver outstanding teacher preparation and provide the pathway to initial certification for candidates at the master's level. Concordia-Chicago's program emphasizes:

- the 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 Type 03 certification from the State of Illinois. A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.0 on all coursework taken toward the Master of Arts in Teaching.

Required Courses (39 hours)

Prerequisites to Professional/Instructional Methods Courses (9 hours)

EDU-6040 Classroom Teaching Skills
EDU-6045 Theories of Learning and Cognition
EDU-6435 Introduction to Education

Professional Courses (9 hours)

EDU-6415 Professional Responsibility and Ethics for Teachers
EDU-6425 Psychology and Methods for Teaching Exceptional Learners
EDU-6445 Research for Pre-Service Teachers

Professional Instructional (Methods) Courses (12 hours)

EDU-6025 Curriculum and Methods for Teaching Science and Mathematics in the Elementary Classroom
EDU-6035 Curriculum and Methods for Teaching Elem/Middle School Art, Music, PE
EDU-6201 Curriculum and Methods for Literacy Instruction
EDU-6510 Curriculum and Methods for Teaching Social Studies: Standards Based Instruction

Professional Semester (9 hours)

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

Capstone Experience

Candidates must submit a Professional Portfolio as the Master of Arts in Teaching degree capstone experience. The Professional Portfolio will be included in coursework requirements.

Pre-professional Field Experience

100 hours (embedded in coursework above).

Middle School Endorsement Requirements (optional)**Required Courses:**

EDU-4500 Middle School: Assumptions and Curriculum

Select one:

PSY-4105 Developmental Psychology: Middle Childhood (3 hours)

PSY-4110 Developmental Psychology: Adolescence (3 hours)

Subject Area Courses: 18-24 semester hours depending on the subject area. (Some areas require specific courses)

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 certification for candidates at the master's level. Concordia-Chicago's program emphasizes:

- the 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 Type 09 certification from the State of Illinois. A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.0 on all coursework taken toward the Master of Arts in Teaching.

Required Courses

Prerequisites to Professional/Instructional Methods Courses (9 hours)

EDU-6040 Classroom Teaching Skills
EDU-6045 Theories of Learning and Cognition
EDU-6435 Introduction to Education

Professional Courses (15 hours)

EDU-6230 Reading in Middle/Secondary Schools
EDU-6415 Professional Responsibility and Ethics for Teachers
EDU-6425 Psychology and Methods for Teaching Exceptional Learners
EDU-6445 Research for Pre-Service Teacher
EDU-6570 Teaching at the Secondary Level

Professional Instructional (Methods) Courses (6 hours)

Choose one of the following per your chosen major:

- EDUC-6601 Teaching Art: Middle/Secondary Schools
- EDUC-6602 Teaching English: Middle/Secondary Schools
- EDUC-6603 Teaching Foreign Language: Middle/Secondary Schools
- EDUC-6606 Teaching Mathematics: Middle/Secondary Schools
- EDUC-6605 Instructional Strategies for Human Performance
- EDUC-6619 Teaching Social Science: Middle and Secondary Level
- EDUC 6618 Teaching Science: Middle and Secondary Schools

Choose one graduate-level course in chosen major.

Professional Semester (9 hours)

EDU-6060 Classroom Management and Assessment

EDU-6922 Student Teaching: Secondary Education

Capstone Experience

Candidates must submit a Professional Portfolio as the Master of Arts in Teaching degree capstone experience. The Professional Portfolio will be included in coursework requirements.

Pre-professional Field Experience

100 hours (embedded in coursework above).

Middle School Endorsement Requirements (optional)**Required Courses:**

EDU-4500 Middle School: Assumptions and Curriculum (3 hours)

Choose one:

PSY-4105 Developmental Psychology: Middle Childhood (3 hours)

PSY-4110 Developmental Psychology: Adolescence (3 hours)

Content Area Courses: 18-24 semester hours depending on the content area. (Some areas require specific courses).

Master of Business Administration Degree Program

The Master of Business Administration (MBA) program provides students with the analytical, managerial and technical skills needed to become a confident leader in today's business environment. The program is grounded in an ethical context that will help differentiate the student in a competitive market. The curriculum ensures that students are prepared to deal effectively with critical issues in a changing, global business environment.

Program Objectives

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

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

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

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

Students will develop management and leadership skills, including:

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

Degree Requirements

Completion of 39 hours of coursework including the Capstone Experience with the exception of the Accounting Concentration (54 hour program) and the Chief School Business Official Concentration (42 hour program). Courses are three credit hours unless otherwise noted.

Core Courses required for all MBA Concentrations (18 hours)

ACC-6200 Financial Accounting and Analysis

ECO-6100 Managerial Economics (two credit hours)

ECO-6200 Macroeconomic Analysis

MGT-6400 Ethical Strategic Leadership

MGT-6510 Management of Human Resources

MGT-6600 Seminar in Descriptive Statistics (one credit hour)
MKT-6100 Marketing Design and Strategy

MBA Concentrations (one is required)

Students can elect to complete up to two concentrations as part of their MBA degree program.

Guidelines:

1. Student must complete all required core and concentration courses for each elected concentration.
2. Student may elect up to 2 concentrations.
3. Concentration courses can be applied to only one concentration (no double counting).*
4. Additional concentrations cannot be added after the degree has been conferred.

*Combinations not available:

- Comprehensive and Banking and Financial Institutions
- School Business Management and Chief School Business Official
- Comprehensive and Accounting
- Banking and Financial Institutions and Accounting

Accounting (36 hours)

ACC-6300 Managerial Accounting and Analysis
ACC-6400 Intermediate Accounting I
ACC-6450 Intermediate Accounting II
ACC-6xxx Audit Theory and Practice
ACC-6xxx Federal Income Taxation)
ACC-6xxx Corporate Taxation
ACC-6xxx Strategic Cost Management
ACC-6xxx Not-for-Profit Accounting and Analysis
ACC-6xxx Special Topics in Accounting
MGT-6300 Corporate Finance
MGT-6520 Managers and the Legal Environment
MGT 6550 Business Communication and Organizational Behavior

Banking and Financial Institutions (21 hours)

ACC-6300 Managerial Accounting and Analysis
MGT-6100 Operations Management
MGT-6110 Competitive Strategy
MGT-6200 Global Managerial and Organizational Behavior
MGT-6300 Corporate Finance
MGT-6310 Investments
MGT-6320 Entrepreneurial Finance (capstone course)

Chief School Business Official (24 hours)

ACC-6300 Managerial Accounting and Analysis
MGT-6510 Management of Human Resources

EDL-6130 School Evaluation & Change Processes
EDL-6211 Principles of School Business Management
EDL-6510 School Fund Accounting and Budgeting
EDL-6520 School Finance Law
Capstone Courses:
EDL-6986 Internship: School Business Management I
EDL-6987 Internship: School Business Management II

Comprehensive (21 hours)

ACC-6300 Managerial Accounting & Analysis
MGT-6100 Operations Management
MGT-6110 Competitive Strategy
MGT 6200 Global Managerial and Organizational Behavior
MGT-6300 Corporate Finance
MGT-6520 Managers and the Legal Environment
MGT-6990 Cases in Financial Analysis (capstone course)

Health Care (21 hours)

HAL-6100 Health Care Systems I
HAL-6150 Health Care Systems II
HAL-6400 Health Care Finance and Economics
HAL-6500 Public Policy in Health Care
MGT-6100 Operations Management
MGT-6200 Global Managerial and Organizational Behavior
MGT-6990 Cases in Financial Analysis (capstone course)

Leadership and Change Management (21 hours)

MGT-6100 Operations Management
MGT-6200 Global Managerial and Organizational Behavior
OLDR-6800 The Leader as Trainer, Mentor and Coach
OLDR-6810 Leader Development
OLDR-6830 Leadership Communication and Decision Making
OLDR-6840 Agents of Change
MGT-6990 Cases in Financial Analysis (capstone course)

Not-for-Profit/Church Management (21 hours)

ACC-6500 Financial Management of NFP Organizations
MGT-6100 Operations Management
MGT-6200 Global Managerial and Organizational Behavior
MGT-6500 Fund Development and Management
MGT-6530 Introduction of NFP Organizations
MGT-6540 Board Governance/Management of Volunteer
MGT-6990 Cases in Financial Analysis (capstone course)

School Business Management (21 hours)

ACC-6300 Managerial Accounting and Analysis
MGT-6100 Operations Management
EDL-6130 School Evaluation & Change Processes
EDL-6211 Principles of School Business Management
EDL-6510 School Fund Accounting and Budgeting
EDL-6520 School Financial Law
MGT-6990 Cases in Financial Analysis (capstone course)

Sports Management (21 hours)

MGT-6100 Operations Management
MGT-6200 Global Managerial and Organizational Behavior
SPML-6010 The Essentials of the Law in Sports
SPML-6020 The Economics of Sports
SPML-6040 Sports Finance
SPML-6060 Leveling the Playing Field: Diversity in Sports
MGT-6990 Cases in Financial Analysis (capstone course)

Master of Church Music Degree Program (33 hours)

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

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

Entrance Requirements

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

Students with undergraduate deficiencies may, depending upon their background, satisfy the entrance requirements by taking undergraduate level work, review courses, or by self-study and examination. A grade of "B" or better in a review course may be used to satisfy in part the undergraduate deficiencies or they may be satisfied during the course of studies. (Deficiencies in theory, history or aural skills should be removed by re-examination before the close of the second semester/term of graduate study. Courses taken to satisfy deficiencies may not be counted toward the graduate degree).

Program Requirements

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

The Master of Church Music program may be completed in four consecutive terms (summer, fall, spring, summer) or five consecutive four-week summer terms. Students must plan to be in residence for at least two consecutive summers.

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 Teaching and Learning

The target population of this program is certified teachers 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 such as Common Core State Standards and assessment theory. Graduates of this program are capable of integrating foundational theories with sophisticated lesson design, exemplary instruction, and responsible assessment. The program adheres to the National Board for Professional Teaching Standards and the CCSSO's Interstate Teacher Assessment and Support Consortium.

Master of Education Teaching and Learning (30 Hours)

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

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). Three distinct concentrations prepare individuals for NASM certifications. 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. 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. The final concentration, Sports Performance and Training, 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.

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 Essentials of Strength and Conditioning
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

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

The Master of Science in Instructional Design and Technology complements our current Educational Technology degree as well as other education degrees designed for the K-12 education market. This degree is designed to meet the needs of individuals and organizations seeking to design instruction and create learning environments within real world contexts. Through applied research, the master's degree 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-Masters Certificate Programs

Professional Educator's License: School Service Personnel Certificate K-12 (48 hours)

The purpose of the School Service Personnel Certificate K-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.
- Evidence that the Illinois Test of Basic Skills recently has been passed.
- Completion of 12 semester hours of psychology or sociology with a grade of "C" or better.

Certification and Endorsement Requirements

- A minimum of 21 semester hours of required coursework specifically selected to meet State Certification/Endorsement or program requirements must be completed at Concordia University Chicago.
- A 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-6020 Career Counseling
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

Elective for all students (3 hours) Select one the following courses:

CED-6420 Substance/Alcohol Abuse & Treatment
CED-6550 Family Systems Theory & Therapy
PSY-6040 Applied Psychopathology & Diagnosis

Clinical Experience (9 hours)

CE-6920 Practicum: School Counseling

CE 6926/6927 or CE 6928/6929 Internship: School Counseling

Capstone Experience

Counseling Intervention Project and Presentation (imbedded in the internship experience).

Illinois Type 75 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.

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

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 Type 75 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, not for profit, publically held and government organizations. These specialized degrees are designed for professionals who want to take on leadership roles in their profession, association or their own business. Leadership majors are at a unique advantage because the skills learned and mastered are universally appreciated and highly desired. Concordia University Chicago's graduate programs in leadership focus on knowledge and enlightened perspectives about innovative leadership practices. The overarching curriculum focuses on knowledge-management, decision-making, conflict and change management, communication, and different and unique approaches to leadership.

Concordia-Chicago offers Ed.D./Ph.D. Degrees in Leadership with the following specializations:

- Community Colleges
- Early Childhood Education
- Educational Leadership
- Higher Education
- Organizational Leadership
- Reading, Language and Literacy
- 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 at least forty-two hours of 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 may 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, Ed.D. candidates may conduct research in their place of employment or at external sites; Ph.D. dissertation research samples and participants must go beyond a candidate's place of employment to include a wider scope of influence and investigation, grounded in a theoretical framework. Please consult the Collegial Cloud in Blackboard for specific procedures related to the dissertation.

Program Procedures for Doctoral Students

1. Communication

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

2. Program Advisor

Doctoral advising is comprehensive and engages students in thinking about and planning for all elements of the program. Each cohort program has its own program advisor. Students will work directly with the program advisor in consultation with the Division of Research and Doctoral Programs for all procedural issues related to the

doctoral program. Specific issues related to academic program requirements, transfer credits, changes in your approved program plan must be directed to the appropriate Concordia University Chicago department chairperson.

3. Satisfactory Progress

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

4. Continuous Enrollment

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

Any time a student needs to take a temporary hiatus from coursework of the dissertation, he or she must initiate a Stop Out request. Stop Out status indicates that no 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 at least 42 hours of coursework with a minimum GPA of 3.0, and in consultation with the Executive Director of the Division of Research and Doctoral Programs. Please consult with the program advisor or 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 (Ed.D. 61 hours) or Philosophy (Ph.D. 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 1300+ institutions nation-wide serving more than 13 million students. (2012 Fact Sheet, AACC). It is designed for students who are serving in and preparing for emerging leadership roles within the community college setting. Coursework empowers candidates to advance community colleges toward continued community service and educational excellence. Offered as a specialization within the Ed.D. and Ph.D. programs in leadership, this specialization focuses on the administration/leadership of community and two-year/junior colleges, as well as other post-secondary institutions. It explores and examines the policies, procedures, practices, and institutional issues, and the cultures and systems in which the leaders operate.

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

Program Requirements

Doctoral candidates must complete:

- Ed.D.: 61 semester hours
- Ph.D.: 67 semester hours in subject areas covering:
 - Community college leadership
 - Research and statistics
 - Foundations, philosophy, and ethics

Candidates must also complete:

- Comprehensive exams
- Doctoral dissertation

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours) Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

FPR-7400/EDL-7210 Policy Analysis

Select one:

EDL-7300 Ethics for Educational Leadership

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

Research for the Ed.D., Practitioner Track (10 hours)

RES-7605 Quantitative Research (3 hours)

RES-7700 Qualitative Research (3 hours)

RES-7900 Research Design (4 hours)

Select one:

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

RES-7820 Program Evaluation

Research for the Ph.D., 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

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

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 (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Early Childhood Education

The Ph.D./Ed.D program in Early Childhood Education is designed to provide candidates with a strong background in research, theory, issues, policies, advocacy and practical experiences in early childhood. Our graduates are prepared as faculty and leaders to design and implement early childhood educational programs in a variety of settings, including: public and private schools and universities, corporate child centers, and for- and non-profit 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 Ed.D. or Ph.D. Early Childhood Education program
- Comprehensive Examination
- Dissertation

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours) Foundations/Philosophy/Ethics (12 hours)

FPR 7011 Philosophical and Theoretical Foundations of Leadership

EDL 7140 Organizational Change

EDL 7210 Policy Analysis

Select one:

EDL 7300 Ethics for Educational Leaders

OLDR 6820 Leadership, Politics, Power and Applied Ethics

Research for the Ed.D. Track (10 hours)

RES-7605 Quantitative Research (3 hours)

RES-7700 Qualitative Research (3 hours)

RES-7900 Research Design (4 hours)

Research for the Ph.D. Track (16 hours)

RES-7610 Quantitative Research

RES-7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4)

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Research

RES-7600 Survey Research

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (no credit)

DISS-7010 Dissertation (3)

DISS-7020 Dissertation (3)

DISS-7030 Dissertation (3)

DISS-8000 Dissertation Supervision (no credit)

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 (61 hours) or Philosophy (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 GP, 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)

EDU-6380 Assessment, Evaluation, and Data Driven Decision Making
EDU-6135/7135 Fundamentals of Learning Theory
EDU-7100 Curriculum Theory and Design
GME-6300 Introduction to Grants
EDU-7XXX Political and Social Contexts of Curriculum and Instruction
EDU-7XXX Curriculum Leadership
EDL-7120 Research Based Decision Making
RES-7820 Program Evaluation
EDT-6010/7010 Integrating Technology Across the Curriculum
EDU-7XXX Multicultural Education: Pedagogy in Practice

Doctoral Program Core

Foundations/Philosophy/Ethics (12 semester hours)

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

Research and Statistics (for the Ed.D. Track) (10 semester hours)

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

Research and Statistics (for the Ph.D. Track) (16 semester hours)

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

RES-7700 Qualitative Research (3)

RES-7800 Mixed Methods Research (3)

RES-7900 Research Design (4)

Select one:

RES-7600 Survey Research (3)

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 (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Educational Leadership (non-endorsement program)

Please note: if interested in the New York CITE non-endorsement program, please contact: www.citecuc.com for further information.

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 a 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 (Ed.D. 31 hours/ Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

EDL-7300 Ethics for Educational Leadership

EDL-7210 Policy Analysis

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (for Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (for Ph.D. track)

Research for Ed.D. Track (10 hours)

FPR-7900 Research Design (4 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

Select one:

RES 7620-Advanced Topics in Statistics

RES 7710-Advanced Qualitative Research

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

Research for Ph.D. 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

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

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-7310 Organization and Community -Partnerships

EDL-6725 Building Collaborative Relationships

EDL-6715 Providing Instructional Leadership

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

Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in

Leadership: Educational Leadership with Illinois superintendent endorsement

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

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 a 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 (Ed.D. 31 hours/ Ph.D. 37 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

EDL-7300 Ethics for Educational Leadership

EDL-7210 Policy Analysis

Select one:

FPR-7011 Philosophical and Theoretical Foundations of Leadership (for Ed.D. track)

FPR-7300 The Philosophy of Scientific Knowledge (for Ph.D. track)

Research for Ed.D. Track (10 hours)

RES 7900 Research Design (4 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Research

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

Research for Ph.D. 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

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

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)

Ph.D. and Ed.D. in Leadership and Gerontology (66 hours)

The Ph.D. and Ed.D. programs in Gerontology and Leadership provide a multidisciplinary framework from which to respond to existing age-related questions, and intensive, in-depth training for those who want unique preparation for leadership roles for addressing issues related to aging. The doctoral candidate's knowledge base of research methods and theoretical perspectives encompasses various social and basic science disciplines rather than rely on a single disciplinary approach to aging and leadership. The Ph.D. program in leadership and gerontology produces highly qualified and trained social scientists that have training in research methodology and its application in an aging society. The Ed.D. program in leadership and gerontology produces highly qualified and trained stewards of gerontological leadership trained in applied gerontology. Candidates of this degree may actively engage in research, teaching, or service in academic or non-academic settings.

Ph.D. in Gerontology (66 hours)

Required Courses

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, RES-7620, or RES-7600
RES-7710 Advanced Topics in Qualitative Analysis (3)
RES-7620 Advanced Topics in Statistics (3)
RES-7600 Survey 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

Ed.D. in Gerontology (66 hours)

Required Coursework

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)

FPR-7011 Philosophical and Theoretical Foundations of Leadership (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 Ph.D. in Leadership – Health & Human Performance is an interdisciplinary degree program designed to prepare students to pursue academic, clinical, leadership and/or research roles in the fields of health promotion, exercise science, kinesiology, human performance and other related disciplines. The program has a strong research orientation and aims to develop outstanding scholars and researchers who create and disseminate new knowledge about issues arising out of the intersection of physical activity, health promotion and human performance. The 58 credit hour program includes course work in leadership, health, exercise science, research and statistics and a 9 credit hour dissertation requirement.

The Ed.D. in Leadership – Health & Human Performance is an interdisciplinary degree program designed to prepare students to pursue academic, clinical, leadership and/or research roles in the fields of health promotion, exercise science, kinesiology, human performance and other related disciplines. The program emphasizes a rigorous application of evidenced 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

This first course needs to be added to the list of Core Ed.D./Ph.D. courses under the category of:

Foundations/Philosophy/Ethics (12 hours)

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

Health & Human Performance Specialization Core (30 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 (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Higher Education

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

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

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours) Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change

FPR-7010 Philosophical & Theoretical Foundations of Leadership

FPR-7400/EDL-7210 Policy Analysis

OLDR-6820 Leadership, Politics, Power and Applied Ethics

Research for Ed.D. Track (10 hours)

RES-7605 Quantitative Research

RES-7700 Qualitative Research

RES-7900 Research Design

Select one:

RES-7620 Advanced Topics in Statistics

RES-7710 Advanced Qualitative Research

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

Research for Ph.D. 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

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

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.

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 (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Organizational Leadership

The Organizational Leadership specialization curriculum is both strategically focused and innovative, aligning contemporary leadership theory with today's best leadership practices. The 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 (Ed.D. 31 hours/Ph.D. 37 hours) Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change
FPR-7011 Philosophical and Theoretical Foundations of Leadership
FPR-7400/EDL-7210 Policy Analysis
OLDR-6820 Leadership, Politics, Power and Applied Ethics

Research for Ed.D. Track (10 hours)

RES-7610 Quantitative Research
RES-7700 Qualitative Research
FPR-7900 Research Design (4 hours)
Select one:
RES-7600 Survey Research
RES-7810 Methods of Action Research Inquiry
RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Qualitative Research

Research for Ph.D. Track (16 hours)

RES-7610 Quantitative Research
RES-7700 Qualitative Research
RES-7800 Mixed Methods Research
RES-7900 Research Design (4 hours)
Select one:
RES-7600 Survey Research
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 (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Reading, Language and Literacy

Concordia University Chicago's doctoral program in reading education provides a theoretical and practical framework for literacy instruction and assessment within an emphasis on current research.

**Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 hours)
Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

FPR-7400/EDL-7210 Policy Analysis

Select one:

EDL-7300 Ethics for Educational Leadership

OLDR-6820 Leadership, Politics, Power and Applied Ethics

Research for the Ed.D., (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

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

RES-7820 Program Evaluation

Research for the Ph.D., (16 hours)

RES-7605 Quantitative Research

RES 7700 Qualitative Research

RES-7800 Mixed Methods Research

RES-7900 Research Design (4 hours)

Select one:

RES-7600 Survey Research

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 and 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 (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Special Education

Program Objectives

The doctoral program in Special Education is designed for candidates who desire to continue their education as educators and scholars prepared for leadership roles in the area of special education in public or private institutions. This program develops special education experts who can design, implement, evaluate 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 (Ed.D.) or 67 credit hours (Ph.D.)
- Comprehensive examination
- Dissertation

Program Components for the Doctor of Leadership Degree Special Education Specialization

Special Education Specialization (30 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-7XXX Principles of Applied Behavior Analysis (3)

SPED-7XXX 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 hours)

FPR-7300 Philosophy of Scientific Knowledge (Ph.D. only), (3)

FPR-7010 Philosophical and Theoretical Foundations of Leadership (Ed.D. only), (3)

EDL-7140 Organizational Change (3)

FPR-7400/EDL-7210 Policy Analysis (3)
EDL-7300 Ethics for Educational Leaders (3)

Research and Statistics (for the Ed.D Track) (10 hours)

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

Research and Statistics (for the Ph.D. Track) (16 hours)

RES-7900 Research Design (4)
RES-7605 Quantitative Analysis (3)
RES-7700 Qualitative Research (3)
RES-7800 Mixed Methods Research (3)
RES-7900 Research Design (4)
Select one:
RES-7600 Survey Research (3)
RES-7620 Advanced Topics in Statistics (3)
RES-7710 Advanced Topics in Qualitative Analysis (3)

Comprehensive Exam and Dissertation (9 hours)

COMP-7000 Comprehensive Exam (Fee-Based)
DISS-7010 Dissertation (3)
DISS-7020 Dissertation (3)
DISS-7030 Dissertation (3)
DISS-8001 Dissertation Supervision (as needed, fee-based)

**Doctor of Education (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours)
in Leadership: Sports Leadership**

The sports leadership specialization curriculum provides professional preparation for management and leadership positions with professional sports teams, intercollegiate and intramural athletics and recreation programs at secondary and post-secondary institutions, colleges and universities and amateur athletic organizations.

Offered as a specialization within the doctoral program in leadership, the sports leadership specialization provides 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 (Ed.D. 31 hours/Ph.D. 37 hours)
Foundations/Policy/Ethics (12 hours)**

EDL-7140 Organizational Change

FPR-7011 Philosophical and Theoretical Foundations of Leadership

FPR-7400/EDL-7210 Policy Analysis

Select one:

SPML-6030 Sports Leadership and Ethics

OLDR-6820 Leadership, Politics, Power and Applied Ethics

Research for Ed.D. 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 Research

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

Research for Ph.D. 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

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

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: Essentials of Law

SPML-6020: Economics of Sports

SPML-6040: Sports Finance

SPML-6050: Leading in a Time of Change

SPML-6060: 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 (Ed.D. 61 hours) or Philosophy (Ph.D. 67 hours) in Leadership: Illinois Teacher Leadership with endorsement

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

The 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 the 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, non-profit organizations, corporations, and agencies.

Doctoral Program Core (Ed.D. 31 hours/Ph.D. 37 Ph.D. 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 Ed.D. 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 Research

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

Research for Ph.D. Track (17 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

RES-7600 Survey Research

RES-7810 Methods of Action Research Inquiry

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, 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

EDL-7120 Research-Based Decision Making

EDU-7500 Instructional Coaching for Effective Teaching

EDU-7100 Curriculum Theory and Design

EDL 7110 Strategies for Educational Leaders

EDL 7240 Supervisory Theory and Practice

EDL 7260 School/District Improvement Using Data Analysis

EDL 7310 Organization and Community Partnerships

Capstone Experience:

EDL-6988 Teacher Leader Practicum

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-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-6xxx 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-6xxx 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-6xxx Federal Income 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-6xxx Not-for-Profit Accounting and Analysis (3 hours)

ACC-6xxx Strategic Cost Management (3 hours)

ACC-6xxx Special Topics in Accounting (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 is 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, web site, on-line course materials, curriculum development.

Art Courses

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

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

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

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

ART-6210 Painting Studio II (3 hours)

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

ART-6232 Printmaking Studio II (3 hours)

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

ART-6245 Digital Photography II (3 hours)

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

ART-6310 Ceramic Studio II (3 hours)

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

ART-6320 Sculpture Studio (3 hours)

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

ART-6330 Jewelry Studio (3 hours)

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

ART-6350 Artists' Books (3 hours)

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

ART-6430 Fiber Arts Studio (3 hours)

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

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

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

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

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

ART-6950 Independent Study (1-6 hours)

Laboratory fee is determined by type of study.

ART-6970 Independent Research (1-3 hours)**ART-6990 Thesis (3-6 hours)****Biology Courses****BIO-6720 ACCA Seminar in Biology (3 hours)**

Biology courses on selected topics as offered by the Associated Colleges of the Chicago Area (ACCA). Consult the department chair for details on specific courses.

BIO-6950 Independent Study in Biology (1-6 hours)**Chemistry Courses****CHE-6720 ACCA Seminar in Chemistry (3 hours)**

Chemistry courses on selected topics are offered by the Associated Colleges of the Chicago

Area. Consult the Department of Natural Sciences and Geography for details on specific courses.

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-6080 Group Counseling (3 hours)

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

CED-6210 School Counseling Program Development & Organization (3 hours)

Examination of the role and function of the school counselor in a comprehensive school counseling program. Emphasis on developmental counseling and the components of an effective developmental school counseling program. Discussion of school counseling, historical roots, present and future trends. Role of counseling in total education program.

CED-6220 Counseling and Consulting in Schools (3 hours)

Counseling and consulting strategies used by counselors in the school setting for academic, career and personal/social issues. Examination of specific problems of children and adolescents.

CED-6225 College Counseling: Preparation, Planning, & Admission (3 hours)

Addresses the college counseling role of the high school counselor. College admission counseling, ethical considerations, research on college choice and operation and responsibilities within a high school college counseling office. Culturally responsive college counseling and special populations.

CED-6230 Evaluation & Research for Counselors (3 hours)

Introduces students to the importance of research methods and program evaluation in advancing the counseling profession. Identifying and reading research, critically evaluating results, analyzing and using data to enhance program quality.

CED-6240 Group Work in Schools (3 hours)

Will provide an understanding, both theoretical and experiential, of school counseling groups for grades K-12. The purpose, development, dynamics, theories, methods, skills, ethics and other group approaches in a multicultural society will be covered. Students will experience and participate as group members in small group activities. Prerequisite: CED-6010 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-6300 Clinical Mental Health Counseling (3 hours)

History and trends in community mental health. Program development and service delivery to

diverse clientele. Intake and treatment plan interventions emphasizing current psychological criteria.

CED-6310 Clinical Mental Health Counseling Profession (3 hours)

This course provides a knowledge base for understanding the history and trends in clinical mental health counseling as well as the political systems and interventions for change. Students will obtain a perspective on clinical mental health counseling program development and delivery of services to diverse clienteles.

CED-6330 Transforming Crisis to Wellness (3 hours)

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-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-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 24 semester hours in the program.

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 course work 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-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-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-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-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-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-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-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, and 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)

As the capstone course, candidates will demonstrate differentiated teaching instruction in a field setting by designing a unit of study or block of instruction using differentiated strategies. Candidates will then teach the unit to students in an educational setting, analyze student learning gains and reflect on their implementation of differentiated instruction. Candidates also will demonstrate their proficiency, knowledge and skills by integrating technology as a teaching and learning tool throughout the unit and its implementation.

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.

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

The examination and application of school program and curricular evaluation processes to school improvement. Also an examination and application of change processes and interventions.

EDL-6210 School Finance and Business Management (3 hours)

Financing of public and nonpublic schools and its relationship to government and other sponsoring agencies. Introduction of methods used in business and financial management of schools.

EDL-6211 Principles of School Business Management (3 hours)

Introduces students to the role of school business management including key concepts, skills and aptitudes. Provides a basis from which students can connect and apply key school business management concepts to their graduate business education in the MBA program.

EDL-6215 Budgeting, Grant Writing and Third Source Funding (3 hours)

Principles of budgeting as it relates to program and educational needs. Writing grants and identifying and securing additional program funding from government and third-party sources.

EDL-6220 School Organization and Human Resources (3 hours)

Leadership theory and its impact on educational organization, culture, leadership skills and processes.

EDL-6230 School Law (3 hours)

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

EDL-6240 Instructional Leadership (3 hours)

Elements of instruction leadership are examined emphasizing parent, staff and community collaborations including advanced curriculum and instruction.

EDL-6250 Special Education Law & 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 Ethics of School Leadership (3 hours)

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

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

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

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

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

EDL-6500 Administration of Early Childhood Programs (3 hours)

Analysis of professional standards in the field and implications for program practice. Provision for children with special needs.

EDL-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 (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-6950 Independent Study in Educational Leadership (1-6 hours)

EDL-6970 Independent Research (3 hours)

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-7100 The Superintendency (3 hours)

Administrative techniques and interrelationships of the district administrator with other administrators, school staff, school boards and different governmental agencies.

EDL-7110 Strategies of Educational Leadership (3 hours)

Analysis of management and supervisory skills and behavior that lead to the improvement of instruction in public and private schools.

EDL-7120 Research-Based Decision Making (3 hours)

The analysis of the methodological and statistical components of existing research data to enhance and facilitate the educational decision making process. Particular attention is given to applications regarding issues of educational policy.

EDL-7140 Organizational Change (3 hours)

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

EDL-7210 Policy Analysis (3 hours)

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

EDL-7220 Human Resource Administration and Bargaining (3 hours)

Functions of human resource planning, recruitment, selection, placement, development and related legal issues and human relations.

EDL-7230 Educational Finance (3 hours)

Public values, policy issues, specialized terminology and practical problems associated with the

generation, distribution and internal allocation and control of education revenues and expenditures.

EDL-7240 Supervisory Theory and Practice (3 hours)

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

EDL-7250 Legal Issues for School Districts (3 hours)

This course examines legal issues affecting school districts in Illinois. Federal and state case law will be reviewed and applied to legal problems that confront school administrators.

Prerequisite: EDL-6230.

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

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

EDL-7300 Ethics for Educational Leaders (3 hours)

Ethical theories and practice of school district leadership.

EDL-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 and 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.

EDT-6100 Introduction to Educational Technology (3 hours)

Introduction to and examination of the field of educational technology, laying a foundation for digital literacy within a school setting, theory, and practice of instructional design for technology integration.

EDT-6205 Educational Technology Hardware and Software (3 hours)

Planning, configuring and maintaining computer/technology systems, including basic networks, for school laboratories, classroom clusters and other appropriate instructional arrangements. Primary focus in on K-12 schools.

EDT-6950 Independent Study in Educational Technology (1-6 hours)

Education Courses

EDU-6000 Classroom Discipline (3 hours)

Theological basis, legal ramifications and practical applications of classroom disciplinary techniques. Prominent current approaches will be examined in light of research. Application to the participants' classrooms through problem-solving techniques.

EDU-6025 Teaching Science and Mathematics in the Elementary Classroom (3 hours)

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

EDU-6027 Assessment 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.

EDU-6035 Curriculum and Methods of Teaching Elementary/Middle School P.E., Music and Art (3 hours)

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

EDU-6040 Classroom Teaching Skills (3 hours)

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

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

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

EDU-6060 Classroom Management and Assessment (3 hours)

A methods course that focuses on appropriate classroom management strategies and provides an introduction to classroom assessment and evaluation. Full-day course experience required

with on-site field experience. Enrollment limited to graduate students working toward initial teacher certification.

EDU-6095 Foundations of Early Childhood Education (3 hours)

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

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

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

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

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

EDU-6115 Infant and Toddler Programs (3 hours)

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

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

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

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

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

EDU-6135 Fundamentals of Learning Theory (3 hours)

Learning facilitators will develop an understanding of cognitive development in K-12 children and adult learners. This course will focus on cognitive functioning, brain research and critical thinking as they relate to research-based, best practices for teaching and learning.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDU-6200 Beginning Reading Instruction (3 hours)

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

EDU-6201 Teaching of Reading (3 hours)

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

EDU-6205 Language and Reading Theory (3 hours)

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-6211 Studies in Literacy (3 hours)

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

EDU-6212 Studies in Literacy and Multiliteracies (3 hours)

Examination of the correlates of effective literacy instruction. Emphasis on application of current theory and research in literacy and multiliteracies as it applies to P-12 classrooms.

EDU-6225 Diagnosis of Reading Problems (3 hours)

Causes and types of reading difficulties, procedures for assessing the striving reader, 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 striving 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 is explored from an ethical perspective. Focus on ethics, censorship and vocation from a Christian perspective.

EDU-6295 Practicum in Reading Instruction (3 hours)

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

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

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

EDU-6298 Practicum in Reading Instruction (6 hours)

Application of assessment and remedial techniques in a supervised, clinical situation for K-12 levels. The MA 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-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.

EDU-6355 Instructional Strategies for Students with Academic and Physical Challenges (3 hours)

This course is designed to examine the curriculum, instruction, and materials for teaching students with moderate and severe developmental disabilities and students with physical disabilities. The course will also examine strategies for activities of daily living and the use of adaptive technology. Prerequisites: Admission to College of Education for degree-seeking students and EDU-6350. Includes 20 hours of field experience.

EDU-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.

EDU-6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities (3 hours)

This course is designed to examine the organization and implementation of curriculum, materials and management to facilitate acquisition, maintenance and generalization of skills for students with learning disabilities. The course also examines the organization of the classroom and school environment for teaching and facilitating social, behavioral and emotional needs to students with emotional disorders. Also included are instructional planning and design, instructional and community goals. Field Experience required. Prerequisites: Admission to College of Education for degree-seeking students and EDU-6360. Includes 20 hours of field experience.

EDU-6370 Curriculum Based and Educational Measurements of Exceptional Learners (3 hours)

This course is designed to examine the diagnostic procedures that guide instruction of exceptional learners within the least restrictive environment. The course will also include use and analysis of standardized and curriculum based assessment and assessment techniques to support the learning of students. Field experience required. Prerequisites: Admission to the College of Education for degree-seeking students; EDU-6360 and EDU-6350. Includes 10 hours of field experience.

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-6410 Comparative Education (3 hours)

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

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

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

EDU-6425 Psychology & Methods of Teaching the Exceptional Learner (3 hours)

Identification of characteristics of exceptional learners; applicable laws and policies; response to intervention; educational program development based on empirically-supported instructional techniques; assessment and IEP procedures; transition planning. Field experience required. Includes 10 hours of field experience.

EDU-6435 Introduction to Education (3 hours)

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

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

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

EDU-6450 Adult Learning (3 hours)

Addresses the adult learner's development, learning styles, conditions of learning, and life circumstances. Also examines the adult educator's role, methodology, learning theory and evaluation techniques.

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

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

EDU-6500 Curriculum Construction (3 hours)

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

EDU-6510 Standards-Based Education (3 hours)

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

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

Contemporary educational issues in the United States. Obstacles and challenges faced by educators. Basic assumptions and social forces that influence current educational policy making and reform.

EDU-6520 Research Based Instructional Strategies (3 hours)

Reviews of research that support effective instructional strategies.

EDU-6525 Teacher as Practitioner (3 hours)

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

EDU-6526 Socially, Culturally and Linguistically Diverse Students: Perspectives for Practitioners (3 hours)

Preparation for teaching culturally and linguistically diverse students as well as exploration of the issues of language and culture involved in teaching diverse and/or marginalized students in American schools. Cross-listed with FPR-6500.

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 (3 hours)**

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

EDU-6560 Technology 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-6600 Theoretical Foundations Teaching Bilingual (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. Cross-listed with FPR-6300.

EDU-6610 Language and Linguistics (3 hours)

Analysis of the symbolic systems and the cultural bases of English in relationship to other languages through exploration of structure and history, language development and variation and communicative competence in the context of language use. Examination of L1 and L2 literacy development. Includes 5 hours of fieldwork.

EDU-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.

EDU-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.

EDU-6635 Methods & Materials for Teaching Bilingual Students (3 hours)

Exploration of principles and methodology for planning, selecting, implementing and evaluating materials used for instructing LEP students in a bilingual classroom. Issues of first and second language development, effective primary language teaching strategies and acculturation matters.

EDU-6700 Assessment Theory & Practice (3 hours)

Introduction to psychometrics including reliability and validity theory and evaluation. Development, implementation and scoring of effective measurement instruments including authentic assessments and tests across the disciplines. Interpretation of results and instructional planning.

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

Supervised experience in a Pre-K–3 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required. Open only to students admitted to the MAT Early Childhood Education program who have been approved for student teaching.

EDU-6921 Student Teaching: Elementary/Middle School Education (6 hours)

Supervised experience in a K-9 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required.

Open only to students admitted to the MAT Elementary Education program who have been approved for student teaching.

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

Supervised experience in a grade 6-12 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required. Open only to students admitted to the MAT Secondary Education program who have been approved for student teaching.

EDU-6950 Independent Study in Education (1-3 hours)

EDU-6970 Independent Research (3 hours)

EDU-6982 Practicum in Staff Development (3 hours)

A capstone fieldwork experience in staff development allowing prospective specialists to put into practice what has been learned throughout the course of study. The practicum may extend for more than one semester. Prerequisite: Completion of coursework in the program.

EDU-6990 Thesis (3-6 hours)

EDU-7100 Curriculum Theory & Design (3 hours)

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

EDU-7180 Field Work in Early Childhood Education (3 hours)

Supervised field experience. Structured experiences in the role of the early childhood professional in classroom settings. Varied individualized experiences based on the personal needs and interests of the doctoral student. Prerequisites: Admission to the doctoral program and 30 semester hours of graduate work in the program.

EDU-7185 Field Work in Early Childhood Leadership (3 hours)

Supervised field experience. Structure experiences in the role of the early childhood professional in leadership settings. Varied individualized experiences based on the personal needs and interests of the doctoral student. Prerequisites: Admission to the doctoral program and 30 semester hours of graduate work in the program.

EDU-7400 History and Culture of American Education (3 hours)

A seminar that examines historical and current issues of democracy, meritocracy and diversity in education. Influences of historical decisions about education on modern education. Normative, technical and political issues involved in reform of public education.

EDU-7890 Comprehensive Seminar (3 hours)

Students demonstrate understanding of key concepts taught in the courses they have completed in their doctoral program. Candidates will lead seminars that review basic core content and emphasize practical applications. At the completion of the course, candidates will present a professional portfolio. Prerequisite: Completion of all but three or fewer courses in the doctoral program.

Education Methods Courses**EDUC-6601 Teaching Art in Middle & Secondary Schools (3 hours)**

Prerequisite: Acceptance into the College of Education.

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

Theories and methods for teaching English in the middle and secondary school. Practice in developing plans and materials. Prerequisite: Acceptance into the College of Education.

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

Rationale, objectives, content, materials, strategies and evaluation of foreign language instruction on the middle and secondary level; observational and practical experiences. Prerequisite: Acceptance into the College of Education.

EDUC-6618 Teaching Science in Middle & Secondary Schools (3 hours)

Curriculum, methods and materials in science at the middle and secondary school levels. Philosophy, structure and operation of comprehensive American secondary and middle schools. Prerequisite: Acceptance into the College of Education.

EDUC-6619 Teaching Social Science in Middle & Secondary Schools (3 hours)

Curriculum, methods and materials in social science at the middle and secondary school levels. Philosophy, structure and operation of comprehensive American secondary and middle schools. Prerequisite: Acceptance into the College of Education.

EDUC-6692 Teaching Computer Science in Secondary Schools (3 hours)

Prerequisite: Acceptance into the College of Education.

English Courses**ENG-6100 Language Development of the Young Child (3 hours)**

Normal patterns of native language acquisition of young children.

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

General survey of adolescent literature and related media materials for grades six through twelve including criteria for evaluation and study of trends and issues.

ENG-6380 Literary Theory & Criticism (3 hours)

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

ENG-6520 20th Century American Fiction (3 hours)

Forms and themes in American fiction from World War I to the present. Writers include Fitzgerald, Hemingway, Faulkner and Morrison.

ENG-6540 Modern Drama (3 hours)

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

ENG-6950 Independent Study (1-3 hours)**Foreign Language Courses****FOL-6110 Methods/Materials for Teaching Limited English-Proficient Students/Bilingual Programs (3 hours)**

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

FOL-6120 Theoretical Foundations for Teaching Bilingual Students (3 hours)

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

Foundations and Policy Courses**FPR-6000 Ethics & Foundations of American Education (3 hours)**

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

FPR-6010 Theoretical, Ethical and Practical Foundations of Educational Technology (3 hours)

Study of the theoretical, historical, contemporary and ethical foundations of educational technology. Debates social and ethical issues surrounding integrated technologies as they are designed and implemented for an academic environment. Examines how technology is embedded within policies and practices in curriculum and instruction.

FPR-6050 Philosophies of Education (3 hours)

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

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

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

FPR-6200 Comparative Education (3 hours)

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

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

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

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

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

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

Contemporary educational issues in the United States. Obstacles and challenges faced by educators. Basic assumptions and social forces that influence current educational policy making and reform.

FPR-6410 Problems & Issues in Education (3 hours)

FPR-6440 History of Western Education (3 hours)

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

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

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

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

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

FPR-6620 Evaluation & Research for Counselors (3 hours)

Introduces students to the importance of research methods and program evaluation in advancing the counseling profession. Identifying and reading research, critically evaluating results, analyzing and using data to enhance program quality.

FPR-6640 Teacher as Researcher (3 hours)

Principles of teacher research. Focus on development of basic research skills to carry out action research, self-study, or other practitioner research projects with the goal of improved teacher practice. Skills for interpreting published research are also emphasized.

FPR-7000 History & Culture of American Education (3 hours)

A seminar that examines historical and current issues of democracy, meritocracy and diversity in education. Influences of historical decisions about education on modern education. Normative, technical and political issues involved in reform of public education.

FPR-7010 Philosophical and Theoretical Foundations of Education (3 hours)

Study of the philosophical and theoretical foundations of education, including analysis of the aims and goals of education, processes of attainment, content and curriculum, and the socialization function of education and schooling. Develop an understanding of the intersections between theory/philosophy, ethical perspectives and the development of policy, practice and institutions.

FPR-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 & Social Contexts of Education (3 hours)

Study of selected political and social theories of education. Examine the complex relationships that have and will continue to manifest between schools and society such as power structures, stakeholder groups and competing interests in educational practice and policy making at multiple levels. Study of how such theories and perspectives affect school and system organization and control. Consider ethical perspectives.

FPR-7210 Social Justice in Education Contexts (3 hours)

Study theories of social justice and practical implications for teachers, administrators, and other educational professionals. Introduction to dynamics of oppression, privilege and social power, culturally relevant and critical pedagogies and social identity.

FPR-7300 Philosophy of Scientific Knowledge (3 hours)

This course provides an orientation to the nature, uses and limitations of science with the aim of achieving and understanding of the variety of approaches to research design and developing

conceptual frameworks. With regard to the metatheory of knowledge, particular attention will be paid to the following topics: the relationship between theory and observations, the role of the researcher's values in knowledge generation, how the research conceptualizes the relationship between researcher and subjects, the standards that are used to appraise theories, the theory of reality (ontology) and of how to know that reality (epistemology) that underlies critical theories, and how different methods of data gathering and data analysis influence the generation of scientific knowledge.

FPR-7400 Policy Analysis (3 hours)

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

FPR-7450 Assessment in Educational Settings (3 hours)

Assessment theory and practice in micro and macro school contexts. Introduction to psychometrics, including reliability and validity. Data analysis and data-based decision-making. Creating, application and/or critique of international, national, state, district, school and classroom assessments to improve student achievement, evaluate programs and inform policymaking.

Grant Writing, Management, and Evaluation Courses

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-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-6320 Budgeting, Grant Writing and Third Source Funding (3 hours)

Principles of budgeting as it relates to program and educational needs. Writing grants and identifying and securing additional program funding from government and third-party sources.

GME-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-6110 Greek I (4 hours)**

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

GRE-6120 Greek II (4 hours)

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

GRE-6513 Readings in Greek (1 hours)

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

GRE-6514 Greek Readings (2 hours)

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

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

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

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

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

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-6600 Epidemiology for Health Care Organizations (3 hours)

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

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

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

HAL-6800 Health Information Management (3 hours)

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

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

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

Hebrew Courses**HEB-6101 Hebrew I (4 hours)**

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

HEB-6102 Hebrew II (4 hours)

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

HEB-6500 Hebrew Readings (3 hours)

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

HEB-6501 Readings in Hebrew (1 hour)

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

Health and Human Performance Courses

HHP-7000 Cardiovascular Responses to Exercise (3 hours)

This course examines cardiovascular adaptations to acute and chronic exercise. The course will provide an in-depth analysis of metabolic, systemic and hormonal responses to the stress of exercise and the adaptive changes that occur with training, as well as the underlying mechanisms.

HHP-7010 Neuromuscular Responses to Exercise (3 hours)

This course examines neuromuscular adaptations to acute and chronic exercise. Students will engage in an in-depth analysis of neuromuscular structure and function, motor unit recruitment during different types of movement and muscle adaptations to resistance and endurance training.

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

The purpose of this course is to provide the student with a framework for evaluating current information on exercise recommendations for special populations. Students will engage in an in-depth analysis of the implications for exercise in preventing and managing obesity, coronary heart disease, diabetes, cancer, asthma, neurological conditions and musculoskeletal conditions.

HHP-7030 Advanced Exercise and Sports Nutrition (3 hours)

This course examines the latest evidence-based principles and recommendations on meal, energy and nutrient timing for optimal fueling and performance. Topics include principles of nutrient timing, regulation of metabolism by micronutrients and macronutrients and their role in weight control in athletes, safety and validity of supplements and ergogenic aids and nutritional aspects of optimal performance.

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

This course develops skills for the selection, development and implementation of various types of instruments and techniques for measuring and evaluating health and human performance interventions. Evaluation of these interventions includes general health behaviors, health related fitness, nutritional and dietary intake, body composition, and other areas related to an individual's quality of life. Students will learn methods for developing/choosing psychometric and biometric tools, choosing appropriate evaluation designs, procedures for data collection and describing evaluation results.

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

This course examines planning and organization of health programs. Students will investigate, contrast, develop and evaluate a variety in intervention activities. Theories regarding techniques to enhance behavior change and instructional design strategies to meet the health needs of a diverse population will be explored.

HHP-7060 Health Promotion and Disease Prevention (3 hours)

The course examines the process of disease prevention and control through the education and advocacy of health promotion. Students will examine the physiological and medical factors associated with common diseases/conditions including asthma, obesity, diabetes, hypertension, heart disease and other metabolic disease states. Students examine various topics while utilizing methods of health communication for prevention/control of chronic diseases.

HHP-7070 The Professoriate (3 hours)

This course examines the roles and responsibilities of the professor in American colleges and universities. Topics will include teaching and advising strategies, job search strategies, academic research requirement, the tenure system and issues facing women and faculty of color and professional socialization.

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

This course examines the ethical conflicts and challenges around autonomy, liberty, individual rights and the common good in regard to healthful living and quality of life. Human rights, civil rights, influence of race, social class, and gender/sex will be examined in the context of health issues, such as social determinants of illness, health promotion and behavior modification, social justice and research equity. Ethical considerations will center on the program design, evaluation and research aspects related to Health and Human Performance with special attention to inclusion.

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

This course is designed to provide an opportunity for the students to study a specific topic/area of interest within the field and develop an academically sound project with the aid of an advisor. Topic/area of interest will be approved by the Program Director. Independent study should be related to specific program design of Health & Human Performance interventions, grant proposals for agency submission, or academic manuscript preparation for professional presentation and/or publication. This course will culminate in an independent study that will directly demonstrate program competencies.

Higher Education Courses**HLDR-6800 Law and Higher Education**

This course addresses the legal environment of postsecondary institutions and specific issues that affect higher education. In addition to faculty and administrative structuring, curriculum development and institutional financing, a university's policy is affected by legal concerns, including constitutional privileges, ethics and regulations that may be relevant in 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)

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-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-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-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-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-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 Degree program.

Journalism Courses**JOU-6100 Magazine Journalism (3 hours)**

The specialty of magazine article writing; understanding strategies for becoming published and examining the national marketplace. Emphasis is on long-form writing, editing and magazine design and layout. Prerequisite: A News Writing and Reporting course.

JOU-6910 Topics in Journalism (3 hours)

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

Knowledge Information Management Courses**KMIL-6000 Knowledge Audits, Measurements, and Analysis (3 hours)**

This course incorporates an overview of the various methods and techniques for evaluating an organization's utilization of possessed knowledge; benchmarking and measurement practices that assist a company's assessment of knowledge management efficiency, functionality and potential. Auditing processes, the importance of developing and altering current efforts, with the allowance for contingency concerns.

KMIL-6010 Information Knowledge Technology and Applications (3 hours)

Software and techniques designed to acquire information pertinent to the organization and generate reports and suggestions for future objectives. Selecting or designing systems that are functional and accommodate an organization's operational, customer and internal requirements and compliance factors.

KMIL-6020 Knowledge Management for Higher Education Leadership (3 hours)

Application of knowledge management principles to a university environment, including how to apply information regarding learners, faculty, staff, state and national legislature, and competing institutions to improve the academic quality and educational conditions of the organization. The process of acquiring knowledge from a learning institution and developing a system to assist with future strategies that correspond with the current requirements, industry preferences and objectives of an institution.

KMIL-6030 Knowledge System Strategy and Development (3 hours)

Strategic development of applications and information retrieval methods and analysis, including implementation, testing and contingency planning. Techniques and principles necessary for leading a project development scenario and varying methods utilized by the knowledge management industry for creating an information system approach that accommodates an organization's requirements and compliance concerns.

KMIL-6040 Legal & Ethical Considerations in Knowledge Management (3 hours)

An evaluation of government policy, previous and current litigation involving information storage, and ethical concerns regarding the dissemination of personal information through information systems and the internet. Ethical consideration involving knowledge management to current utilization of collaborative software, customer retention methods, promotions, inter-business applications and information retrieval efforts.

KMIL-6050 Organizing Knowledge for Collaboration and Competition (3 hours)

Use of information mining techniques to improve the interaction and knowledge among, and within organizations to improve industry advantages and potential profitability of companies.

To recognize the importance of continually monitoring industry drivers and consumer preferences to assure competitiveness and currency with product and service offerings.

KMIL-6060 Personalization and Customization (3 hours)

Various methods of tailoring content for specific purposes which corresponds with recognized and isolated derived business knowledge of customers, employees' preferences and departmental functions of a company. Functionality of various knowledge mining applications and how they derive specific information about end-users and business partners to provide unique and pertinent assumptions.

KMIL-6070 Public/Private Education (K-12) Knowledge Management (3 hours)

The utilization of primary schooling data and how knowledge management techniques are applicable for benefiting program generation, faculty interaction with learners and parents and administrative functions. Recognize the attributes necessary for establishing initiatives, planning efficiencies and the development of pertinent policies or approaches through the use of stored knowledge. Available applications that allow for information to be collaborated, acquired analyses and utilized for future strategic purposes involving institutional objectives and K-12 administrative concerns.

KMIL-6080 Knowledge Administration (3 hours)

The various administrative responsibilities of knowledge workers and how the efficiency of information query and decision systems could be improved to allow for a larger amount of potential, ergonomics and end-user satisfaction; leadership techniques associated with administration and the varying approaches for structuring a knowledge management department, including information acquisition, customer representatives, data storage, system design and the presentation of reports.

Leadership Courses

LDR-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 organization's leadership platform, 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 experience 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-6616 Teaching Middle School Mathematics (3 hours)

Methods, materials, sequencing and planning for the teaching of mathematical concepts, skills, applications and problem solving to child in grades 6-8. Prerequisite: Six semester hours of college mathematics. Acceptance to the College of Education.

MAE-6950 Independent Study in Math Education (1-3 hours)

MAE-6970 Independent Research in Math Education (3 hours)

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-6606 Teaching Math in Middle and Secondary Schools (3 hours)

Curriculum, methods and materials in mathematics at the secondary and middle school levels. Philosophy, structure and operation of comprehensive American secondary and middle schools. Prerequisite: Admission in the College of Education and at least 9 hours of undergraduate mathematics passed with a "C" or better.

MAT-6950 Independent Study: Math (1-3 hours)

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-6600 Seminar in Descriptive Statistics (1 hour)

Statistical concepts and analytical tools for data driven decision making. Basic statistics, terminology and applications. Data collection and presentation methods. Measures of central tendency and variability. Probability distributions. Introduction to regression and correlations.

MGT-6990 Cases in Financial Analysis (3 hours)

Capstone Experience. Integrate knowledge and skills gained from the MBA program and apply them in a real business environment. Learn how to use teamwork to solve authentic business challenges. Students must have completed 30 hours of MBA coursework.

Marketing Courses**MKT-6100 Marketing Design and Strategy (3 hours)**

Provides an understanding of marketing as the basis for general management decision-making and as a framework for analyzing business situations. Covers concepts, activities and techniques related to the planning and coordination of marketing functions, marketing policies and the analysis of marketing administration.

MKT-6500 Communications and Public Relations in a Not-for-Profit Organization (3 hours)

The role of public relations as it pertains to not-for-profit organizations. Advanced public relations skills, including research and analysis and strategic planning. Effective media relations; crisis communications. Promoting the organization through media plans, promotional events and strategic partnerships with government, corporations and the community.

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 Composition.

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-6313 Baptism & Eucharist (3 hours). Cross-listed with THY-6313.

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

Foundations, practice, and skills of providing musical leadership to the congregation's song and accompanying at the keyboard. Discernment of how best to lead congregational song of various sources and styles. Co-requisite: MUSA-6621.

MUS-6323 Music for the Contemporary Church (3 hours)

Planning music for the services of the church year. Study of the liturgical traditions and contemporary considerations.

MUS-6333 The Traditions of Christian Hymnody (3 hours)

The scope and historical patterns of hymnody from the early Christian era to the present with a focus on those movements that contributed most significantly to the current literature.

MUS-6343 Music in the Age of Reformation (3 hours)

Major 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-3221 or equivalent.

MUS-6482 The Choral Program and Repertoire (2 hours)

A study of various choral programs at the elementary, middle and secondary school levels. A survey of techniques and materials in performance ensembles, co-curricular and extracurricular. Evaluation of repertoire and programming appropriate for each level. Assessment of musical learning. Research project. Prerequisite: MUS-3883 Basic Conducting and acceptance into the College of Education.

MUS-6483 Graduate Choral Conducting (3 hours)

Refinement of conducting techniques and the study of musical style. Exploration of choral ensemble issues as well as repertoire and materials. Choral Literature research. Prerequisite: grade of "C" or higher in MUS-3883 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-6543 Organ Design & Registration (3 hours)

The tonal and physical properties of the pipe organ. Discussion of families of sound and individual voices. Principles of registration appropriate to various schools and historical periods of organ literature. Field trip. Presentation of research project. Prerequisite: MUSA Applied Organ at 2000 level.

MUS-6643 Literature of the Piano (3 hours)

A study of piano literature from the eighteenth century to the present with an emphasis on teaching the literature. Research in at least one style period. Prerequisite: MUSA-3221.

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-3221.

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-6882 Instrumental Program and Repertoire (2 hours)

In-depth look at the structures of various instrumental programs in elementary, middle and secondary school settings. Areas include both wind and string programs, individual instruction, chamber music and performance ensembles, both the co-curricular and extra-curricular. Evaluation of repertoire and programming appropriate for each level. Assessment of musical learning. Prerequisite: MUS-3883.

MUS-6883 Graduate Instrumental Conducting (3 hours)

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

MUS-6950 Independent Study in Music (1-3 hours)

MUS-6970 Independent Research (3 hours)

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-6003 Knowledge Management Information Leadership (3 hours)

Strategic planning, implementation and management of information systems in the organizations. Terminology, management strategies and utilization of information systems as key components in the delivery and assessment of organizational issues and trends.

OLDR-6004 Leadership Capstone (3 hours)

This course serves a culminating experience in which students are expected to apply knowledge and insights gained from their graduate course experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity for closure and connection between courses. The purpose of this capstone course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice.

OLDR-6800 The Leader as Trainer, Mentor and Coach (3 hours)

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-6055 Developmental Psychology: Infancy and Early Childhood (3 hours)

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

PSY-6495 Administration of Human Services (3 hours)

Focus on structure of programs, financial and legal concerns, agency management, evaluation of services and planning.

PSY-6500 Cognitive Development: Theory and Implications (3 hours)

Major perspectives of cognitive development throughout the lifespan, including the developmental and information processing approaches. Implications for work with various age groups in educational and other settings.

PSY-6505 Psychological Theories and Educational Processes (3 hours)

Psychological theories and their impact on the learning process. Focus on theories of learning, motivation and intelligence. Review of current research in educational psychology.

PSY-6800 Advanced Research in Psychology (3 hours)

Provides students opportunities to demonstrate comprehension and implementation of research methodology by conducting a study in collaboration with a sponsoring faculty member. Participate in an ongoing study or construct a novel design. Literature review, research methodology in practice, sample selection, data collection, selection of appropriate

statistics, data entry, analysis of results, development of discussion sections. Preparation for doctoral work in psychology and careers in academic or research settings.

PSY-6950 Independent Study: Psychology (1-3 hours)

PSY-6970 Independent Research (3 hours)

PSY-6990 Master's Thesis (0 hours)

PSY-6993 Internship: Psychology (3 hours)

Supervised involvement in a work experience which utilizes psychology in a meaningful manner. Requires approval by the department.

PSY-6994 Internship: Human Services (3 hours)

Supervised experience (300 clock hours) in a community human services agency. Site to be approved by Concordia-Chicago prior to semester. On-campus classroom component required. Consult internship manual for further information.

PSY-6995 Internship: Human Services Administration (3 hours)

PSY-7400 Advanced Learning Theory (3 hours)

In-depth examination of significant past and relevant current theory in cognitive development and processing. Application and critique of theory in learning environments is emphasized. Admission to doctoral program required. Prerequisite: PSY-6500 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-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. Formerly FPR-7610.

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 or FPR-7610 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 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.

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)

Standards, curriculum, research, materials and resources for state-of-the-art literacy programs. Analysis of issues, trends and current practices related to models and programs in diverse settings. Experiences in curriculum construction, program design, development, implementation and evaluation. Prerequisite: RLL-7010 and consent of instructor.

RLL-7030 Policy and Politics of Reading, Language and Literacy (3 hours)

A study of the connections between policy, politics and reading and literacy is the focus of the course. Candidates will explore the empirical evidence related to foundational theories. Practices for communication with policy makers, public officials and community members will be an integral part of this course. Prerequisite: Admission to the doctorate in Reading, Language and Literacy program.

RLL-7040 Cultural and Socioeconomic Perspectives of Literature and Literacy (3 hours)

An exploration of the historic, current, and changing demographic factors that impact and influence literacy practices. Examination of literature and literacy successes as seen through the eyes of diverse learners (culturally, ethnically, economically, socially, gender and linguistically). Prerequisite: Admission to the Ed.D. in the Reading, Language and Literacy program.

RLL-7050 Multiliteracies (3 hours)

Examination and comparison of theories and research in new literacies to create a literate environment that fosters reading, writing, information and communicative competencies in diverse contexts. This course will explore literacies in schools and in the wider scope of the world. Prerequisite: Admission to the Ed.D. in Reading, Language and Literacy program.

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 not-for-profit 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. Prerequisite: 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.

Sociology Courses**SOC-6100 Methods of Evaluation Research (3 hours)**

Purposes, formulation, design, context, issues, constraints and uses of evaluation research. Illustrations from business, education, religious and social service studies.

SOC-6110 Socialization Processes (3 hours)

Theories and research pertaining to the processes by which an individual becomes a social being and participant in this society. Groups and institutions and the context of the acquisitions of motives, attitudes and functional role skills.

SOC-6120 Social Thought and Contemporary Issues (3 hours)

An examination of selected social theories and their application to contemporary issues of inequality, educational practices, religious belief, the self.

SOC-6140 Sociology of Health Care (3 hours)

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

SOC-6160 Sociology of Aging (3 hours)

Examination of aging on individuals and societies-including social, cultural and individual reactions to the aging in the society and the diversity of reactions to aging. Theoretical frameworks for aging and involvement will be presented, examined, and integrated. Field trips may be required.

SOC-6300 Contemporary Family Patterns (3 hours)

Patterned differences among families in the United States, including ethnic, racial, religious and class differences; variation in socialization practices; relationship between families and other agents of socialization.

SOC-6330 Death & Dying (3 hours)

Attitudes, customs, and beliefs regarding death; psychological, social, physical and spiritual issues; ministry to the dying and grieving.

SOC-6500 Public Policies & Aging (3 hours). Cross-listed with SOW-6500.

SOC-6510 Diversity in Aging (3 hours)

Part of the Masters in Gerontology courses that focuses on the differences and diversity of the aging population from a national perspective. Topics include race, ethnicity, gender, social class, spiritual and economic issues.

SOC-6600 Sociology of Education (3 hours)

Sociological analysis of formal educational structures, their relationship to other social institutions, their internal functioning and effect on student-life chances.

SOC-6620 Cross-Cultural Studies: Teaching Limited English Proficient Students (3 hours)

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

SOC-6900 Seminar in Gerontology (3 hours)

Observation of and supervised practice in a community agency. Literature review and applied research. Prerequisite: 18 semester hours of graduate credit in the program, including SOC-6160 Sociology of Aging.

SOC-6950 Independent Study in Sociology (0.5—3 hours)

SOC-6970 Independent Research (3 hours)

SOC-6980 Practicum in Gerontology (0—3 hours)

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

Social Work Courses

SOW-6100 Ethical Issues in the Helping Professions (3 hours)

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

SOW-6310 Special Topics: Loss & Mourning (3 hours)

Examination of selected topics relative to losses experienced over the life cycle. Special emphasis on physical, emotional, social and spiritual dimensions. Discussion of skills and strategies for counseling and support.

SOW-6400 Marital and Family Counseling (3 hours)

Principles and concepts in marital and family counseling; specific strategies and techniques in the interview process. Examination of ethical issues and relevant research in the field.

SOW-6500 Public Policies and Aging (3 hours)

Analysis of the policy making process and policy initiatives as these affect the elderly in society. Cross-listed with SOC-6500.

SOW-6510 Social Services for the Elderly (3 hours)

Special needs and problems of the elderly. The role of the professional helper in various services and levels of care.

SOW-6950 Independent Study (0.5-3 hours)

Special Education Courses

SPED 6890 Special Education Practicum 1: Content Area Learning and School Collaboration (3 hours)

This practicum experience focuses on effective teaching practices for students with learning and emotional disorders, and will occur in one of the following school settings: general education classroom, special education classroom or resource room. It is designed to provide educators with opportunities to demonstrate effective collaborative practices, teaching strategies, assessment practices, progress monitoring techniques, behavior management practices. Includes 20 practicum hours.

SPED 6895 Special Education Practicum 2: Content Area Learning and Community Collaboration (3 hours)

This practicum focuses on effective teaching practices for students with academic and physical challenges and will take place in one of the following settings: elementary or high school, therapeutic day school, residential school/facility, homebound instruction, and hospital or treatment facility. Educators will spend four weeks serving the needs of students with physical disabilities, and four weeks serving students with academic challenges including autism, traumatic brain injury, and intellectual disabilities. It is designed to provide educators with opportunities to demonstrate effective collaborative practices, teaching strategies and assessment and progress monitoring techniques for individual or small groups of students with physical and academic challenges. Includes 20 practicum hours.

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 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.

SMPL-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 relation 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 meeting the recreational needs of the general public from 5-85 years of age. Critical review and analysis of sport as a social phenomena and the impact on delivery of and participation in recreation and leisure activities.

SPML-6180 Foundations 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.

Theatre Courses

THR-6201 History of Theatre: Greek through Renaissance (3 hours)

Study of Western theatre from ancient Greek and Roman societies through the Renaissance. Reading of significant play scripts in the context of their original productions. Attendance at plays as available. The student is responsible for the cost of the ticket.

THR-6202 History of Theatre: 18th Century to Contemporary (3 hours)

Study of Western theatre from 18th Century societies to contemporary theatre and non-Western theatre as it influenced Western theatre. Reading of significant play scripts in the context of their original productions. Attendance at plays as available. The student is responsible for the cost of the ticket.

THR-6210 Contemporary Theatre (3 hours)

Theatrical trends of the past two decades as seen through scripts and play productions. Attendance at area plays. Student is responsible for ticket cost.

THR-6240 The American Musical (3 hours)

Study of the growth and influence of the musical as a form of theatre and music. Study of representative scripts and music. Possible field trips. Student is responsible for ticket cost.

THR-6302 Advanced Acting (3 hours)

Equips the actor with advanced techniques and familiarizes them with major acting theories. Prerequisite: A Beginning Acting course.

THR-6304 Directing (3 hours)

Introduces the student to directing for the stage. Prerequisite: A Beginning Acting course.

THR-6310 Directing a One-Act (3 hours)

Selection and production of a one-act play under supervision. Prerequisite: A Directing course and consent of department chair.

THR-6400 Stagecraft (3 hours)

Familiarize the student with the broad technical aspects of theatre, focusing on stage safety, set construction techniques, scenic painting techniques, special effects, lighting, wiring and rigging.

THR-6401 Theatre Design (3 hours)

Overview and actual application of all major elements of theatrical design with particular focus on set, lights, properties, sound and costume. Prerequisite: A stagecraft course or permission of instructor.

THR-6700 Playwriting (3 hours)

The art of dramatic writing for the stage. Turning personal and creative narratives into performable scripts with production in mind. Learning the major parts of a well-constructed play including effective exposition, plot as event, character development and theatrical writing. Numerous opportunity to workshop plays.

THR-6710 Creative Dramatics (3 hours)

Potential uses of dramatic activity in the classroom, rehearsals and workshops, including the use of puppets.

THR-6810 Administration & Management: Theatre (3 hours)

Examination and integration of issues and policies specific to theatre administration. Field trips. Fee required.

THR-6910 Topics in Theatre (3 hours)

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

Theology Courses

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-6021 Wisdom Writings (B-OT) (3 hours)

An examination of the wisdom literature of the Old Testament: Job, Proverbs, Ecclesiastes and the Song of Songs. Biblical poetry, devotional literature and the major questions of life. A writing intensive course. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

THY-6030 Messianic Prophecies (B-OT) (3 hours)

The development of the Old Testament faith in the coming Messiah. Principles of interpretation and sources of alternate viewpoints. Detailed examination of selected prophecies.

THY-6031 The Pentateuch (B-OT) (3 hours)

An examination of the major themes and events in the foundational books of the Old Testament including creation, sin, divine mercy, the messianic promise, the patriarchs, the early

history of the people of Israel, the covenant and the Levitical priesthood and sacrificial system. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

THY-6040 The Intertestamental Period (B) (3 hours)

Covers the political, cultural and religious forces which molded Judaism in Palestine and in the Diaspora in the Greek and Roman periods. Includes reading primary sources in the Apocrypha, Pseudepigrapha, Talmud and Dead Sea Scrolls.

THY-6050 History of Israel (B, H) (3 hours)

The origin and development of the Old Testament nation of Israel. Historical methodologies, the Ancient Near Eastern context, recurrent themes. Field trip. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

THY-6100 The Parables of Jesus (B-NT) (3 hours)

The synoptic parables in their cultural context, their use in Jesus' teaching, their interpretation and their application in contemporary Christian education.

THY-6110 New Testament and Early Christian Worship (B-NT, CS, H) (3 hours)

The New Testament in the light of the influence of early Christian worship on the form and content of the various writings.

THY-6120 The General Epistles (B-NT) (3 hours)

Study of theology and theological method found in the Catholic epistles including Hebrew; James; 1 & 2 Peter; 1, 2, & 3 John; and Jude, within the wider context of the history and the theology of the early church. Prerequisite: THY-3100.

THY-6125 Mediterranean Perspectives (3 hours)

A two-week field trip outside the United States. Investigation of historical, geographical, artistic and theological aspects of the lands surrounding the Mediterranean Sea. May serve independent studies in history, geography, art or music.

THY-6150 The Four Gospels (B) (3 hours)

The structure, purpose and perspective of each of the New Testament gospels. The portrayal of Jesus by each evangelist. The literary relationship of Matthew, Mark and Luke. The distinctive features of John.

THY-6160 Paul the Apostle (B) (3 hours)

Study of Paul's life, apostleship, theology and theological method on the basis of one or a group of Paul's letters, particularly Galatians, Romans and 1 and 2 Corinthians, within the wider context of the history and the theology of the early church.

THY-6170 Studies in New Testament Writings (B) (3 hours)

The historical context, literary features and theological perspectives of a variable group of New

Testament writings outside the major Pauline letters, the four gospels and Acts, e.g., the letters from prison, catechetical documents and the Johannine writings.

THY-6210 Lutheran Confessional Theology (S) (3 hours)

The study of the discipline of Systematic Theology with a special focus on the “Confessing” approach of the Lutheran tradition. Exploration of differing approaches to the task of theology along with the different approaches to Holy Scripture and the questions of faith and reason. Emphasis will be given to the formation and function of the three ecumenical creeds, the Augsburg Confession and its Apology, and the two catechisms of Luther.

THY-6220 Baptism and Eucharist (S & CS) (3 hours)

Study of the theology and practice of the sacraments of Baptism and the Eucharist. Emphasis on how the differences between the major Christian traditions in understanding these two sacraments reflect their differences in theological methodology and worldview and on how these differences reflect differences in understanding the Gospel of Jesus Christ.

THY-6240 The Church and its Ministry (S) (3 hours)

Examination of the nature of the Church and its Ministry with particular attention to its offices and their duties in relationship to the vocation of the Church and Christian service in the world.

THY-6313 Baptism and Eucharist (S, CS) (3 hours)

Study of the rites and practice of the sacraments of Baptism and Eucharist from a biblical, theological and liturgical perspective. Emphasis on the development of an appropriate parish practice for the goal of an enriched congregational life. Cross-listed with MUS-6313.

THY-6320 Early Christian Fathers (H) (3 hours)

Theological and historical analysis of the doctrines and practices of select early Christians such as Ignatius of Antioch, Irenaeus and Tertullian.

THY-6330 Topics in the History of Christianity (H) (3 hours)

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

THY-6350 Martin Luther (H, S) (3 hours)

Historical introduction to Luther as theologian, churchman, and polemicist for 16th century Evangelicalism. Enduring images of Luther inside and outside Protestantism. Luther’s significance to contemporary theology. Readings from primary sources.

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

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

THY-6360 Women in the History of Christianity (H) (3 hours)

A study of the contributions of select female agents to the Christian tradition, typically including such diverse figures as Mary, the early Christian martyrs and ascetics, Hildegard of Bingen, Julian of Norwich, Katherina von Bora, Teresa of Avila, Madame Guyon and Elizabeth Cady Stanton. Readings from primary sources.

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

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

THY-6410 World Religions (CS) (3 hours)

Exploration into the nature of religion providing a survey of history, teachings, and practices of selected religious groups, with attention to ethnic and cultural features associated with major world religions.

THY-6420 Worship and Witness (CS) (3 hours)

The historical and theological foundations of worship and witness, the inter-connection of worship and witness and the influences of sociological and cultural change.

THY-6490 Research in Theology (3 hours)

A study of the objectives, procedures and bibliographical resources for research and writing in the discipline of theology. Emphasis upon library resource orientation and the actual process of committing theological research to formal writing.

THY-6500 Moral, Ethical, and Spiritual Development of the Child (RE) (3 hours)

Development of spiritual formation and its relation to the life of the child. Principles and means involved in the process.

THY-6515 Spiritual Nurture of the Adolescent (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-6530 Spiritual Nurture of the Young Child (RE) (3 hours)

Development of concepts and skills for the nurture of spiritual growth in the young child, with attention to the central truths of the Christian faith, child development, curriculum resources, parental responsibilities and the ministry of the Lutheran teacher. Prerequisites: THY-2010 or THY-3105; and THY-2210 or the consent of the instructor.

THY-6600 Deaconess Foundations (H, CS) (3 hours)

The office of the Lutheran deaconess: history, call, roles and ethics. The history and structure of the LCMS particularly in relationship to the deaconess. Field trips. Fee required. Prerequisite: THY-6240.

THY-6620 Deaconess Capstone Seminar (CS) (3 hours)

Integration of theological knowledge, professional skills and competencies in deaconess ministry. Evaluation and analysis of the internship experience and preparation for the call into deaconess ministry. In-depth analysis of a deaconess ministry issue. Prerequisite: Two semesters of THY-6991 or permission of instructor.

THY-6630 Deaconess Field Experience (CS) (0 hours)

Beginning experience in the ministry of the Lutheran Deaconess. Minimum of 40 hours of supervised practicum in a congregation or agency. Participation in seminars to review students' reports and discuss ministry issues. Prerequisites: Acceptance into the Deaconess program, three THY courses. Fee required. Transportation required. Pass/fail.

THY-6641 Ministry to Women (CS) (3 hours)

Focus on spiritual care giving, especially in dealing with issues faced by women. Practice in application of Law/Gospel, volunteer coordination and mercy ministries. Field trips. Fee required. Recommended Prerequisites: THY-6600, THY-6240, CED-6015.

THY-6950 Independent Study (0-3 hours)

THY-6970 Independent Research (3 hours)

THY-6990 Master's Thesis (0-6 hours)

THY-6991 Internship: Deaconess (CS) (0 hours)

Relating classroom concepts to the practical ministry of the deaconess. Minimum of five months of full-time supervised practicum in a LCMS sponsored congregation or agency. Prerequisites: Cumulative GPA of 2.75 in theology courses and deaconess specialization courses, with a grade of "C" or better in each course; acceptance into the Deaconess program; THY-6600; THY-6610; two semesters of THY-6630 or permission of instructor. Pass/Fail. Deaconess students normally complete two semesters of internship. Fee: per semester. Additional costs for international internships. Contact Deaconess Office for current rates.

Graduate Faculty

Adams, Jennifer: Associate Professor in Early Childhood Education

B.A. Northwestern University, Evanston, IL; M.A. Bankstreet College, New York, NY; Ph.D. University of Illinois at Chicago, Chicago, IL. At Concordia since 2013.

Athar, Naveeda: Assistant Professor of Counselor Education

B.A. National Louis University, Lisle, IL; M.A. National Louis University, Lisle, IL; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia since 2008.

Bayens, Patrick: Professor of Theology

B.S. Concordia University Nebraska,; M.A. University of Kentucky, Lexington, KY; M. Div. Concordia Theological Seminary, Ft. Wayne, IN; Ph.D. Marquette University, Milwaukee, WI. At Concordia since 2014.

Bishop, Dan: Associate Professor of Psychology

B.A. Carthage College, Kenosha, WI; M.S. Concordia University, River Forest, IL; Psy.D., Argosy University, Chicago, IL. At Concordia since 2005.

Blaess, Donna A.: Associate Professor of Leadership

B. A. University of Tampa, Tampa, FL; M.A. University of South Florida, Tampa, FL; Ph.D. University of Iowa, Iowa City, IA; A.A. Florida Culinary Institute, West Palm Beach, FL. At Concordia since 2009.

Bonnar, Kathy M.: Assistant Professor of Counselor Education

B.A. University of Illinois Chicago, Chicago, IL; M.A. Concordia University, River Forest, IL. At Concordia since 2010.

Brandon, Kevin: Dean of the College of Education Professor of Teacher Education

B.A. Oakland University, Rochester, MI; M.S. University of Michigan, Ann Arbor, MI; Ed.D. Concordia University, Mequon, WI; M.E. University of Wisconsin, Milwaukee, WI; M.B.A. Dominican University, River Forest, IL. At Concordia since 2009.

Bucchi, Paul: Visiting Assistant Professor of Leadership (online)

B.S. University of Florida, Gainesville, FL; M.B.A. Northcentral University, Prescott, AZ; Ph.D. Northcentral University, Prescott, AZ. At Concordia since 2010.

Dellegrazie, Beth: Assistant Professor of Business

B.A., Loyola University, Chicago, IL; M.B.A., Loyola University, Chicago, IL. At Concordia since 2009.

Doering, Sandra: Professor of Curriculum, Language, & Literacy/Reading

B.A. Concordia Teachers College, River Forest, IL; M.Ed. Phillips University, Enid, OK; Ed.D. Oklahoma State University, Stillwater, OK. At Concordia since 2008.

Espinosa, Israel: Associate Professor of Counselor Education

B.A. Elmhurst College, Elmhurst, IL; M.A. Illinois School of Professional Psychology, Chicago, IL; Psy.D. Illinois School of Professional Psychology, Chicago, IL. At Concordia since 2010.

Gard, Daniel: President, Professor of Theology

B.A. Carthage College; M.A. & Ph.D. University of Notre Dame, Notre Dame, IN; M.Div. Concordia Theological Seminary, Ft. Wayne, IN. At Concordia since 2014.

Gibson, Nancy P.: Associate Professor of Educational Leadership

B.S. University of Illinois, Urbana, IL; M.S. University of Illinois, Urbana, IL; Ph.D. Illinois State University, Normal, IL. At Concordia since 2010.

Graham, Brenda: Professor of Educational Leadership

B.A. University of Arkansas, Pine Bluff, AR; M.A. Chicago State University, Chicago, IL; Ed.D. University of Arkansas, Little Rock, AR. At Concordia since 2004.

Grigsby, Yurimi: Associate Professor of Teaching, Learning & Diversity

B.A. East Tennessee State University, Johnson City, Tenn.; M.A.T. East Tennessee State University, Johnson City, TN. At Concordia since 2006.

Harder, Heather: Associate Professor of Literacy

B.S. Indiana University, Bloomington, IN; M.S. Indiana University, Bloomington, IN; Ph.D. Indiana State University, Terre Haute, IN. At Concordia since 2009.

Hollywood, Kathryn: Professor of Educational Leadership; Director of Partnerships and Distance Learning

B.A. St. John's University, New York, NY; M.A. St. John's University, New York, NY; Ed.S. Fordham University, New York, NY; Ph.D. Fordham University, New York, NY. At Concordia since 2008.

Jandris, Thomas P.: Senior Vice President of Innovation; Dean of the College of Graduate and Innovative Programs; Professor of Leadership

B.S. Eastern Illinois University, Charleston, IL; M.Ed. Wayne State University, Detroit, MI; Ph.D. University of Minnesota, Minneapolis, MN. At Concordia since 2006.

Jones, Valerie: Assistant Professor of Special Education

B.S. Loyola University, Chicago, IL; M.A. Roosevelt University, Chicago, IL; M.A. Concordia University Chicago, River Forest, IL; Ph.D. University of Illinois at Chicago, Chicago, IL. At Concordia since 2012.

Kalbfleisch, Pamela: Dean of the College of Arts & Sciences, Professor of Communication & Psychology

B.A. Boise State University, Boise, ID; M.A. University of New Mexico, Albuquerque, NM; Ph.D. Michigan State, Lansing, MI. At Concordia since 2012.

Konkol, Pamela J.: Associate Professor Policy Studies & Social Justice

B.S. Northwestern University, Evanston, IL; M.Ed. University of Illinois, Chicago, IL; Ph.D. University of Illinois, Chicago, IL. At Concordia since 2006.

Kwon, Sam: Assistant Professor of Education Technology

B.S., M.S. Massachusetts Institute of Technology, Cambridge, M.A.; Ph.D. Northwestern University, Evanston, IL. At Concordia since 2010.

Lily, Christopher: Associate Professor of Education Technology

B.A. DePaul University, Chicago, IL; Ed.D. DePaul University, Chicago, IL; Ph.D., Concordia University Chicago, River Forest, IL. At Concordia since 2012.

Lusthoff, Craig, J.D., Associate Professor of Business

B.A. Valparaiso University, Valparaiso, IN; J.D. DePaul University, Chicago, IL. At Concordia since 2009.

Lyutykh, Elena: Assistant Professor of Research

B.S. and M.A. Voronezh State University, Voronezh, Russia; M.S. Kansas State University, Manhattan, KS; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia since 2012.

Mangan, Michelle: Associate Professor of Research

B.A. University of Illinois, Urbana IL; M.S. University of Pennsylvania, Philadelphia, PA.; Ph.D., University of Wisconsin, Madison, WI. At Concordia since 2012.

Manning, Lydia: Associate Professor of Gerontology

B.A. Centre College, Danville, KY; M.GS. Miami University, Miami, FL; Ph.D. University of North Carolina, Chapel Hill, NC. At Concordia since 2012.

McNulty, Anastassia: Associate Professor of Education (ESL)

B.A. International Independent University of Environmental and Political Sciences, Moscow, Russia; M.A. and Ph.D. University of Nebraska, Lincoln, NE. At Concordia since 2012.

Meisels, Marlene: Associate Professor of Education

B.A. University of Illinois Chicago, Chicago, IL; M.Ed. University of Illinois Chicago, Chicago, IL, Ph.D., University of North Carolina, Chapel Hill, NC. At Concordia since 2008.

Morgenthaler, Shirley K.: Distinguished Professor of Education

B.S.Ed. Concordia Teachers College, River Forest, IL; M.S. National College of Education, Evanston, IL; Ph.D. Erikson Institute and Loyola University, Chicago, IL. At Concordia since 1974.

Mulcahy, Amanda: Professor of Academic Research

B.S. Principia College, Elmhurst, IL; M.A. St. Xavier University, Chicago, IL; Ph.D. Loyola University, Chicago, IL. At Concordia since 2005.

Nunez, Isabel: Associate Professor of Policy Studies & Social Justice

B.A. University of Southern California, Los Angeles, CA; J.D. University of California, Los Angeles, CA; M.A. University of Birmingham, Birmingham, United Kingdom; Ph.D. University of Illinois, Champaign, IL. At Concordia since 2006.

Owolabi, Elizabeth: Assistant Professor, Institutional Research & Assessment

B.H.E. and M.A. University of British Columbia, Vancouver, British Columbia; Ph.D. Wayne State University, Detroit, MI. At Concordia since 2011.

Pate, Ardelle: Associate Professor Education Technology

B.A. Valparaiso University, Valparaiso, IN; M.A. Northern Illinois University, DeKalb, IL; M.S. Kent State, Kent, OH; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia since 2010.

Pawl, Kari: Associate Professor of Literacy

B.A. Barat College, Lake Forest, IL; M.A. National-Louis University, Evanston, IL. At Concordia since 2010.

Phillips, Barbara: Associate Professor of Educational Leadership

B.A., North Park College, Chicago, IL; M.A., Northeastern Illinois University, Chicago, IL; Ph.D., Northwestern University, Evanston, IL, Ed.S., National Louis University, Chicago, IL. At Concordia since 2011.

Placek, Jennifer: Associate Professor of Leadership; Director of Internships and Partnerships

B.S., M.S. Illinois State University, Normal, IL; Ed.D. National-Louis University, Evanston, IL. At Concordia since 2012.

Rajan, Rekha: Visiting Associate Professor of Research

B.M., M.A. Roosevelt University, Chicago, IL; Ed.M., Ed.D. Teachers College, Columbia University, Chicago, IL. At Concordia since 2013.

Reineck, Marilyn: Senior Vice President for Academics, Professor of Communication

B.S. Concordia University, Seward, NE; M.A. University of Nebraska, Lincoln, NE; Ph.D. University of Minnesota, Minneapolis, MN. At Concordia since 2011.

Reiseck, Carol: Assistant Dean of Learning Technology & Innovation, Professor of Instructional Design & Technology

B.A. Aurora University, Aurora, IL; M.B.A. Benedictine University, Lisle, IL; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia since 2004.

Renn, Peter: Associate Professor of Leadership

B.S. Concordia University, Seward, NE, M.Ed. University of Nevada, Las Vegas, NV; Ed.D. Seattle Pacific University, Seattle, WA. At Concordia since 2007.

Richard, Veronica: Associate Professor of Reading, Language and Literacy

B.A., M.A. and Ph.D. University of Northern Colorado, Greeley, CO. At Concordia since 2012.

Ricketts, Ursula: Associate Professor of Education

B.S. University of Illinois Chicago, Chicago, IL; M.A. Governors State University, University Park, IL; Ed.D. Loyola University, Chicago, IL. At Concordia since 2005.

Safer, L. Arthur: Professor of Leadership

B.A. Miami University, Oxford, OH; M.Ed. Xavier University, Cincinnati, OH; Ph.D. Northwestern University, Evanston, IL. At Concordia since 2010.

Santin, Claudia: Dean of the College of Business, Professor of Professional Studies & External Relations

B.A., M.A. College of New Jersey, Trenton, NJ; Ed.D. Nova Southern University, Ft. Lauderdale, FL. At Concordia since 2008.

Schefelbein, Carol: Associate Professor of Teacher Education

B.S. Bradley University, Peoria, IL; M.Ed. National Louis University, Evanston, IL; Ed.D. Loyola University of Chicago, Chicago, IL. At Concordia since 2005.

Schilling, Craig, A.: Associate Professor of Educational Leadership

B.S. University of Maryland, College Park, MD; M.S. Boston University, Boston, MA; C.A.S. Northern Illinois University, DeKalb, IL; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia since 2009.

Schlabra, Michael: Executive Director, Department of Research and Doctoral Programs, Associate Professor of Research

B.A. University of Houston, Houston, TX; M.Ed. Sam Houston State University, Huntsville, TX; Ed.S. University of Georgia, Athens, GA; Ed.D. Liberty University, Lynchburg, VA. At Concordia since 2013.

Simon, Alan: Associate Professor of Educational Leadership

B.A. University of Wisconsin, Madison, WI; M.S. National College of Education, Evanston, IL; Ed.D. University of Illinois, Urbana-Champaign, IL. At Concordia since 2006.

Sims, Paul: Associate Professor of Educational Leadership

B.A. University of Waterloo, Ontario, Canada; M.Div. Aquinas Institute of Theology, St. Louis, MO; M.Ed. DePaul University, Chicago, IL; Ph.D. Loyola University, Chicago, IL. At Concordia since 2009.

Soljaga, Dara: Associate Professor of Literacy

B.S., M.Ed., and Ph.D. The Ohio State University, Columbus, OH. At Concordia since 2006.

Steinmann, Andrew E.: Professor of Theology

B.S. University of Cincinnati, Cincinnati, OH; M.Div., Concordia Theological Seminary, Fort Wayne, IN; Ph.D. University of Michigan, Ann Arbor, MI. At Concordia since 2000.

Stumme, Simeon: Assistant Professor of Policy Studies & Social Justice

B.A. Wittenberg University, Springfield, OH; M.A. Chapman University, Orange, CA. At Concordia since 2008.

Tawfik, Andrew: Assistant Professor in Education Technology

B.S. Bradley University, Peoria, IL; M.I.S. Indiana University, Bloomington, IN; Ph.D. University of Missouri, Columbia, MO. At Concordia since 2011.

Theard-Griggs, Carolyn: Associate Professor of Teaching, Learning & Diversity

B.S. University of Illinois Champaign-Urbana, Champaign, IL; M.Ed. National-Louis University, Evanston, IL; Ed.D. Loyola University, Chicago, IL. At Concordia since 2010.

Tomal, Daniel R.: Distinguished Professor of Educational Leadership

B.S., M.A.E. Ball State University, Muncie, IN; Ph.D. Bowling Green State University, Bowling Green, OH. At Concordia since 1995.

**Trybus, Margaret: Associate Dean of the College of Graduate and Innovative Programs;
Professor of Educational Leadership**

B.F.A., B.A. Mundelein College, Chicago, IL; M.Ed. University of Illinois, Chicago, IL; Ed.D. Loyola University, Chicago, IL. At Concordia since 2006.

Wannah, Michael: Associate Professor of Teaching, Learning & Diversity

B.A. Urban Pontifical University, Rome, Italy; M.A., Ph.D. Loyola University, Chicago, IL. At Concordia since 2011.

Warwick, Ronald: Professor of Educational Leadership

B.S. Loyola University, Chicago, IL, M.Ed., Loyola University, Chicago, IL, Ed.D. Indiana University, Bloomington, IN. At Concordia since 2008.

Wellen, Lauren: Professor of Literacy

B.A., M.A. Concordia University, River Forest, IL; Ph.D. Northern Illinois University, DeKalb, IL. At Concordia since 1999.

Wente, Steven F.: Distinguished Professor of Music

B.A., M.C.M. Concordia Teachers College, River Forest, IL; D.Mus. Northwestern University, Evanston, IL. At Concordia since 1984.

Wilhite, Robert : Chair of the Department of Leadership; Professor of Educational Leadership
B.A. Southern Illinois University, Edwardsville, IL; M.Ed. Loyola University, Chicago, IL, Ed.D.
Loyola University, Chicago, IL. At Concordia since 2008.

Zillman, O. John: Professor of Psychology

B.A., M.A.Ed. Concordia College, River Forest, IL.; Ph.D. University of Illinois, Chicago, IL. At
Concordia since 1989.

Zimmerman, Pamela: Associate Professor of Education

B.S. University of Illinois, Urbana, IL; M.S., Ed.D. Northern Illinois University, DeKalb, IL. At
Concordia since 2010.

Emeriti Faculty

Bartell, Marvin H., B.S. Ed., M.S., Ph.D.

Distinguished Professor of Natural Science and Geography. At Concordia from 1968 to 2003.

Brockberg, Harold F.

Professor of Physical Education. At Concordia from 1956 to 1990.

Busse, Robert L., B.Mus., M.Mus.

Associate Professor of Music. At Concordia from 1957 to 1993.

Domroese, Kenneth A., B.S., M.S., Ph.D.

Professor of Natural Science. At Concordia from 1958 to 1997.

Dumler, Marvin J., A.B., M.S., Ed.D.

Professor of Psychology. At Concordia from 1958 to 1984.

Fahrenkrog, Darlene M.

Professor of Art. At Concordia 1963-69 and from 1978-2001.

Faszholz, Thomas O., B.A., M.Div., M.A.

Associate Professor of Physical Education. At Concordia from 1964 to 1999.

Flandermeyer, Roger H., A.B., A.M., Ph.D.

Professor of Geography. At Concordia from 1976 to 2001.

Froehlich, Charles D., B.A., B.D., S.T.M.

Professor of Theology and Classical Languages. At Concordia from 1962 to 1997.

Grotelueschen, Paul G., B.S., M.A.

Professor of Communication and Theatre. At Concordia from 1953 to 1999.

Heinitz, Kenneth L., B.A., M.Div., M.A., Ph.D., S.T.M.

Distinguished Professor of Theology. At Concordia from 1957 to 1993.

Hennig, Julia A., B.Mus., Deaconess, D.M.A.

Professor of Music. At Concordia from 1956 to 1996.

Herman, Alfred, B.S. Ed., M.Ed.

Associate Professor of Human Performance. At Concordia from 1968 to 2003.

Hillert, Richard, B.S.Ed., M.Mus., D.Mus. L.L.D.,

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

Jenne, Natalie R., B.A., M.A., D.M.A.

Professor of Music. At Concordia from 1960 to 1999.

Kirchenberg, Ralph J., M.S.

Professor of Natural Science and Geography. At Concordia from 1963 to 2003.

Klatt, Lois A., B.A., M.A., Ph.D.

Distinguished Professor of Human Performance. At Concordia from 1963 to 2003.

Kreiss, Paul T., B.S., Ed.M., Ph.D.

Professor of Foreign Language. At Concordia from 1960 to 1997.

Krentz, Eugene L., B.Th., B.D., M.Div., M.A., Ph.D.

President, Professor of Social Science. At Concordia from 1983 to 1995.

Kretzschmar, Judith C., B.S. Pe., M.P.E.

Associate Professor of Human Performance. At Concordia from 1968 to 2003.

Kurth, Lyle J., B.S., M.S., Ed.D.

Professor of Teacher Education. At Concordia from 1974 to 1998.

Kurth, Ruth, B.S., M.S., Ph.D.

Professor of Education. At Concordia from 1993 to 2003.

Laabs, Charles W., B.S.Ed., M.A.Ed.

Professor of Education. At Concordia from 1968 to 1994.

Latzke, Henry R., B.S.Ed., M.S.L.S., Ed.D.

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

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

Distinguished Professor of Philosophy & Humanities. At Concordia from 1955 to 1993.

Lucht, Wayne E., B.S., M.Ed., Ph.D.

Distinguished Professor of Psychology. At Concordia from 1963 to 1991.

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

Professor of Art. At Concordia from 1957 to 1995.

Mueller, Delbert W., B.S., M.A., Ph.D.

Professor of Education. At Concordia from 1978 to 1993.

Nielsen, George R., B.S., M.A., Ph.D.

Distinguished Professor of History. At Concordia from 1959 to 1997.

Palmer, Rachel, B.S., M.S., Ed.D.

Associate Professor of Education. At Concordia from 1995 to 2003.

Radke, Merle, B.S., LL.D., M.A., Ph.D.

Distinguished Professor of English. At Concordia from 1957 to 1987.

Rietschel, William C., B.S., M.Ed., Ed.D.

Professor of Education. At Concordia from 1974 to 2004.

Rimbach, Evangeline L., B.A., M.M., Ph.D.

Professor of Music. At Concordia from 1964 to 1997.

Schalk, Carl F., B.S.Ed., M.Mus., M.A.R., LL.D., L.H.D.

Distinguished Professor of Music. At Concordia from 1965 to 1993.

Schoepp, Leonard H., B.S., M.A., Ph.D.

Professor of Art. At Concordia from 1965 to 1997.

Smith, Curtis A., B.Ed., M.A., Ed.D.

Associate Professor of Educational Leadership. At Concordia from 1993 to 2001.

Spurgat, Frederick A., B.S.Ed., M.B.A., Ph.D.

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

Toepper, Robert, B.S., M.A., AG.C., Ph.D.

Professor of Education and Business. At Concordia from 1979 to 2002.

Wilkie, Wesley, H., B.A., M.Div.

Associate Professor of Theology. At Concordia from 1964 to 1968, 1971 to 2003.

Young, Norman E., B.S.Ed, M.S. Ed.D.

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

Zimmer, R. Allen, B.S.Ed., M.A.Ed., Ed.D.

Distinguished Professor of Education. At Concordia from 1968 to 1995.

Zimmerman, Paul A., A.B., M.Div., D.D.

President. Professor of Theology and Science. At Concordia from 1973 to 1984

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Andrea Hundertmark
Patricia Hurley
Araceli Ibarra
Stephanie Iberg
Christina Ifill
Dana Impastato
Nahrain Israel-Tapella
Sawsan Jaber
William Jackson

Kara Jackson
Kathleen Jacocks
Rick Jager
Margarita Jaime
Osvaldo Jaime
Jeffrey Jakob
Chase James
Elizabeth James
Garett Janello
Jason Janke
Canielia Jarrell
Vanessa Jefferson
Alison Jencki
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Yedlin Jesuit
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Moises Jimenez
Kathryn Johnson
Linda Johnson
Renita Johnson
Marlo Johnson-Webb
Sheila Johnston
Jennifer Jonas
Julia Jones
Chantel Jones
Megan Jones
Sheila Jordan
Kathryn Julian
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Christopher Kadvan
Charles Kaiser
Joseph Kalisek
Christine Kane
Joan Kantenwein
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Michl Kearney
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Christopher Kelly
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Shelley Kieffer
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Brooke Lake
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Williams
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Gustavus Lawlar
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Amber Leage
Shameika Lee
TJ Lee
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Vanessa Majchrowicz
Della Major
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Alison Mallo
Mary Maloney
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Marcus Mangum
Kelly Manis
Virginia Manriquez
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Sonia Marsalis
Jessica Martinez
Antonio Martinez
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Phillip McCrae
Margret McEvoy
Erica McGhee
Emmett McGovern
Christopher McGuffey
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Mindi McKinley
Sherye McLeary
Tara McNeal
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Diego Medina
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Corey Mikula
Nicholas Miller
Angela Miller
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Brian Miller
Jeffrey Minarik
Wendy Miranda
Amy Mitchell
Susan Mitchell
Victoria Molina
Kari Monegato
Matthew Monroe
Chanika Moody
Jacqueline Moon
Jennifer Moore
Robert Moore
Melanye Moore
Adrienne Morales
Mary Carmen Moreno
Amy Mosquera
Tamara Mount
Eric Mowbray
Ewa Mroz
Anna Mudroch
Erin Mueller
Ben Mueller
Dina Muellman

Christina Muller
Yolanda Munoz
Elaina Murillo
Megan Murphy
Robert Murray
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Adam Musolf
Kimberly Musolf
Laura Muszik
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Adenike Natschke
Jennifer Naujokas
Kyle Neer
Lauren Nelson
Morgan Nichol
Sarai Nieto-Campos
David Nitka
Kelly Nokes
Nicole Nolen-Patrick
Jillian Nowak
Andrew OBrien
Brian O'Connor
Rebecca O'Connor
Rebecca O'Dette
Kelly O'Hara
Jennifer Ohlson
Meghan O'Kane
Ashley Olson
Amy Olszanowski
Mark Ondracek
Shane Orlow
Stacy Osideko
Jason Otto
La Tanya Owens
Adeboye Oyedokun
Juan Padilla
Juan Padron
Stephanie Palm
Amy Paprocki
Thomas Parisi
Bradley Parker
Audrey Parker
Victoria Park-Keeney

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Aaron Pearson
Leslie Penkala
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Glen Peters
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Katherine Peterson
Ronald Peterson
Danielle Peterson
Jillian Pettenuzzo
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Mallory Pistek
Patrik Pistorio
Katherine Plessner
Shaina Poczowski
Silas Pogue
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Kari Pryor
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Jennifer Raab
Marland Rachel
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Desiree Rodriguez
Elio Rodriguez
Giovanni Rodriguez
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Aaron Rose
Mara Rosenbloom
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Kali Rumore
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Anita Russell
Tracy Russo
Peter Rutkowski
Leah Ruzich
Kristen Salwierak
Evelyn Sanchez
Kelleen Santoianni
Carlos Santoyo
Daniel Savage
Linsey Scanlan
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Jordan Schatz
Matthew Scheiber
Cathy Schneider
Glen Schneider
Michael Schumann

Rachel Schwarcz
Emily Seeley
Lisa Seitz
Tiffany Sellers
Keayon Senter
Deanna Shere
Adrianna Sherry
Toula Sideris
Joseph Sieczkowski
Kathleen Siefert
Kimberly Sievers
Timothy Silkaitis
Eiliana Silva
Elizabeth Silva
Meagan Silverberg
Kelly Sliwinski
Michelle Smiley
Jumeck Smith
Heather Smith
Parrish Smith
Tyler Smith
Iwona Sobczak
Alyssa Sorensen
Valentina Diana Sorescu
Christina Sosin
Lisa Soukup
Brian Spark
Mark Stankus
Tiffany Staples
Bernard Starks
Kristopher Stephens
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Lauren Stewart
Tamara Stewart-Hadaway
Karen Stocks
Brian Stoecker
Joseph Stolz III
Riley Streng
Hope Strickland
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Kathleen Sweeney
Laura Szwaja
Jeffrey Tarala

Steven Taylor
Jennifer Taylor
Marcus Taylor
Lyndell Taylor
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Megan Terpstra
Joseph Terrel
Emily Thielen
Tiffany Thomas
Kevin Thomas
Dominique Thompson
Laura Thorpe
Reno Thurmon
Jasmine Thurmond
Maryann Tolzien
Anna Tomaszewski
Amanda Toomey
Amanda Toomey
Roberto Torres
Marcos Trejo
Kristy Treven
Ty True
Marissa Trueblood-Seifert
Sue Turner
Kristen Turner
Sara Tyburski
Erik Uppling
Tiffani Upshaw
Erica Uribe
Jose Urquiza
Armando Valdes Rivera
Natalie Vallianatos
Martha VanHorsen
Christina Vasilakos
Nicholas Vassolo
Alison Veazey-Jones
Rosalinda Velazquez
Marla Vender
Brittany Vesper
Julie Vincenti
Patrick Vital
Leah Vittardi
Courtney Vogelsanger
Lynn Voss

Kristin Wagner
Elizabeth Walker
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Jason Wallace
Katherine Walz
Ryan Walz
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Tracy Ward
Laura Warden
Marcia Washington
Keisha Watts
Leanna Webber
Erin Weis
Nimmi Weisman
Christopher Wells
Cheryl West
Amy Whipple
Jennifer White
Karen White
Katherine White-Seydel
Robert Wielgos
Jake Wietzema
Daniel Wikert
Kelley Wiley
Kelly Williams
Guy Williams
Kiesha Williams
Belinda Williams
Brian Williams
SaBrina Williams
Bryant Wilson
Andrew Wilson
Shawnn Wilson
Jane Wiorkowski
Jennifer Wishba
Ryan Wlodek
Ryan Wollberg
Laura Wood
Jacqueline Woods
Erin Wright
Maria Wywialowski
Kevin Yancy
Jane York
Casey Zacher

Mayda Zamarripa
Brooke Zammuto
Michael Zane
Lisa Zickert
Andrew Zidron
Susan Ziegler
Jennifer Zielinski
Christine Zwolinski

Master of Arts in Teaching

July 27, 2013

Rhonda Greer
Peter Porok

December 14, 2013

Christopher Cook
Margaret Fegan
Simona Gallagher
Elizabeth Heilbronn
Audrey Julaton
Ramanda Matthews
Elizabeth Tyler
Lupe Yanez

May 10, 2014

June Alvarado
Lisa Bickel
Beth Boge
Kelli Bronkema
Calvin Chu
Lilibeth Contreras
Elizabeth Contreras
Arlisa Edom
Brian Gariti
Jonathan Genson
Joan Harrington
Lee Jimenez
Christian Knight
Edwin Kornecky
Kyra Lopez
Irma Maciel
Constance Marhoul
Bridget Mora
Nora Moran

Leah Pagone
Jelani Semmes
Michael Sorensen
JoAnne Sundberg
Cynthia Wade-Miller
Keith Willert

**Master of Business
Administration**

July 27, 2013

Jong Charydczak
Ethan Muench
Saidat Oluwole
Zofia Szydowski
Sean Yerkes

December 14, 2013

Darnise Adams
Juanina Anderson
Elida Arguello
Joseph Armia
Crystal Ballenger
Gary Cahill
Christina Calhoun
Christina Carbonaro
Demika Carswell
Meredith Caudill
Veena Charoenloet
Xiangxu Chen
Robbin Cooper
Talonda Davis
Sonia Diaz
Thuong Do
Joyce Edwards
Rashunda Egwuekwe
Ronnie Fisher
Kevin Geary
Amer Ghafari
Sujitra Hansumrit
Hiroko Horii
Leshonda Howard
Zhen Huang
Latasha Jenkins
Laurie Jordan

Nancy Jorgensen
Ryan Kastner
Gerard Kinler
Amy Kiska
Karlton Knox
Elizabeth Lamorena
Devin Laramie
Katie Leonardo
Kyle Leunissen
Shae Martinez
Keith Matuga
Bobbie May
Maritza Medrano
Angela Miller
Loretta Neely
Doris Nelson
Manh Nguyen
Hanh Thuc Nguyen
Sean O'Neill
Michael Palacz
Joseph Petras
Rechelle Anne Reyes
Eric Rogers
Rosaland Russell
Ehab Salamah
Aaron Schilling
Chatchai
Tangsuraseangkul
Danielle Thompson
Jeremiah Thompson
Sandra Vasquez
Nicholas Velazquez
Luis Villalva
Schakura Waddell
Carole Wadley-Leach
Nicole Weatherspoon
Jason Weeks
Theresa Williams
Kristopher Williamson
Deontay Young
Melinda Ziman

May 10, 2014

Bridget Adams

Patrick Carnathan
Deborah Clayton
Paige Craig
Cole Farmer
Torrance Giles

Michelle Helberg
Thomas Knapp
Dawn Melchiorre
Kelly O'Brien
Sarah Oliver

Joseph Powers
Jessica Ross
Maricela Short
Joseph Walker

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 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