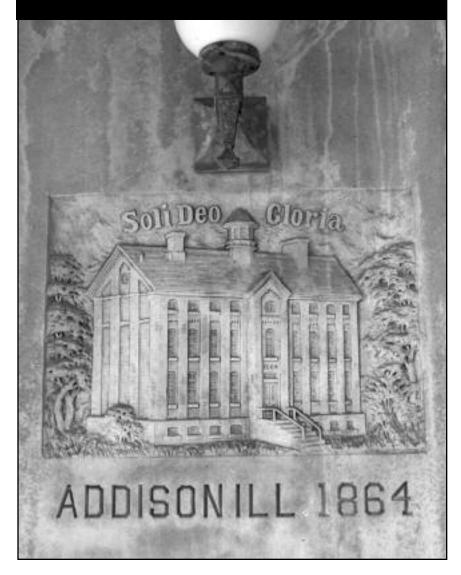
# CONCORDIA UNIVERSITY CHICAGO

Graduate Catalog 2009-2010 7400 Augusta Street River Forest, IL 60305-1499

grad.admission@CUChicago.edu
CUChicago.edu



# **Table of Contents**

Welcome/General Information	4
Contact Information	5
Academic Calendar	6
Admission	13
Honor Code	18
Tuition & Fees	19
Academic Information	31
Student Services	49
Post-Baccalaureate Programs	
Couple and Family Relational System Certificate	55
Educational Technology Certificate	
Gerontology Certificate	56
Not-for-Profit Church Management Certificate	57
Special Education Certification	58
Master of Arts Programs in the College of Education	
Christian Education	63
Curriculum and Instruction	68
Early Childhood Education	70
Reading Education MAT	72
Early Childhood Education MAT	74
Elementary Education MAT	80
Secondary Education MAT	86
Master of Arts Programs in the College of Graduate and Innovati	ve Programs
Master of Business Administration (MBA)	99
Clinical Mental Health Counseling	
Educational Technology	
Gerontology	107

# **Table of Contents**

Human Services	108
Human Services - Administration	111
Human Services - Exercise Science	112
Music	114
Master of Church Music (MCM)	116
Psychology	120
Religion	121
School Counseling	123
School Leadership	125
Post-Masters Programs	
Type 73 (School Counseling)	127
Certification Type 75 (General School Administration)	129
Certification Type 75 Certification with Superintendent Endorsement	131
Certificate of Advanced Studies	132
Doctoral Programs	
Doctor of Education in Early Childhood Education	135
Doctor of Education in School Leadership	140
Online Programs	145
Course Descriptions	147
Chicago Area Map	208
Campus Map	210
Graduate Faculty	211
Degrees Conferred	215
Legal Notices	222
Administrative Personnel	226
Index	228

## Welcome!

oncordia University Chicago, first founded in 1864 in Addison, Illinois, as Addison Teachers Seminary, was relocated to the Village of River Forest in 1913. Concordia has grown in many ways through the years and now has a student body of approximately 1,100 undergraduate and 3,000 graduate students.

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

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

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

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

forward to the opportunity to share that

experience with you.

Dr. John F. Johnson President, Concordia University Chicago



# **University Contact Information**

Main Switchboard **Commuter Services** 708-771-8300 708-209-3475

**Admission: Undergraduate Correspondence Courses** 708-209-3100 708-209-3024

Admission: outside Illinois **Learning Assistance** 800-285-2668 708-209-3042

877-CUChicago

877-282-4422 **Multicultural Affairs** admission@cuchicago.edu 708-209-3042

**Admission: Graduate** Registrar's Office 708-209-4093 708-209-3165

grad.admission@cuchicago.edu

**Accelerated Degree Completion Program for Adults** Residence Life/Housing 708-209-3535 708-209-3248

866-4MY-DEGREE 1-866-469-3347

**Academic Advising Services Student Business Services** 708-209-3256

708-209-3241

**Academy for Professional** 

**Church Workers Student Financial Planning** 708-209-3621 708-209-3113

**Alumni Relations Student Services** 708-209-3555 708-209-3005

**Athletics Teacher Certification** 708-209-3116 708-209-4081

Career Planning/Placement **Transcripts** 708-209-3033 708-209-3165

Colloquy Program 708-209-3568

## Academic Calendar 2009-2010

#### **Summer 2009**

May 11, 2009 - July 31, 2009

Semester Begins May 11, 2009
Last day to add a course Day course begins
All Registrations on record Day course begins
Memorial Day May 25, 2009
Independence Day July 3, 2009
Term Ends July 31, 2009
Degrees Conferred August 1, 2009

#### Fall 2009

August 24, 2009 - December 11, 2009

Orientation August 19, 2009 Opening Service August 23, 2009 Semester Begins August 24, 2009 Last day to add a course August 28, 2009 All registrations on record August 28, 2009 Labor Day September 7, 2009 Census Date September 18, 2009 Mid-Term Break October 9 - 11, 2009

Last day to withdraw October 30, 2009 (10th week)
Thanksgiving Break November 25 – 29, 2009
Final Exams December 7 – 11, 2009
Term Ends December 11, 2009
Commencement December 12, 2009

## Spring 2010

January 11, 2010 - May 7, 2010

Orientation January 9, 2010
Semester Begins January 11, 2010
Last day to add a course January 15, 2010
All registrations on record January 15, 2010
MLK Day – no UG day class January 18, 2010
Census Date February 5, 2010
Spring Break March 6 – 14, 2010

Last day to withdraw March 19, 2010 (10th week)

Easter Break April 1 – 5, 2010
Final Exams May 3 – 7, 2010
Term Ends May 7, 2010
Commencement May 8, 2010

## May 2010

May 10, 2010 – May 21, 2010

Semester Begins May 10, 2010 Semester Ends May 21, 2010

### Accreditation

North Central Association of Colleges and Schools (NCACS) National Council for Accreditation of Teacher Education (NCATE)

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

National Association of Schools of Music (NASM)

## **Academic Affiliates**

Council of Graduate Schools

American Association of Colleges for Teacher Education

Associated Colleges of the Chicago Area

Association for Gerontology in Higher Education

Federation of Independent Illinois Colleges and Universities

National Association for Education of Young Children

The Chicago Consortium of Colleges and Universities

### Degrees

Bachelor of Arts

Bachelor of Music Education

Bachelor of Science

Master of Arts

Master of Arts in Teaching Master of Church Music Doctor of Education

## <u>Colleges</u>

College of Arts and Sciences

College of Business College of Education College of Graduate and Innovative Programs

## Post Master's Programs

Certificate of Advanced Studies Doctor of Education in Early Childhood Education Doctor of Education in School Leadership

## **Graduate Programs**

Christian Education

Church Music

Clinical Mental Health

Counseling

Curriculum and Instruction Early Childhood Education

Gerontology Human Services

Human

Services/Administration Human Services/Exercise

Science

MAT in Early Childhood

Education

MAT in Elementary Education MAT in Secondary Education

MBA Music Psychology

Reading Instruction

Religion

School Counseling School Leadership

6 Concordia University Chicago Concordia University Chicago 7



# **General Concordia Information**

Concordia University Chicago was founded in Addison, Illinois, in 1864 as Addison Teachers Seminary. In 1913 the campus relocated to a beautiful 40-acre site in River Forest, Illinois. The institution became known as Concordia Teachers College in 1915.

## 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 today's business world and tomorrow's.

For more information regarding graduate degree tracks and professional programs contact the College of Business at (708) 209-3108, or the Office of Graduate Admission and Enrollment Services at (708) 209-4093. For more details see www.CUChicago.edu/business.

## The College of Education

The original mission of Concordia 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 highlights and recognizes the excellence of the undergraduate and graduate programs of education for those who desire to teach at the preschool, elementary, middle, or secondary level. Concordia's approved education programs provide Illinois State certification by entitlement. The College also houses the Director of Christian Education Program, a course of study offered by Concordia since the mid-1960s.

## The College of Arts and Sciences

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

## College of Graduate and Innovative Programs

On and off campus opportunities exist for the benefit of professionals already in the work force. Correspondence study, workshops, conferences and

GENERAL CONCORDIA INFORMATION

GENERAL CONCORDIA INFORMATION

seminars for students, teachers, administrators, and musicians are offered. The Institute of Professional Studies/Accelerated Degree Program for Adults offers a Bachelor of Arts degree in organizational management. One of Concordia's newest programs is our 60+ Program, inviting the over-60 crowd to join us in our classrooms for their personal enjoyment and ours. A vibrant graduate program established in 1957 continues to expand and grow. Professionals in music and social services are able to pursue advanced degrees at the masters level, while those in the education field are able to pursue both masters and doctoral degrees.

#### The Campus Community

Located in the pleasant, tree-lined village of River Forest, Concordia University Chicago is just minutes from Chicago's Loop. This proximity to a world-class city provides a variety of opportunities for additional career, cultural, academic and social growth. Concordia 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 ultimately is achieved in the lives of students. With a student body representing over 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 1,100 undergraduate students and 3,000 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 community.

## The Campus Facilities

Concordia's 40-acre campus holds 21 buildings, architecturally blending older 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 and the College of Education. The first floor, designed to accommodate the specific needs of young children, serves as a day care/preschool/kindergarten for the children of Concordia's students, faculty, and staff as well as children of our community. More than a day care or a school, this facility serves as a teaching laboratory for future teachers learning their craft at Concordia. 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 theatre 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, the lounge called Cougar Den, the bookstore, post office, meeting rooms, student recreation areas and the 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 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.

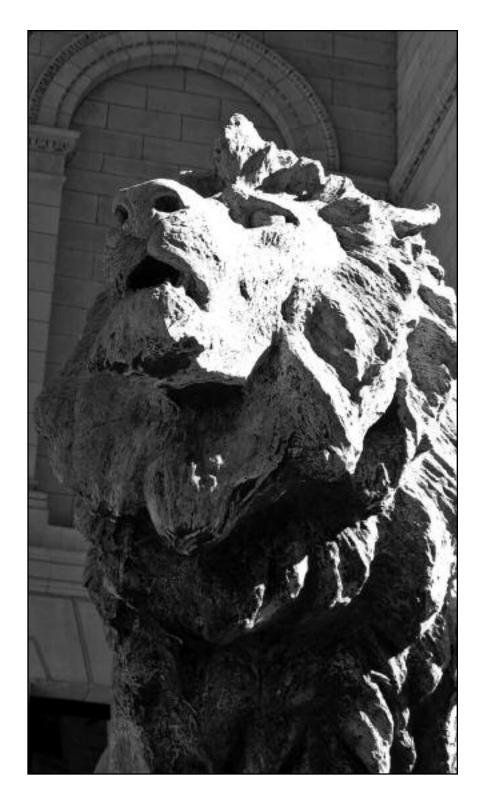
Other academic buildings include **Eifrig Hall** (primarily used for the natural and physical sciences), and **Addison Hall**, which encompasses the administrative offices of the University as well as classrooms.

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

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

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

Concordia was not born with its reputation for excellence. For more than 140 years it has worked to earn and keep it. Today, you have been issued a challenge and an invitation: come and share the Concordia University Chicago experience.



## **Graduate Admission**

Admission for traditional programs and cohort programs may be granted for fall, spring or summer semesters. Ordinarily, all documents relating to admission must be submitted to Concordia University Chicago's Office of Graduate Admission and Enrollment Services at least two (2) weeks prior to the term in which a student intends to take classes.

Application forms and additional information are available from Concordia University's Office of Graduate Admission and Enrollment Services, 7400 Augusta Street, [Room AD 158], River Forest, Illinois 60305-1499; or by phone: (708) 209-4093. Application materials also are available on the Concordia Web site at www.cuchicago.edu/admission/graduate.

#### PROCEDURE FOR ADMISSION

#### Master's Degree Admission Requirements

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

- Have a bachelor's degree from a regionally accredited institution.
- Submit an application to the Office of Graduate Admission including an objective statement of the applicant's goals in pursuing the graduate degree.
- Forward to the Office of Graduate Admission one official, sealed transcript from EACH college or university attended showing all previous undergraduate and graduate work. Any international transcripts must be evaluated by a Concordia-approved international credentialing service, such as WES (World Education Services) or ECE (Educational Credential Evaluators).
- Submit two letters of recommendation. If possible, one should be from a college or university instructor. Letters should be from individuals able to comment on the following:
  - —academic proficiency,
  - —personal character,
  - —competence and effectiveness in professional work.
- Have at least 12 credit hours at the undergraduate level in a discipline appropriate to the program of application.
- Show evidence of ability to achieve success in a graduate program by the following:

**Full Admission:** To be considered for full admission, candidates will present a cumulative grade point average above 2.85 or will have earned a master's degree with a 3.0 G.P.A. 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

GRADUATE ADMISSION GRADUATE ADMISSION

admission requirements by the end of their first semester of enrollment to be changed from provisional status to full status. Candidates who are unable to satisfy the additional admission requirements will remain on provisional status and be barred from future registration for coursework.

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

- 1) A cumulative grade point average between 2.25 and 2.84 (on a 4.0 scale);
- 2) Have a master's degree with a cumulative G.P.A. 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 G.P.A. in graduate coursework within their first semester of enrollment to be changed from probationary status to full admission status. Probationary candidates who do not achieve a G.P.A. of 3.0 in their first semester of graduate work at Concordia will be dismissed from the University.

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

## Post-Master's Admission Requirements

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

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

## Superintendent Endorsement Admission Requirement

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

- Have a Type 75 General Administrative/Principals Certificate
- Have a minimum graduate GPA of 3.50
- Have a minimum of two years of supervisory or administrative experience.

## **Doctoral Program Admission Requirements**

Admission to the Doctor of Education program occurs prior to initiation of coursework. The number of students admitted will be limited to ensure quality of program and dissertation advising.

#### Admission Criteria:

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

- 1. Master's degree with a minimum 3.50 GPA.
- 2. A completed Doctor of Education Application for Admission.
- 3. Submission of rationale statement, including personal goals for applying for admission to the program.
- 4. Submission of official transcripts of all previous credits.
- 5. Current Graduate Record Exam or Miller Analogies Test scores (test taken within the prior three years).
- 6. Letters of recommendation from two persons qualified to comment upon the applicant's potential for doctoral study.
- 7. At least two years of successful teaching/administrative experience.

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

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

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

Graduate Admission Graduate Admission

## **Pending Status**

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

Doctoral Students and international students are not eligible for pending status. Upon regular admission:

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

#### COHORT PROGRAM

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

#### International Student Admission

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

- A score of at least 550 (paper-based) or 213 (computer-based) for graduate studies on the Test of English as a Foreign Language (TOEFL), or successful completion of Level 112 at an English Language School (ELS) unless English is the native language, and an unqualified recommendation from an ELS program director is given. (International students who have earned an advanced degree from an accredited institution in the United States of America need not submit TOEFL scores.)
- Official transcripts from EACH college/university attended showing all
  college/university coursework with certified English translations of all
  transcripts originally prepared in any other language. Also, any international
  transcripts must be evaluated by a Concordia approved international
  credentialing service such as WES (World Education Services) or ECE
  (Educational Credential Evaluators).
- A certified document guaranteeing adequate financial support for at least the student's first year of study and, barring any unforeseen circumstances,

adequate funding from the same or an equally dependable source, for subsequent years.

• A physical exam, adequate medical insurance, and proof of immunization are required prior to enrollment.

International students must qualify for regular admission to a degree program in order to enroll.

All documents must be received by the Office of Graduate Admission and Enrollment Services at least three months prior to the expected date of entry. I-20 forms may be issued only after University acceptance is granted and will remain in effect only for students who continue to make satisfactory progress as full-time students in an accepted University program. The program length may vary for each student.

### **Guest Graduate Admission Requirements**

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

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

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

#### Admission Denials

#### Appeal Procedures

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

## **Attendance Policy**

No new registration will be accepted from candidates denied admission. Students currently enrolled in class(es) at the time of the admission decision will not be dropped automatically and may remain in class(es) for that term. If a student wishes to drop class(es), a request must be made in writing to the Registrar's Office or by fax to 708-209-3176. The drop and refund policy will be in effect according to the date the drop request is received by the Registrar's Office.

# **Concordia University Honor Code**

The Faculty Senate at Concordia University Chicago moved to adopt an honor code at this institution, because it lacked 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, therefore, is taken seriously as a breach of honor with the entire community and not a private matter between student and instructor.

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

www.cuchicago.edu/academics/documents/honor\_code.pdf.



## **Graduate Fees**

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

During the period of this catalog issue, the University will make every effort to maintain the fees listed. However, rising costs may necessitate an interim increase in fees.

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

#### Special Note:

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

## 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 \$25.00 service charge, each month on the account, until paid in full.

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

Payments may be made by cash, money order, personal check or credit card. Students also may sign up for monthly tuition payments through the third-party provider. To sign up for this service, please go to <a href="https://www.cuchicago.edu/paymentplan">www.cuchicago.edu/paymentplan</a>. Click on e-cashier on the left side of the screen and follow the instructions.

All fees, whether paid by a person or organization, shall be paid in United States dollars.

#### Tuition

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

<u>Program</u>	<u>Summer 2009</u>	Fall 2009	<b>Spring 2010</b>
Classroom Based Programs:			
On-campus/non-cohort masters*	\$575	\$575	\$580
On-campus/non-cohort doctoral*	\$625	\$625	\$625
Cohort masters Curriculum & Inst.**	\$381	\$381	TBD
Cohort masters School Leadership**	\$416	\$416	TBD
Cohort masters Reading**	\$469	\$469	TBD
Cohort masters School Counseling**	\$469	\$469	TBD
Cohort Educational Technology	NA	\$416	TBD
Cohort masters Curr. & Inst. ESL**	\$381	\$381	TBD
Cohort masters C&I w/ESL Certification***	\$416	\$416	TBD
Cohort master of arts in teaching**	\$461	\$461	TBD
Cohort Masters Gerontology**	\$469	\$469	TBD
Cohort Doctoral programs*	\$625	\$625	\$625
Online Programs****			

- \* On-campus programs: Hourly pricing applies to all courses taken during indicated semesters only and will be subject to future price increases or decreases.
- \*\* Cohort programs: Pricing applies to cohort programs beginning in the indicated term and are locked through the life of the individual cohort group.
- \*\*\* The ESL certification rates only apply to those courses specifically required to obtain an ESL Certification in addition to the masters Curriculum and Instruction program.
- \*\*\*\*Contact Concordia University Chicago as to availability and pricing of online graduate programs.

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

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

Payments must be made to the University Student Business Services Office by the published deadlines for payments. Failure to meet published deadlines may result in non-registration for that term/session by the University.

#### **Course Audits**

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

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

### **Applied Music Tuition**

Applied music lessons include piano, organ, harpsichord, voice, band instruments, orchestral instruments, composition and/or improvisation. The University does not provide the use of an instrument for such lessons; however, a limited number of instruments sometimes 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 or for one full credit. Thirteen (13) half-hour lessons per semester equal one half hour of credit. To receive one full credit, students need to register for 13 45-minute lessons. Students wishing to audit music lessons can register for one-half credit only and 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 either one hour or one-half hour of 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 above. Fees for one-half hour and one hour are as follows: \$140 per half credit; \$280 per one credit.

21

## Course Add/Drop Policy

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

Dropping courses may result in a refund of tuition. If a credit balance is reflected on the student's tuition account, a refund may be requested. In order to receive a refund, students must fill out a Student Refund Form from the Student Business Services Office or may obtain the form from the Student Business Services Web site located at **www.cuchicago.edu**, download, complete the form, then mail to the Student Business Services Office for processing.

The tuition refund schedule for classes during the 2009-2010 academic year is as follows:

## Fall 2009/Spring 2010 Refund Dates

Lab Fees are refundable at 100 percent when the course is dropped within the 100 percent refund period.

If a course is dropped during any other refund period, none of the Lab Fee is refundable.

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

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

15-Week Courses (fall and spring semesters)
100% Refund through the end of the first week of class
75% Refund through the second week of class
50% Refund through the third week of class
25% Refund through the fourth week of class
0 Refund after the fourth week of class

8-Week Courses (first or second half of term)
100% Refund through the end of the first week of class
50% Refund through the end of the second week of class
0 Refund after the second week of class

Find the most up-to-date version on the Web at: http://www.cuchicago.edu/about\_concordia/facilities\_and\_services/business \_services/pdfs/fall\_spring\_add\_drop.pdf

# Graduate Cohort students, find your refund policy here: http://www.cuchicago.edu/academics/cohorts/index.asp

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

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

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

## Withdrawal from the University

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

#### Room and Board Fees

No food preparation is permitted in residence halls. All students living in University housing are required to pay both room and board fees.

Annual fee: \$7,700

Technology Fee For All Programs: \$9 per credit hour (not to exceed \$100)

## Parking Permit, Motorized Vehicles

All students operating motorized vehicles while attending Concordia must register their vehicles. There is no charge for this registration. If vehicles will be parking overnight, a Vehicle Overnight Fee will be charged: \$410 per year or \$205 per semester. This fee is not charged to commuter students or those who will not be parking vehicles on campus overnight.

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

#### Student Health and Accident Insurance

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

## **Campus Housing**

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

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

#### Residence Life

Room Reservation Deposit: \$200

A deposit for a room reservation is required of all students applying for residence in University housing for fall or spring semesters. This deposit will be applied to the regular room fee and is to be made by July 1 for fall semester and by November 1 for the spring semester. The demands of several University programs for housing may cause the cancellation of any housing reservation not confirmed with this deposit.

Refund of the room reservation deposit can be made only if the Director of Housing is notified in writing of room cancellation prior to August 1 of the year of enrollment or re-enrollment or by December 1 if entering in the spring semester.

The Office of Residence Life reserves the right to rescind a private room when space is needed.

## Residence Hall Damages

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

#### Food Service

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

#### OTHER FEES

## Identification Card Replacement: \$35 each request

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

#### Graduation Fee: \$100

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

#### **Transcript Requests**

A transcript order is defined as a request for a transcript to each destination/address; each separate destination/address constitutes a separate order. Up to two (2) copies will be sent per order. All students graduating or completing certificate programs will receive a free copy of their transcripts with their diplomas or certificates. No charge is made for transcripts mailed directly to state certification boards with the application for certification.

Please note the following:

All financial obligations to the University 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 transcripted credits. Payment must accompany each request (Cash, check, or money order payable to Concordia University, or credit card accepted).

Regular transcript orders: No charge

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

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

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

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

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

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

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

#### **Credential File Orders**

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

Regular orders: No charge

Regular orders will normally be processed within 10 working days.

Twenty-four hour Order: \$15 per order

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

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

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

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

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

#### Tax Benefit

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

#### Gift Assistance

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

## **Loan Programs**

The subsidized Stafford Loan and the unsubsidized Stafford Loan Programs enable students to borrow federally insured loans directly from banks or lending institutions. The subsidized Stafford Loan maintains that the government

pays the loan interest until the borrower graduates or ceases to be enrolled at least half time. The unsubsidized Stafford Loan maintains the same deferment schedule but interest payments begin shortly after funds are disbursed.

All educational loans maintain eligibility requirements based upon a confidential "needs analysis." Federal application for Student Aid (FAFSA) is the required application needed to determine student loan eligibility.

#### Financial Assistance

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

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

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

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

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

Students are urged to investigate the possibility of scholarships, grants and loans that might be available to them in their own communities and/or states. Many Lutheran organizations and agencies provide financial assistance for Concordia students. Concordia Mutual Life, Thrivent Financial for Lutherans, the Lutheran Laymen's League and the Lutheran Women's Missionary League are some examples of Lutheran groups and businesses which offer scholarships and grant monies to students attending Lutheran colleges and universities. Contact congregational/area representatives and LCMS district representatives for further details.

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

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

#### Student Consumer Information

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

## **Veterans and Veterans' Dependents**

Concordia University Chicago is approved for the training of veterans in both undergraduate and graduate programs by the state-approving agency of the Department of Veterans Affairs.

Any student who is certified by the Department of Veterans Affairs and determined eligible for the receipt of educational assistance benefits must maintain the University's standards of satisfactory academic progress as listed in this section.

## **Satisfactory Progress**

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

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

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

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

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

If a student receives an incomplete in a course and as a result the "Satisfactory Progress" requirement is not met, but could be if a passing grade is received, the student will be placed on Financial Aid Probation for the next

semester during which financial aid may be received. However, the student must, at the end of the probationary term, meet the applicable Satisfactory Progress standards for that point in the student's program.

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

#### 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 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 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.

#### 

The Christian faith is an integral part of our community.

#### **▼** The Individual

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

#### **₹** Excellence

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

#### ■ Integrity

Our community demonstrates the accord between our beliefs and practices.

#### • Service

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



## **Academic Information**

A cademic requirements for all degree programs are outlined in the program section of this catalog. No more than 15 hours (21 in School Counseling) may be earned at the 4000-level in any master's or post-master's program. No 4000-level courses may apply to a doctoral program.

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

All graduate programs require a cumulative GPA of 3.00 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 (3) categories of Regular Admission Status: Full, Provisional, and Probationary. Admission files for students admitted under Regular Admission status have been reviewed by an academic admission committee and a decision regarding acceptance has been determined. All students admitted under Regular Admission status will receive a letter of acceptance from the Dean of their College and are assigned to an academic advisor.

- a) Full Admission status: A student with Full Admission status is accepted with a GPA above 2.85 or an earned master's degree with a 3.0 GPA or higher.
- b) Provisional Admission status: A student with Provisional status generally satisfies full admission requirements but may have coursework in progress or outstanding requirement(s) related to their program. Candidates must satisfy the additional requirements outlined in their acceptance letter by the end of their first semester of enrollment to be changed from Provisional status to Full Admission status. Candidates who are unable to satisfy the additional admission requirement(s) will remain on provisional status and be barred from future registration for coursework.
- c) Probationary Admission status: A student with Probationary status is accepted with a GPA below 2.85. Once one semester of coursework for graduate credit with a minimum GPA of 3.0 is completed, the Registrar's Office

will move the student from Probationary status to Full Admission status. Probationary candidates who do not achieve a GPA of 3.0 in their first semester of graduate work at Concordia will be dismissed from the University.

#### **Guest Graduate Status**

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

#### Academic Status Review

A graduate student is considered to be in good standing when the Concordia Cumulative Grade Point Average (CGPA) is at or above a 3.00 for all graduate work attempted. A student who has attempted nine or more semester hours and falls below the 3.00 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 3.00 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 3.00, and therefore the student regains the status of Good Standing.

The term GPA is at or above 3.00 even though the CGPA remains under 3.00; such a student will be placed on Academic Probation Continued. A student on Academic Probation whose additional term GPA falls below 3.00 and who has a cumulative GPA below a 3.00 will be subject to Academic Dismissal. Academic Probation is based solely on GPA calculations. The only basis for appeal of this status is for calculation error and the appeal must be submitted in writing to the Registrar.

#### **Academic Probation Continued**

A student under Academic Probation whose probation semester results in a Term GPA at or above 3.00 but still has a CGPA below 3.00 will be placed on Academic Probation Continued. The student may continue enrollment after this probationary semester if:

- The Cumulative GPA is at or above 3.00, and therefore the student regains the status of Good Standing, or
- The Term GPA is at or above a 3.00 even though the CGPA remains under a 3.00; such a student will remain on Academic Probation Continued and be granted an additional probationary semester of enrollment. Academic Probation Continued is based solely on GPA calculations. The only basis for appeal of this status is for calculation error and the appeal must be submitted in writing to the Registrar.

#### Academic Dismissal

A student under the status of Academic Probation or Academic Probation Continued whose probation semester results in a Term GPA below 3.00 and a CGPA below 3.00 will be placed on Academic Dismissal. Students placed on Academic Dismissal will not be allowed to continue enrollment and will be dropped from the graduate program. Furthermore, students who are academically dismissed are not eligible to reapply for admission as a Guest Graduate or in another program of study. Academic Dismissal is based on GPA calculations. Appeals to be reinstated under Academic Probation Continued must be submitted in writing to the appropriate Dean.

## Grading

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

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

<u>Grade</u>	Rating	Quality Points
A	Excellent	4.00
A-		3.67
B+		3.33
В	Good	3.00
В-		2.67
C+		2.33
C	Fair	2.00
C-		1.67
D+		1.33
D	Poor but Passir	ıg 1.00
D-		0.67
F	Failure	0.00
I/Grade	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
AU	Audit	

The student is required to earn an average of three (3) 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 UNIVERSITY CHICAGO

Concordia course is repeated, the most recent attempt, regardless of the grade, will be used in calculating the grade-point average; 4000-level courses, taken for graduate credit, with a grade of "C" or below, cannot be applied toward a graduate program.

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

## The Incomplete (I) Grade

The grade of "incomplete" is awarded by an instructor who, because of circumstances beyond the control of the student (e.g., illness, death in the family, and the like) will allow the student more time to complete the course with the greatest possible achievement. Any request for a grade of incomplete must be initiated by the student. The instructor determines approval of the incomplete. Incomplete grades range from IA to IF. The "I" indicates an incomplete grade; the second letter (A-F) indicates the default grade if a grade is not submitted at the end of the six-week completion period. An "Incomplete" grade must be resolved within six (6) weeks of the end of the term (fall, spring, summer) in which the grade was received. At that time the instructor will assign a grade. Permission for additional time beyond the six-week deadline may be granted only with the approval of the instructor and the Registrar. Whether or not the student is enrolled during the following term has no effect upon this completion date. If no grade is issued after the six-week period, the default grade will be issued and stand as a final grade on the student's record.

## Change of Grade/Grade Appeal

Inquiries about changing a grade must be initiated by the student. The appeal will start with the course instructor, then the department chair and finally the Vice President of Academics. Grade changes will be accepted only through the end of the semester following the class in question (e.g. a grade for a fall 2008 term can only be appealed through the end of the spring 2009 term).

## **Cohort Program**

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

#### TRANSFER CREDIT

## Transferability of Credits

Concordia University Chicago proudly is accredited by the Higher Learning Commission. The College of Education also is accredited by the prestigious National Council for Accreditation of Teacher Education (NCATE). Concordia also holds a number of program-specific accreditations, such as N.A.S.M.

Typically, credits transfer to other accredited institutions, yet it is the receiving institution's decision to accept and apply another university's credits according to its policies. Students are responsible for contacting the receiving institution about their transfer credit policies.

After the completion of 12 semester hours of coursework at Concordia University Chicago, up to six semester hours of transfer credit may be accepted from an accredited graduate school. (Up to nine semester hours may be transferred from a graduate school or seminary of The Lutheran Church–Missouri Synod.) Application to have transfer of credits apply to a graduate program or the Certificate of Advanced Studies (CAS) must be made by the student through the advisor. These credits must be certified by the Registrar and approved for a degree program by the appropriate Dean and the Registrar. Only courses with a grade of "B" or better will be accepted for transfer credit. Courses taken on a Pass/Fail basis will not be accepted for transfer credit.

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

#### Course Substitutions

Occasionally, a student may find that he/she has taken a course as part of another graduate degree program that is essentially the same as a required course in his/her Concordia degree plan. It may be possible to waive that specific course requirement, but it will be necessary to substitute another graduate-level course for the one that is waived. Application for a course substitution must be made by a student through the advisor. The dean of the college in which the degree is being earned must approve all course waivers.

## Certification/Endorsement Transfer Credit

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

## Workshop Credit

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

35

## **Correspondence Courses**

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

## Independent Study

Independent Study (INS-6950) is designed to provide students with the opportunity to pursue a specific interest above and beyond the department curriculum offerings. The independent study is available for full-time students only, in all of the departments. Courses in the curriculum may not be taken by independent study, nor can an independent study duplicate the content of an established course. Grading procedures and policies concerning incompletes also apply to independent study courses. Graduate students are subject to the following limitation: a maximum of two (three-semester-hour) independent study courses in a 30-hour master's program. The Independent Study Application Form is available in the Registrar's Office. Specific proposal information is included on the form. The proposal and form are to be turned in to the student's advisor one semester prior to the beginning of the semester of enrollment. Once approved by the advisor, the application is to be presented to the department chair, along with the proposal, for his/her signature.

#### MASTER'S CAPSTONE EXPERIENCES

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

All capstone experience options have written and oral defense components. Timing and planning for the Capstone Experience is critical. Applications for the Capstone Experience are available from the the student's advisor. The application must be submitted at least one semester prior to graduation. It is essential that a student meet with his/her advisor to plan adequately and appropriately for the option chosen. The oral defense consists of a discussion of the written component. The student's committee will consist of 2-3 faculty members. Arrangements for the oral components are made by the student with his/her advisor.

Choose one of the following options:

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

The overall purpose of a master's thesis is for the author to demonstrate his/her ability to design or replicate and conduct independent research. Questions studied must be relevant to the discipline or field of study and add to the research literature on a particular topic. Also, the student should show proficiency with designing or replicating and conducting independent research, proficiency at reading and synthesizing the appropriate research literature in the discipline relevant to the chosen topic, knowledge of ethical issues, the ability to design an appropriate study to answer research questions in the discipline, skill at gathering data, appropriate statistical knowledge and writing ability.

Studies involving human subjects must be approved by the University Committee on Human Research. The completed thesis should follow APA guidelines. Hours may count toward degree requirements.

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

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

## 3. Written and Oral Examination based on assigned readings

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

# 4. Internship/Practicum Experience and Comprehensive Paper and Oral Defense A. National Board Certification

Candidates who are involved in the National Board Certification strand of the Master of Arts Degree in Curriculum and Instruction are required to enroll in EDU-6983 (National Board Certification Practicum) over two (2) semesters (fall and spring) for three semester hours. The culmination of this practicum involves submission of written portfolios. These portfolios are those established by the National Board Certification process. A discussion of the portfolio will be had with two faculty members who have instructed in the program.

#### B. Curriculum/Staff Development Specialist

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

# 5. Portfolio and Oral Defense for Initial Certification Programs

#### A. Initial Certification Teacher Candidates

- Must complete a portfolio based on the INTASC/ILPT teaching standards.
- Must include in their portfolio documentation of the candidate's experience and understanding of the teaching standards submitted electronically to the College of Education.
- Must defend their portfolio before a panel comprised of two (2) to three (3) University faculty and/or practitioners, as determined by the department, and must pass all standards in the portfolio. The student's advisor and/or the portfolio coordinator make arrangements for the defense of the capstone.

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

- Must complete a Curriculum and Instruction portfolio based on the NBPTS core propositions.
- Must include in their portfolio documentation of the candidate's experience and understanding of the teaching standards submitted electronically to the College of Education.
- Must defend the portfolio before a panel comprised of two to three
   University faculty and/or school practitioners and must pass all standards
   in the portfolio. The student's advisor and/or the portfolio director make
   arrangements for the defense of the portfolio.
- C. National Board Certification Candidates who are involved in the National Board Certification Strand of the Master of Arts Degree in Curriculum and Instruction
- Must enroll in EDU-6072 and EDU-6073 over two consecutive semesters (fall and spring) for four semester hours.
- Submit four written portfolios whose requirements have been established by the National Board Professional Teaching Standards as a culmination of the above coursework.
- Must defend the portfolios before a panel comprised of two to three University faculty and/or practitioners and must pass all standards in each portfolio.

## 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:

the portfolio.

- 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
- Type 73 School Counseling: Candidates who are involved in the Master of Arts Degree in School Counseling or in the Type 73 Certification Only Program are required to enroll in PSY-6992 (School Counseling Internship) and upon completion of this course, submit a standards-based portfolio reflecting an integration of the internship/practicum experience, advanced knowledge of the program of study and the relating of academic knowledge with the experiences drawn from the internship/practicum.
- Type 75 School Leadership: A standards-based portfolio is required for the Master of Arts Degree in School Leadership and in the Type 75 Endorsement. A formative assessment, known as Portfolio Checkpoint 1, is required at the conclusion of the first internship or when 15-18 semester hours of coursework is completed if one of the internships is waived. The summative assessment, known as the Final Portfolio Checkpoint, is required during, or immediately following the second internship. All standards must be met at the final checkpoint in order for the candidate to be eligible for program completion.
- Type 10 Reading: Candidates who are involved in the Master of Arts in Reading program are required to submit a standards-based portfolio. Candidates must defend successfully their electronic portfolios and must pass all standards in the portfolio.

## 8. Student-Designed Capstone (MLS 6990):

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

#### REGISTRATION POLICIES AND PROCEDURES

## Time Limit for Master's Degree Students

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

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

#### Student Load

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

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

## Registration

These options are available for submission of request for courses:

- Registration by mail: submit registration form to Concordia University Chicago, Office of the Registrar, 7400 Augusta Street, Addison Hall Room 151. River Forest, Illinois 60305.
- Registration in person: in the Office of the Registrar, Addison Hall Room 151. Office hours 8-4:30 M-F.
- Fax registration: submit your registration form to the Office of the Registrar, 708-209-3167.
- Web-based registration is available for cohort and online students only.

We regret that we cannot accept telephone registrations, as all paperwork must be accompanied by an official signature.

A student may register for a new course through the fifth day of the semester. The 'Add/Drop' Form must be submitted to the Office of the Registrar.

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

### Registering for Course Audit

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

### Withdrawal from a Course

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

#### **Full Semester Courses:**

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

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

After the tenth week of the semester, a "W" will be granted only for extraordinary circumstances approved by the Dean of Students.

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

## **Eight Week Courses:**

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

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

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

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

#### PROGRAM PROCEDURES FOR ALL MASTER'S DEGREE STUDENTS

#### 1. Advisor

Course registration is the responsibility of the student. Students will be assigned a faculty advisor by the appropriate dean. It is recommended strongly that the student meet with his/her advisor before registering for courses to plan for appropriate coursework to be taken.

It is important to have frequent contact with the advisor, who will serve as a mentor and assist the student in an orderly progression from enrollment to graduation.

## 2. Satisfactory Progress

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

### 3. Capstone Experience

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

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

Applications to take the written examination (Option 3) are available in the appropriate dean's office. Please note the deadline dates listed in the section describing the Master's Capstone Experiences.

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

#### 4. Graduation

An "INTENT TO GRADUATE" form must be submitted to the Office of the Registrar no later than the end of the second week of the semester in which the degree is to be conferred. Deadlines for filing for graduation are listed on the "Intent To Graduate" form.

#### PROCEDURES FOR MASTER OF CHURCH MUSIC STUDENTS

#### 1. Advisor

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

### 2. Satisfactory Progress

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

## 3. Capstone Experience

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

#### 4. Graduation

An "INTENT TO GRADUATE" form must be submitted to the Office of the Registrar no later than the end of the second week of the semester in which the degree is to be conferred. Deadlines for filing for graduation are listed on the "Intent to Graduate" form.

# PROGRAM PROCEDURE FOR CERTIFICATE OF ADVANCED STUDIES (CAS) STUDENTS

### 1. Advisor

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

## 2. Satisfactory Progress

All students will be monitored for satisfactory academic progress at the following points: after 12 semester hours; after 21 semester hours; before approval of the capstone experience and before graduation. The student is

making satisfactory progress if the grade point average is 3.0 or higher and all deficiencies have been removed. Students not making satisfactory progress will be notified and placed on academic probation.

## 3. Lecture/Forum

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

#### 4. Graduation

An "INTENT TO GRADUATE" form must be submitted to the Office of the Registrar no later than the end of the second week of the semester in which the degree is to be conferred. Deadlines for filing for graduation are listed on the "Intent to Graduate" form.

#### PROGRAM PROCEDURES FOR DOCTORAL STUDENTS

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

## **Graduation Requirements**

- Have on file an application as a degree-seeking graduate student.
- Have on file one official transcript from EACH college/university attended of all previous coursework taken.
- Complete the credit hours and levels as designated for which the degree is being sought, within the specified time limit with a minimum cumulative GPA of 3.00.
- For credit being transferred into a program from another institution, have on file an approved "Transfer Credit Request" form before filing a Candidacy Application.
- Have on file the "Intent to Graduate" form with the Registrar's Office by the published deadline.
- Payments of all tuition and fees due Concordia University Chicago.
- Have on file, if applicable, necessary copies of a 'project' or thesis.
- Take and pass the final examination or terminal requirements in the program during or after the final course.
- Approval of the faculty.

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

# PROFESSIONAL EDUCATION REQUIREMENTS FOR ILLINOIS TEACHER CERTIFICATION

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

#### **Post Baccalaureate Programs:**

• Post-Baccalaureate Special Education

#### **Masters Programs:**

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

#### **Post Master's Programs:**

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

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

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.

ACADEMIC Information Academic Information

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 while serving as a graduate assistant.

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

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

### International Study

Concordia University Chicago students may elect to study abroad for a semester, a year, or a summer. The Coordinator of International Study provides the application form and information on programs at universities all over the world. Students must consult with their faculty advisor to determine the applicability of the experience and coursework toward their degree program. The student also needs to consult with the Office of Student Financial Planning to determine whether financial aid packages apply for international study. Students wishing to study abroad should complete their Concordia University Chicago registration no later than November 15 for spring, April 15 for summer, and May 1 for fall. Check with specific programs for exact deadlines, which may be earlier.

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

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

47



## **Graduate Student Services**

## **Library Services**

T he 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 PreK-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 Teacher Education Department along with the Department of Leadership for creating electronic portfolios.

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

## CougarNet

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

## **Media Production**

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

GRADUATE STUDENT SERVICES

GRADUATE STUDENT SERVICES

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

## Information Technology Services

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

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

## **Computer Labs**

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

## **Administrative Information System Services**

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

#### Concordia Connect Portal

Managed by AIS, the Concordia Connect web portal – accessible at <a href="http://connect.cuchicago.edu">http://connect.cuchicago.edu</a> – is a secure and personalized Web site designed to provide a single location to access many of the online resources commonly used at CUC. The portal offers direct links into BannerWeb for common tasks such as registering for classes, viewing grades, requesting a transcript, viewing

bills and making online payments. Others services accessible through the portal include Concordia Webmail, Blackboard, group communication tools, a calendar client, and much more.

#### Web Services

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

#### Telecom Services

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

#### **Print Services**

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

#### **Placement Services**

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

#### Handbooks

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

### **Disabled Students**

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

GRADUATE STUDENT SERVICES

GRADUATE STUDENT SERVICES

#### **Health Service**

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

## **Health Insurance**

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

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

#### **Immunization**

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

Measles (Rubeola)

German Measles (Rubella)

Mumps

Tetanus\Diphtheria

Tuberculosis (required as per University policy)

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

## Immunization for Graduate Students in the Cohort Program

Graduate students in the cohort program must submit proof that, within a year prior to enrollment in the program, they have received a negative tuberculosis skin test result or a normal chest X-ray. Students who attend

courses off-campus are exempt from Part III of the Immunization Record (pertaining to vaccinations for measles, mumps, rubella and tetanus/diphtheria). If a cohort student chooses to take courses on Concordia's campus, he/she may be required to submit additional information on the Immunization Record.

## Residence Hall Living

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

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

A single room may be assigned upon request, if space is available, at an additional charge. Contact the Director of Residential Life for details. Special arrangements may be available for married couples.

During the regular academic year, preference for on-campus housing will be given to full-time undergraduate students.

#### Bookstore

The campus bookstore is located on the lower level of the Koehneke Community Center (KCC). All course textbooks are available, as well as school supplies, gift items, greeting cards and clothing carrying University emblems.





# **Post-Baccalaureate Programs**

## **Couple and Family Relational System Certificate**

### **Program Description:**

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

#### Required Coursework

SOC-4420 Marriage and the Family

SOC-6630 Contemporary Family Patterns

SOW-6400 Marital and Family Counseling

SOW-4100 Ethical Issues in the Helping Professions

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

PSY-6991 Internship in Community Counseling

## **Educational Technology Certificate**

### **Program Description:**

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

### Required Coursework

EDT-6010 Integrating Technology Across the Curriculum

EDT-6020 Critical Education Practice and the Internet

EDT-6030 Using Technology to Build Learning Communities

EDT-6040 Visual Literacy in the Classroom

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

EDT-6060 Trends and Future Technology in Education

54 Concordia University Chicago Concordia University Chicago 55

Post-Baccalaureate Certification

## **Certificate in Gerontology**

The certificate program addresses the need of health care professionals as well as professionals in other fields to be prepared to serve the unique needs of an aging population.

#### 15 Hours

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



## Not-for-Profit/Church Management Graduate Certificate

## **Program Description:**

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

#### *Certificate Requirements:*

Completion of 15 credit hours [five courses] is required. Courses are 3 credit hours.

#### Courses:

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

MGT-4505 Introduction to Not-for-Profit Organizations

MGT-4520 Board Governance and Management of Volunteers

MGT-6500 Fund Development and Management

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

Post-Baccalaureate Certification

# **Post-Baccalaureate Special Education Certification**

## Certification: Type-10, Special Education - 73 hours Degree Requirements

Complete 73 semester hours of coursework as indicated, including all general education competency requirements. Upon acceptance, previous coursework and life experience of the student will be evaluated to determine if additional hours will be needed. Students who complete the program will be eligible to apply for a Special Education (Type 10) teaching certificate.

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

#### **General Education Competencies**

Communication Skills

3 semester hours – English Composition II or equivalent

3 semester hours - Fundamental of Speech of equivalent

2 semester hours - Electronic Communication Requirement

Choose a method:

CSC-1100 Electronic Communication (undergraduate course)

Web-based section of the above course

Timed, in-lab Electronic Communication exam (offered two times per semester) (In preparation for this exam, students may attend any or all of a four-session, four-hour modular seminar to assist in improving the skills not currently possessed.)

**Mathematics** 

Three semester hours above Intermediate Algebra

Natural Science (one lab science course required)

Three semester hours – Physical Science

Three semester hours – Biological Science

Humanities\*

Nine semester hours in at least two different areas

Social Science\*

Nine semester hours in at least two different areas

\*One of the courses in these two areas must be classified as a Non-Western course. Students also must complete American History or American Government from these areas. Student may meet competencies in each of these areas via the successful completion of appropriate coursework, through assessment of life experiences, i.e. credit for prior learning (CPL) or CLEP exams. General education competencies do not need to be taken prior to admission to the program.

## Admission to the College of Education and to the Program

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

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

#### **Certificate Requirements**

The student must maintain a minimum cumulative GPA of 3.00 in all professional coursework.

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

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

#### Areas of Study

Required Courses (5 hours)

EDU-2020 Principles and Technology in Education

EDU-2400 Educational Psychology

Required for Admission to the Professional Semester (53 hours)

EDU-3000 Multicultural Education

EDU-4100 Foundations/Ethics of American Education

EDU-4220 Reading the Content Areas

EDU-4550 Adaptive Technologies and Equipment

EDU-4551 Collaborative Educational Relationships with Families and Professionals

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

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

Post-Baccalaureate Certification

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

EDU-4555 Systems for Integrating Exceptional Learners\*

EDU-4900A Literacy I\*

EDU-4900B Literacy II\*

MAE-4901 Teaching Mathematics: Elementary\*

MAT-1412 Math Concepts II

PSY-4105 Developmental Psychology: Middle Childhood

PSY-4110 Developmental Psychology: Adolescence

PSY-4410 Psychology and Methods of Teaching the Exceptional Learner

PSY-4421 Characteristics/Learning Needs of Students Academically and Physical Challenged\*

PSY-4425 Characteristics/Learning Needs of Students Learning/Behavior Disorders\*

## Professional Semester & Clinical Experience (15 hours)

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

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

## MONITORING CANDIDATE PROGRESS

*Transition Point #1* 

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

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

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

#### *Transition Point #2*

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

- Completion of 85 pre-professional hours
- Successful completion of the Illinois Subject Matter tests for LBS I
- A 3.00 Concordia GPA in program coursework

## Verification of Portfolio Checkpoint #2

#### First Aid and CPR Certification

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

#### Transition Point #3

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





# Master of Arts Programs in Education

# 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.

#### Requirements

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

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

#### **Additional Admission Requirements**

Candidates must:

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

#### TRACK ONE

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

#### **Program Requirements**

Complete 33 semester hours of coursework as indicated including the Master's Capstone Experience and the field education experience.

62 Concordia University Chicago Concordia University Chicago 63

M.A. Programs in Education

M.A. Programs in Education

#### **Course Requirements**

Theological Foundations (6 hours)

Select two courses, one that is a Biblical Studies course, and one course that is either Systematic Theology, Historical Theology, or Religious Education.

THY-4260 The Lutheran Confessions

THY-4330 Martin Luther

THY-4500 Spiritual Nurture of the Young Child

THY-4505 Spiritual Nurture of the Elementary School Age Child

THY-4510 Spiritual Nurture of the Adolescent

THY-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 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-6490 Research in Theology

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

THY-6510 Foundations of Christian Education

THY-6520 Spiritual Maturity and the Adult Life Cycle

Educational Foundations (6 hours)

Select two courses from the following courses:

**EDU-4710 Creative Dramatics** 

EDU-6000 Classroom Discipline

EDU-6040 Classroom Teaching Skills

EDU-6100 Development, Implementation, and Evaluation of

Early Childhood Curriculum

EDU-6115 Infant and Toddler Programs

EDU-6130 Play Theory in Child Development and Education

EDU-6160 Parent Involvement in ECE

EDU-6330 Advocacy and Children's Rights

EDU-6500 Curriculum Construction

#### **Required Courses**

EDL-6330 Parish Education Leadership

EDL-6985 Practicum in Christian Education

(This Practicum serves as a capstone experience.)

Seminars (9 hours)

Select nine one-hour Christian Education Seminars. See program coordinator for available seminars.

Electives (6 hours)

Elective courses may be selected from the field of education, theology, behavioral science, or music.

#### Field Education

Fifty hours of documented field experiences are required, in addition to class or seminar assignments. This might include:

- Observations of approved educational experiences outside of one's own parish with written summaries.
- Interviews with successful leaders and administrators outside of one's own parish with written summaries.
- Internet learning that relates to the student's needs with written summaries.
- Participation as student or leader in an approved experience outside one's own parish with written summaries.
- Participation in approved workshops, seminars, or training programs not offered by the University's degree program with written summaries.

Some courses taken by undergraduate students for DCE certification are offered as graduate-level courses. Students may not take a course at the graduate level if they already have taken it at the undergraduate level.

#### TRACK TWO

This track is for students seeking a Master of Arts degree and certification as Directors 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.

M.A. Programs in Education

M.A. Programs in Education

#### **Program Requirements**

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

DCE Core (29 hours)

EDL-4300 Foundations of DCE Ministry

EDL-4311 Parish Teaching I

EDL-4312 Parish Teaching II

EDL-4320 Administration of Parish Education

EDL-4330 Youth Ministry Theory and Practice

EDL-4340 Church Leadership Development

PSY-4201 Counseling Skills

THY-4400 Worship and Witness

THY-4450 Ministry to the Family

Theological Foundations (6 hours)

Select two courses, one that is a Biblical Studies course and one course that is either Systematic Theology, Historical Theology or Religious Education.

THY-4260 The Lutheran Confessions

THY-4330 Martin Luther

THY-4500 Spiritual Nurture of the Young Child

THY-4505 Spiritual Nurture of the Elementary School Age Child

THY-4510 Spiritual Nurture of the Adolescent

THY-4520 Religious Education of the Adult

THY-4540 Theories of Religious Instruction

THY-4550 Educational Ministry of the Church

THY-4560 Confirmation Theology and Practice

THY-6020 Psalms

THY-6030 Messianic Prophecies

THY-6040 The Intertestamental Period

THY-6100 The Parables of Jesus

THY-6110 New Testament and Early Christian Worship

THY-6120 The General Epistles

THY-6313 Baptism and Eucharist

THY-6320 Early Christian Fathers

THY-6330 Topics in the History of Christianity

THY-6353 Studies in Christian Worship: Theology and Music

THY-6400 The Christian in Society

THY-6490 Research in Theology

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

THY-6510 Foundations of Christian Education

THY-6520 Spiritual Maturity and the Adult Life Cycle

Educational Foundations (3 hours)

Select one of the following courses:

EDU-6000 Classroom Discipline

EDU-6040 Classroom Teaching Skills

EDU-6100 Development, Implementation, and Evaluation

of Early Childhood Curriculum

EDU-6115 Infant and Toddler Programs

EDU-6130 Play Theory in Child Development and Education

EDU-6160 Parent Involvement in ECE

EDU-6330 Advocacy and Children's Rights

EDU-6500 Curriculum Construction

CTH-4710 Creative Dramatics

Required Courses (6 hours)

EDL-6630 Parish Education Leadership

EDL-6985 Practicum in Christian Education

(This Practicum serves as a capstone experience.)

Seminars (3 hours)

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

EDL-6990 Internship in Christian Education (6 hours)

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

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

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

M.A. Programs in Education

## **Curriculum and Instruction**

#### **DEGREE: Master of Arts 30 Semester Hours**

## **Program Objectives**

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

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

## **Degree Requirements**

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

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

## **Areas of Study**

*Curriculum and Instruction – 30 hours* 

EDU-6212 Studies in Literacy and Multiliteracies

EDU-6450 Ethics and Foundations of American Education

EDU-6500 Curriculum Construction

EDU-6515 Contemporary Issues in Curriculum and Practice

EDU-6525 Teacher as Practitioner

EDU-6535 Teacher as Leader

EDU-6540 Special Education Curriculum and Pedagogy

EDU-6545 Action Research

EDU-6555 Seminar in Reflective Practice

PSY-6500 Cognitive Development: Theory and Implications

## Master's Capstone Experience

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

#### Curriculum and Instruction ESL Strand - 30 hours

Required Curriculum and Instruction Courses (12 hours)

EDU-6460 Ethics and Foundations of American Education

EDU-6500 Curriculum Construction

EDU-6545 Action Research

EDU-6555 Seminar in Reflective Practice

#### ESL Concentration

EDU-6600 Theoretical Foundation for Teaching Bilingual Students

EDU-6610 Languages & Linguistics

EDU-6620 Teaching ESL

EDU-6630 Methods, Materials for Teaching Limited English Proficiency

PSY-6027 Assessment of Bilingual Students

SOC-6620 Cross Cultural Studies

#### Master's Capstone Experience

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

M.A. Programs in Education

M.A. Programs in Education

# **Early Childhood Education**

**DEGREE: MASTER OF ARTS 36 hours** 

#### **Program Objectives**

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

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

#### **Degree Requirements**

- Two years of teaching, child-care or related experience acquired prior to completion of the graduate program. Employer documentation of this experience must be on file in the Office of Graduate Admission.
- 36 hours of coursework including the Capstone Experience, with 15 hours maximum at the 4000-level
- Completion of the Program Core and one area of program emphasis

#### Areas of Study

Program Core (24 hours)

## Required (18 hours)

EDL-6100 Research in Education

EDU-6100 Development, Implementation, and Evaluation/

Early Childhood Curriculum

EDU-6105 Documentation and Assessment of Young Children's Learning

EDU-6180 Seminar in Early Childhood Education

EDU-6190 Practicum in Early Childhood Education

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

Select one (3 hours)

SOC-6500 Sociology of Education

EDU-4310 Foundations of Early Childhood Education

Select one (3 hours)

PSY-6500 Cognitive Development: Theory and Implications

PSY-4101 Developmental Psychology: Infancy and Early Childhood

SOC-6110 Socialization Processes

Program Emphasis: Teaching

(Select one 12 hours)

EDU-6130 Play Theory in Child Development and Education

EDU-6140 Resources and Strategies for Teaching Early Childhood

EDU-6150 Creative Processes and the Young Child

EDU-6200 Beginning Reading Instruction

Program Leadership and Administration

EDL-6500 Administration of Early Childhood Programs

EDU 6160 Parent Involvement in Early Childhood Education

EDU-6330 Advocacy and Children's Rights

SOC-6300 Contemporary Family Patterns

Special Education

EDU-4030 Curriculum-Based & Educational Measurement of Exceptional Learners

EDU-4720 Meeting Diverse Needs of Children's Language Culture/ Development

EDU-6330 Advocacy and Children's Rights

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



### **Reading Education**

DEGREE: MASTER OF ARTS 30 hours

#### **Program Objectives**

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

- Strengthen foundational knowledge of reading and writing processes
- Apply varied instructional practices, methods, and curriculum materials to literacy instruction
- Use assessment to plan and evaluate effective reading instruction
- Create literate environments that foster literacy instruction
- View professional development in reading as career-long effort

#### **Degree Requirements**

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

- complete the Reading Education Program
- pass all State of Illinois examinations
- successfully complete two years of teaching experience
- complete the Capstone Experience

#### **Program Prerequisites**

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

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

#### Areas of Study

Core Courses (30 hours)

EDU-6200 Beginning Reading Instruction

EDU-6210 Studies in Elementary School Reading

EDU-6225 Diagnosis of Reading Problems

EDU-6226 Remediation of Reading Problems

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

EDU-6230 Content Reading in Middle and Secondary Schools

EDU-6295 Practicum in Reading Instruction (Practicum I/16-weeks)

EDU-6296 Practicum in Remedial Reading (Practicum II)

EDU-6205 Research in Language and Reading Theory

EDU-6300 Research in Children's Literature

EDU-6290 Roles, Relationships, and Ethics of the Reading Professional



#### Master's Capstone Experience

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

State of Illinois Reading Teacher Designation

Of the 30 semester hours required for the Masters in Reading, the following courses are needed for a State of Illinois Reading Teacher Designation (24 hours):

EDU-6200 Beginning Reading Instruction

(prerequisite to EDU-6225 and EDU-6226)

EDU-6205 Research in Reading and Language Theory

EDU-6210 Studies in Elementary School Reading

(prerequisite to EDU-6225 and EDU-6226) EDU-6225 Diagnosis of Reading Problems

EDU-6226 Remediation of Reading Problems

EDU-6230 Content Reading in Middle and Secondary Schools

EDU-6295 Practicum in Reading Instruction

EDU-6300 Research in Children's Literature

### **MAT - Early Childhood Education**

# DEGREE: MASTER OF ARTS IN TEACHING 38 Semester Hours MASTER OF ARTS IN TEACHING (Lutheran Teacher Diploma) 58 Semester hours

#### **Degree Requirements**

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

#### **GPA Requirements**

A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.00 on all coursework taken toward the master of arts in teaching. For courses identified as 4000-level, candidates must receive a "B" or higher.

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

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

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

Communications Skills

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

**Mathematics** 

3 semester hours above Intermediate Algebra

Natural Sciences (one lab science course required)

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

Humanities\*

9 semester hours in at least two different areas

Social Sciences\*

9 semester hours in at least two different areas

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

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

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

#### **CLEP Credit**

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

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

#### **Credit for Prior Learning**

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

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

#### Areas of Study

A grade of "C" or better must be achieved in all courses except those identified as 4000-level, in which candidates must receive a "B" or higher.

Prerequisite to Methods Courses (6 hours)

PSY-4104 Developmental Psych: Infancy and Early Childhood EDU-6140 Resources and Strategies of Teaching ECE

#### Professional Courses (23 hours)

#### Required

ENG-4100 Language Development of the Young Child

EDU-4310 Foundations of Early Childhood Education

EDL-6100 Research in Education

EDU-6150 Creative Processes and the Young Child

EDU-6201 Teaching of Reading

#### Choose one

EDU-6160 Parent Involvement in Early Childhood

SOC-4410 Child, Family, Community

#### Choose one

EDU-4410 Psych and Methods of Teaching the Exceptional Learner

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

#### Choose one

THY-6400 The Christian in Society

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

#### Professional Instructional (Methods) Courses (3 hours)

EDU-6125 Teaching Science and Math in Early Childhood Classroom

#### Professional Semester (6 hours)

EDU-6920 Candidate Teaching: Early Childhood

#### Capstone Experience

Standards-based portfolio with an oral defense

#### Clinical Experience

100 hours

#### Lutheran Education - all required for Lutheran Teacher Diploma (20 hours)

THY-2000 The Old Testament

THY-2200 Faith of the Christian Church

THY-3210 Christian Life

THY-3300 History of Christian Biography

THY-4410 World Religions

THY-4450 Spiritual Nurture of the Young Child

### **Special Education Endorsement**

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

EDU-4410 Psychology and Methods of Teaching the Exceptional Learner

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

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

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

EDU 4553 Instructional Strategies for Students with Academic and Physical Challenges

EDU-4554 Curriculum Based and Educational Measurement of Exceptional Learners

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

#### Required Field Experience

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

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

EDU-6140 Resources/Strategies of Teaching ECE

EDU-6150 Creative Processes for the Young Child

EDU-6201 Teaching of Reading

PSY-4101 Developmental Psychology: Infancy & Early Childhood

PSY-4410 Psychology and Methods of Teaching the Exceptional Learner

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

SOC-4410 Child, Family and Community

#### Monitoring Candidate Progress

#### **Checklist for Assessment Transition Points**

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:

MAT-Early Childhood Education

ENG-6140 Resources and Strategies of Teaching ECE

PSY-4104 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 3.00 for all course work taken in the MAT program;
- Submit a current program plan to Office of Field Experience;
- Submit three (3) 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 2.50;
- Earn a GPA of 3.00 for all coursework taken in the MAT program;
- Submit an updated program plan to the Office of Field Experience;
- Submit four (4) new assessment of candidate's dispositions to the Office of Field Experience;
- Pass Professional Portfolio Checkpoint #2;
- Complete First Aid/CPR Certification training and submit documentation of completion to the Office of Field Experience.

### Transition Point Three: Completion of Professional Semester To successfully complete the Professional Semester, the candidate must:

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

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

#### Transition Point Four: Completion of Program

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

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

M.A. Programs in Education

### **MAT - Elementary Education**

DEGREE: MASTER OF ARTS IN TEACHING 39 hours

MASTER OF ARTS IN TEACHING (Lutheran Teacher Diploma) 59 hours

#### **Degree Requirements**

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

Previous coursework and life experience of the student will be evaluated to determine if additional hours will be needed. Students who complete the program will be awarded a Master of Arts in Teaching degree and will be eligible to apply for an Initial Elementary (Type 03) teaching certificate.

#### **GPA Requirements**

A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.00 on all coursework taken toward the Master of Arts in Teaching. For courses identified as 4000 level, candidates must receive a "B" or higher.

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

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

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

Communications Skills

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

Mathematics

Three semester hours above Intermediate Algebra

Natural Sciences (one lab science course required)

Three semester hours-Biological Science

Three semester hours-Physical Science

Humanities\*

Nine semester hours in at least two different areas

Social Sciences\*

Nine semester hours in at least two different areas

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

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

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

#### **CLEP Credit**

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

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

#### **Credit for Prior Learning**

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

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

#### Areas of Study

A grade of "C" or better must be achieved in all courses except those identified as 4000-level, in which candidates must receive a "B" or higher.

Prerequisite to Methods Courses (6 hours)

EDU-6040 Classroom Teaching Skills

PSY-6505 Psychological Theories and the Educational Process

Professional Courses (21 hours)

#### Required

PSY-4410 Psych and Methods of Teaching the Exceptional Learner

EDU-6035 Curriculum and Methods for Teaching Elementary

and Middle School Art, Music, & PE

EDL-6100 Research in Education EDU-6201 Teaching of Reading

EDU-6510 Standards Based Education

#### Choose one

EDU-6420 History of the American Educational Experience

EDU-6430 Philosophies of Education

EDU-6440 History of Western Education

#### Choose one

THY-6400 The Christian in Society

EDL-6300 Ethics of School Leadership

Professional Instructional (Methods) Course (3 hours)

EDU-6025 Teaching Science and Mathematics in the Elementary Classroom

Professional Semester (9 hours)

EDU-6060 Classroom Management and Assessment

EDU-6921 Student Teaching: Elementary Education

#### Capstone Experience

Standards-based portfolio with an oral defense

#### Clinical Experience 100 hours

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

THY-2000 The Old Testament

THY-2200 Faith of the Christian Church

THY-3100 The New Testament

THY-3200 Christian Life

THY-3300 History of Christian Biography

THY-4410 World Religions

THY-4505 Spiritual Nurture of the Elementary School Age Child

#### Required Field Experience

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

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

EDU-6040 Classroom Teaching Skills

EDU-6060 Classroom Management and Assessment\*

EDU-6201 The Teaching of Reading

PSY-4410 Psychology and Methods of Teaching the Exceptional Learner

### Middle School Endorsement

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

EDU-4500: Middle School: Assumptions and Curriculum

PSY-4105: Developmental Psychology: Middle Childhood, or

PSY-4110: Developmental Psychology: Adolescence

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

### **Special Education Endorsement**

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

EDU-4410 Psychology and Methods of Teaching the Exceptional Learner

EDU-4421 Characteristics and Learning Needs of Students

with Academic and Physical Challenges

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

EDU-4552 Instructional Strategies for Students with

Learning and Behavior Disorders

EDU 4553 Instructional Strategies for Students with

Academic and Physical Challenges

EDU-4554 Curriculum Based and Educational Measurement

of Exceptional Learners

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

#### Monitoring Student Progress

#### **Checklist for Assessment Transition Points**

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

<sup>\*</sup> Students must be admitted to the Professional Instructional Courses prior to taking these courses.

#### 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:

MAT-Elementary and Secondary Education EDU-6040 Classroom Teaching Skills PSY-6505 Psychological Theories and the Educational Process

- Complete a minimum of 20 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval on or before deadline date;
- Earn a minimum GPA of 3.00 for all course work taken in the MAT program;
- Submit a current program plan to Office of Field Experience;
- Submit three (3) 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 2.50;
- Earn a GPA of 3.00 for all coursework taken in the MAT program;
- Submit an updated program plan to the Office of Field Experience;
- Submit four (4) new assessment of candidate's dispositions to the Office of Field Experience;
- Pass Professional Portfolio Checkpoint #2;
- Complete First Aid/CPR Certification training and submit documentation of completion to the Office of Field Experience.

Transition Point Three: Completion of Professional Semester
To successfully complete the Professional Semester, the candidate must:

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

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

#### Transition Point Four: Completion of Program

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

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

### MAT - Secondary Education

DEGREE: MASTER OF ARTS IN TEACHING 39 Hours

MASTER OF ARTS IN TEACHING (Lutheran Teacher Diploma) 59 Hours

#### **Degree Requirements**

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

#### **GPA Requirements**

A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.00 on all coursework taken toward the Master of Arts in Teaching. For courses identified as 4000-level, candidates must receive a "B" or higher.

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

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

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

Communications Skills

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

Mathematics

Three semester hours above Intermediate Algebra

*Natural Sciences (one lab science course required)* 

Three semester hours-Biological Science

Three semester hours-Physical Science

Humanities\*

Nine semester hours in at least two different areas

Social Sciences\*

Nine semester hours in at least two different areas

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

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

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

#### **Credit for Prior Learning**

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

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

#### One major area of specialization - 32 hours

#### **Secondary Education Majors**

Art Mathematics

Computer Science Physical Education

Drama and Theatre Science (Biology or Chemistry)

English/Language Arts/Speech Social Science\*

 $(\hbox{``History, Sociology/Anthropology, Political Science, Geography, or Psychology)}$ 

#### Areas of Study

A grade of "C" or better must be achieved in all courses except those identified as 4000-level, in which candidates must receive a "B" or higher.

Prerequisite to Methods Courses

EDU-6040 Classroom Teaching Skills

PSY-6505 Psychological Theories and the Educational Process

Professional Courses

Required

PSY-4410 Psych and Methods of Teaching the Exceptional Learner

EDU-4220 Reading in the Content Areas

EDU-6570 Teaching at the Secondary Level

EDL-6100 Research in Education

Choose One

EDU-6420 History of the American Educational Experience

EDU-6430 Philosophies of Education

EDU-6440 History of Western Education

Choose One

THY-6400 The Christian in Society

EDL-6300 Ethics of School Leadership

Secondary Major

One Graduate Course in the Secondary Major

Professional Instructional (Methods) Courses

Choose the one related to your major:

ART-4601 Teaching Art: Middle and Secondary Schools

ENG-4602 Teaching English: Middle and Secondary Schools

MAE-4606 Teaching Mathematics: Middle and Secondary Schools

PES-4605 Instructional Strategies for Human Performance

SBS-4619 Teaching Social Sciences at Middle/Secondary Level

SCE-4608 Teaching Science: Middle and Secondary Schools

CTH-4609 Teaching Theatre: Middle and Secondary Schools

CSE-4692 Teaching Computer Science: Middle and Secondary Schools

Professional Semester

EDU-6060 Classroom Management and Assessment

EDU-6922 Student Teaching: Secondary Education

#### **Capstone Experience**

Standards-based portfolio with an oral defense

#### Clinical Experience 100 Hours

#### Lutheran Education - all required for Lutheran Teacher Diploma (20 hours)

THY-2000 Old Testament

THY-2200 Faith of the Christian Church

THY-3100 New Testament

THY-3200 Christian Life

THY-3300 History of Christian Biography

THY-4410 World Religions

THY-4505 Spiritual Nurture of the Adolescent

#### **Required Field Experience**

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

PSY-4410 Psychology and Methods of Teaching the Exceptional Learner

EDU-6040 Classroom Teaching Skills

EDU-6060 Classroom Management and Assessment

EDU-6570 Teaching at the Secondary Level

### Middle School Endorsement

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

EDU-4500: Middle School: Assumptions and Curriculum

PSY-4105: Developmental Psychology: Middle Childhood, or

PSY-4110: Developmental Psychology: Adolescence

- Eighteen semester hours in an approved content area (methods courses may not count toward the required 18 semester hours).
- Mathematics majors are required to take MAE-4606 Teaching Secondary/Middle School Mathematics.

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

### **Special Education Endorsement**

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

EDU-4410 Psychology and Methods of Teaching the Exceptional Learner

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

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

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

EDU 4553 Instructional Strategies for Students with Academic and Physical Challenges

EDU-4554 Curriculum Based and Educational Measurement of Exceptional Learners

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

#### Monitoring Student Progress

#### **Checklist for Assessment Transition Points**

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

#### Admission to the University

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

Transition Point One: Admission to the College of Education Candidates may not take Professional Instructional (Methods) Courses without prior admission to the College of Education.

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

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

- Pass the Illinois Test of Basic Skills;
- Submit the completed application and supporting documentation to the Office of Field Experience in the College of Education;
- Complete the following prerequisite courses or their equivalents with a grade of C or better:

MAT - Elementary and Secondary Education EDU-6040 Classroom Teaching Skills PSY-6505 Psychological Theories and the Educational Process

- Complete a minimum of 20 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval on or before deadline date;
- Earn a minimum GPA of 3.00 for all coursework taken in the MAT program;
- Submit a current program plan to Office of Field Experience;
- Submit three (3) 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 2.50;
- Earn a GPA of 3.00 for all coursework taken in the MAT program;
- Submit an updated program plan to the Office of Field Experience;
- Submit four (4) new assessment of candidate's dispositions to the Office of Field Experience;
- Pass Professional Portfolio Checkpoint #2;
- Complete First Aid/CPR Certification training and submit documentation of completion to the Office of Field Experience.

#### Transition Point Three: Completion of Professional Semester To successfully complete the professional semester, the candidate must:

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

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

#### Transition Point Four: Completion of Program

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

91

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

#### Secondary Education Majors for MAT students

- Each major must include at least nine semester hours at the upper college level including the three hours of graduate coursework required in the MAT-Secondary Program.
- The secondary major must carry a grade point average of no less than a 3.00 on a 4.0 scale.
- Candidates must pass the appropriate state subject matter test prior to admittance to the Professional Semester to take either EDU-6060 or student teaching.

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

#### **Art (Must Total 32 Hours)**

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

#### Required Content Areas

Overview course/Introduction to Visual Arts

2-Dimensional Basics Studio

Painting or Printmaking

Drawing

3-Dimensional Basics Studio

Ceramics or Fiber Arts or Sculpture or Jewelry

Non-western Art History (candidate is responsible for knowledge in all areas of non-western art)

Western Art History

#### **Computer Science (Must Total 32 Hours)**

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

#### Required Content Areas

Foundations of Information Systems

Introduction to Programming

IT Hardware and System Software

Networks and Telecommunications

Database Management

Microcomputers in the Classroom

Data Abstraction

#### Remaining Hours (may include but are not limited to)

**Electronic Applications** 

Analysis and Logical Design

Management Information Systems

#### Drama & Theatre (Must Total 32 Hours)

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

#### Required Content Areas

History of Theatre

Stage Acting

Stage Directing

Directing a One-Act Play

Stagecraft and/or Theatre Design

Oral Interpretation of Literature and/or readers theatre

Improvisation and/or Creative Dramatics

A minimum of two dramatic literature courses

#### Other Accepted Areas of Study

Introduction to Theatre

Advanced Speech Communication

Interpersonal Communication

Theatre Design Practicum

Drama in Christian Worship

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

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

#### Expertise needed in

Linguistics

Literary Theory

American Literature

**British Literature** 

World Literature (including non-western literature)

Non-print media-related studies

Adolescent Literature (may use EDU-4400)

Speech beyond the basic public speaking course required in general studies

#### Mathematics (Must Total 32 Hours)

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

#### Calculus I

Calculus II (including series and sequences)

Calculus III (including multivariable vector calculus)

Linear Algebra

Geometry (beyond analytic geometry)

Statistics or Probability

History of Math

Group, Ring, or Number Theory or Proof

Discrete Math or Computer Science (excluding data processing)

#### Physical Education (Must Total 32 Hours)

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

#### Required Content Areas

Knowledge and Skill Acquisition (at least one course in each of the following for a total of at least six semester hours)

Health-related fitness

(e.g. condition, aerobic fitness exercise, stress management)

Rhythm and dance

Individual sports/activities

Team sports

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

Three semester hours earned in at least one of the following

**Human Anatomy** 

Human Physiology

Six semester hours from at least two of the following

Exercise Physiology

Kinesiology or Biomechanics

Motor Learning, Motor Behavior, or Motor Development

#### **Curriculum and Instruction**

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

Curriculum design in physical education

Instruction strategies/methodology in physical education

Assessment/evaluation of physical education

(learning assessment and program evaluation)

#### **Science: Biology**

(Must include a minimum of 32 hours,

Note: most science courses are four hours each)

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

#### Required Content Areas

General Biology I

General Biology II

General Chemistry I

General Chemistry II

Introduction to Physics

Introduction to Earth Science

Microbiology

Cell & Molecular Biology

General Ecology

Genetics

#### **Science: Chemistry**

(Must include a minimum of 32 hours;

Note: most science courses are four hours each)

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

#### Required Content Areas

General Chemistry I

General Chemistry II

General Biology I

General Biology II

Introduction to Earth Science

Introduction to Physics

Organic Chemistry I

Organic Chemistry II

Biochemistry (3 hours)

**Analytical Chemistry** 

Inorganic Chemistry

#### **Social Sciences**

(Must include a minimum of 32 hours, including core courses)

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

#### Core Content Areas (required for all social science education majors)

Introduction to Economics or Macroeconomics

Geography of North America or World Geography

World History since 1350

Developmental Psychology of the Adolescent

Introduction to Sociology

#### History Designation (preferred designation for Illinois Teachers)

The World to 1350

History of Illinois

Survey of American History

An upper level American History course

Early National & Antebellum America

Contemporary America

American Religious Experience

Alternative Perspectives in American History

An upper level European History course

Age of Reform, 1400-1650

Age of Reason/Revolution, 1650-1914

Twentieth Century Europe

Non-Western History

Twentieth Century World History

Non-western Historical Studies

#### M.A. Programs in Education

#### **Political Science Designation**

State and Local Government

**International Relations** 

Modern Political Theory

Political Parties and Elections or The American Presidency

American Legal Process or American Law of Civil Liberties or

American Law of Civil Rights

Public Policy

#### Sociology/Anthropology Designation

Cultural Anthropology

Minority Group Relations or Class/Status/Power

Juvenile Delinquency or Social Deviance or Criminology

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

#### **Geography Designation**

Elements of Earth Science

Geography of North America

World Geography: Cultural Patterns

The Developing World

(one of the above will be taken in the social science core)

Economic Geography

Map Making and Design

#### **Psychology Designation**

Group Theory and Leadership

Research Methods

Physiological Psychology

Abnormal Psychology

Theories of Personality

#### Please note:

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





# Master of Arts Programs in the College of Graduate and Innovative Programs

#### Master of Business Administration

#### **Program Description**

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

#### **Program Objectives**

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

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

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

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

Students will develop management and leadership skills, including:

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

#### **Degree Requirements**

Completion of 39 hours of coursework including the Capstone Experience. Courses are three (3) credit hours unless otherwise noted.

### Core Courses (27 hours)

ACC-6200	Financial Accounting and Analysis
ECO-6100	Managerial Economics (2 credit hours)
ECO-6200	Macroeconomic Analysis
MGT-6100	Operations Management
MGT-6200	Global Managerial and Organizational Behavior
MGT-6400	Ethical Strategic Leadership
MGT-6510	Management of Human Resources
MGT-6600	Seminar in Descriptive Statistics (1 credit hour)
MGT-6990	Cases in Financial Analysis (Capstone Experience)
MKT-6100	Marketing Design and Strategy

#### MBA CONCENTRATIONS AVAILABLE INCLUDE (12 hours):

#### General

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

### **Banking and Financial Institutions**

ACC-6300	Managerial Accounting and Analysis
MGT-6300	Corporate Finance
MGT-6310	Investments

MGT- Entrepreneurial Finance and Private Equity

### Not-for-Profit/Church Management

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





### **Clinical Mental Health Counseling**

**Degree: MASTER OF ARTS 54 Semester Hours** 

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

#### **Program Objectives**

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

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

#### **Degree Requirements**

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

#### Areas of Study

Human Growth and Development (3 hours)
PSY-6000 Counseling and Human Development, or
PSY-4115 Development Psychology - Adulthood

Counseling Theory (3 hours)
PSY-6010 Counseling Theory and Practice

Counseling Techniques (3 hours)

PSY-6120 Counseling Techniques and Interventions

Group Dynamics, Processing and Counseling (3 hours)

PSY-6015 Group Counseling

Appraisal of Individuals (3 hours)

PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

PSY-6030 Research in Psychology

Professional, Legal and Ethical Responsibilities (6 hours)

SOW-4100 Ethics

PSY-6035 Introduction to Professional Counseling

Social and Cultural Foundations (3 hours)

PSY-6005 Multi-Cultural Counseling

Lifestyle and Career Development (3 hours)

PSY-6020 Career Counseling

Practicum/Internship (9 hours)

PSY-6982 Practicum

PSY-6992 Internship

Substance Abuse (3 hours)

PSY-6105 Substance/Alcohol Abuse and Treatment

Family Dynamics (3 hours)

SOC-4420 Marriage and the Family, OR

SOW-6400 Marital and Family Counseling

Professional Curricular Experience and Maladaptive Behavior (3 hours)

PSY-6300 Community Mental Health Programs & Services

#### Electives: (6 hours)

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

#### **Capstone Experience**

Choose from the following options:

Option 1: Master's Thesis

Option 2: Independent Research Paper

Option 3: Written and Oral Examination over three readings

assigned by a committee.

### **Educational Technology**

Degree: Master of Arts 33 hours

#### **Program Description**

A Master of Arts degree in Educational Technology will assist teachers in the use of technology to improve student learning. The content of this degree will assist teachers in meeting the National Educational Standards and Performance Indicators as set forth by the International Society for Technology in Education.

#### Required Coursework

EDT-6010 Integrating Technology Across the Curriculum

EDT-6020 Critical Education Practice and the Internet

EDT-6030 Using Technology to Build Learning Communities

EDT-6040 Visual Literacy in the Classroom

EDT-6050 Technology for Effective Decision Making in

Teaching and Learning

EDT-6060 Trends and Future Technology in Education

EDT-6070 Educational Technology Leadership

EDT-6080 Applied Project in Educational Technology

EDU-6460 Foundations and Ethics in American Education

EDU-6500 Curriculum Construction

EDU-6545 Action Research for Practitioners



### Gerontology

**DEGREE: MASTER OF ARTS** 33 hours

#### **Program Objectives**

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

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

#### **Degree Requirements**

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

Areas of Study Required (21 hours)

SOC-4160 Social Gerontology

SOC-6100 Methods of Evaluation Research

SOC-6900 Seminar in Gerontology

SOC-6980 Practicum in Gerontology

SOW-4100 Ethical Issues in the Helping Professions; or,

THY-6400 The Christian in Society

SOW-6510 Social Services for the Elderly

SOW-6500 Public Policies and Aging

#### Related Requirements

Practice - select one (3 hours)

PSY-6005 Multicultural Counseling

PSY-6015 Group Counseling

PSY-6115 Counseling through the Expressive Arts

SOW-4910 Social Work Practice Methods I

SOW-4920 Social Work Practice Methods II

SOW-6400 Marital and Family Counseling

*Related Electives - select one (3 hours)* 

INS-6950 Independent Study (1-3 hours)

INS-6990 Thesis (3-6 hours)

PES-6100 Contemporary Issues in Health and Wellness

PES-6980 Exercise Science and Fitness Management Practicum

PSY-4115 Developmental Psychology: Adulthood

PSY-6495 Administration of Human Services

SOC-4120 Sociology of Religion

SOC-4140 Sociology of Health Care

SOC-4330 Death and Dying

SOC-6300 Contemporary Family Patterns

SOW-4310 Loss and Mourning

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

**Capstone Experience:** Choose from Options 1 through 3

### **Human Services**

#### **Program Objectives**

This program is designed to provide a broad-based body of knowledge in related fields, with an emphasis in psychology, sociology and social work, in order to meet the expressed needs of human services personnel in community mental health centers, family service agencies and similar organizations. This program, both for individuals seeking entry-level positions and for professionals, who desire to upgrade their positions in the field of human services, allows for a tailor-made curriculum combining psychology and social service skills. This program is designed to enable students to

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

#### **Degree Requirements**

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

Areas of Study

Required (12 hours)

PSY-6300 Community Mental Health Programs and Services

SOW-4910 Social Work Practice Methods I, or

SOW-4920 Social Work Practice Methods II

SOW-4100 Ethical Issues in the Helping Professions, or

THY-6400 The Christian in Society

PSY-6994 Internship: Human Services

#### Related requirements

Development - choose one course (3 hours)

PSY-4101 Developmental Psychology: Infancy and Early Childhood

PSY-4105 Developmental Psychology: Middle Childhood

PSY-4110 Developmental Psychology: Adolescence

PSY-4115 Developmental Psychology: Adulthood

PSY-4620 Psychology of Gender

PSY-6000 Counseling and Human Development

PSY-6500 Cognitive Development: Theory and Implications

SOC-4160 Social Gerontology

SOC-4330 Death and Dying

SOC-4410 Child, Family and Community

SOC-6110 Socialization Processes

SOC-6300 Contemporary Family Patterns

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

Counseling - choose two courses (6 hours)

PSY-4201 Counseling Skills

PSY-4625 Behavior Assessment and Management

PSY-6005 Multicultural Counseling

PSY-6010 Counseling Theory and Practice

PSY-6015 Group Counseling

PSY-6035 Introduction to the Counseling Profession

PSY-6100 Brief Therapy

PSY-6105 Substance/Alcohol Abuse and Treatment PSY-6110 Counseling for Selected Special Needs

PSY-6115 Counseling through the Expressive Arts

COW 4210 Less and Mourning

SOW-4310 Loss and Mourning

SOW-6400 Marital and Family Counseling

Research and Assessment - choose one course (3 hours)

PSY-4310 Statistics for the Behavioral Sciences

PSY-6025 Assessment Techniques

PSY-6030 Research in Psychology

SOC-4700 Social Research Methods

SOC-6100 Methods of Evaluation Research

#### Personal and Social Dynamics - choose one course (3 hours)

PSY-4505 Human Sexuality

PSY-4605 Abnormal Psychology

PSY-4610 Theories of Personality

PSY-4645 Psychology of Adjustment and Growth

PSY-6505 Psychological Theories and the Educational Process

SOC-4100 Sociological Theory

SOC-4150 Social Psychology

SOC-4420 Marriage and the Family

SOC-4430 Social Deviance

SOC-4610 Social Inequality: Minority Group Relations

SOC-4620 Social Inequality: Class, Status and Power

SOC-6120 Social Thought and Contemporary Issues

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

ART-4600 Introduction to Art Therapy

PSY-4440 Basic Sign Language

PSY-4501 Physiological Psychology

PSY-4630 The Interface Between Psychology and Christianity

PSY-4635 Industrial/Organizational Psychology

PSY-6020 Career Counseling and Education

PSY-6495 Administration of Human Services

SOC-4130 Sociology of Work and Occupations

SOC-4140 Sociology of Health Care

SOC-4150 Social Psychology

SOC-4320 Juvenile Delinquency

SOC-4510 Law and Society

SOC-4630 Urban Society

SOC-6910 Seminar: Social Institutions

SOW-4000 Introduction to Social Welfare

SOW-4200 Social Welfare Policies and Services

SOW-4920 Social Work Practices Methods II

#### **Capstone Experience**

Choose from options 1 through 3.

### **Human Services - Administration**

#### DEGREE: MASTER OF ARTS 33 hours

#### **Program Objectives**

This program is designed to enable students to:

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

#### **Degree Requirements**

Completion of the 33 hours of coursework and Capstone Experience

Areas of Study

Required (24 hours)

PSY-4635 Industrial and Organizational Psychology

PSY-6030 Research in Psychology, or

PSY-6300 Community Mental Health Programs and Services

PSY-6495 Administration of Human Services

PSY-6995 Internship in Human Services (Administrative Emphasis)

SOC-4200 Organizational Analysis, or

SOC-6105 SPSS Data Analysis

SOC-6100 Methods of Evaluation Research

SOW-4100 Ethical Issues in the Helping Profession, or

THY-6400 The Christian in Society

SOW-4200 Social Welfare Policies and Services

#### Electives (9 hours)

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

#### Capstone Experience

(Choose from options 1 through 3)

### **Human Services - Exercise Science**

DEGREE: MASTER OF ARTS 33 hours

#### **Program Objectives**

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

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

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

#### **Degree Requirements**

- Completion of the 33 hours of coursework including the Master's Capstone Experience
- No more than 15 hours may be earned at the 4000-level in any master's or Post-Master's program

Areas of Study

Required (12 hours)

PES-6100 Contemporary Issues in Health and Wellness

PES-6991 Internship: Exercise Science

PSY-4201 Counseling Skills, or

SOW-4910 Social Work Practice Methods I, or

SOW-4920 Social Work Practice Methods II

SOW-4100 Ethical Issues in the Helping Profession, or

THY-6400 The Christian in Society

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

Development - select one course (3 hours)

\*PES-4431 Physical Growth and Motor Development

PSY-4110 Developmental Psychology: Adolescence

PSY-4115 Developmental Psychology: Adulthood

PSY-4610 Theories of Personality

PSY-6000 Counseling and Human Development

SOC-6110 Socialization Processes

Counseling - select one course (3 hours)

\*PES-6200 Physical Activity for Mature Adults

PSY-4205 Introduction to Counseling

PSY-4625 Behavior Assessment and Management

PSY-6010 Counseling Theory and Practice

PSY-6015 Group Counseling

PSY-6100 Brief Therapy

PSY-6115 Counseling Through the Expressive Arts

Research and Assessment - select one course (3 hours)

\*PES-4740 Measurement and Evaluation in Human Performance

PSY-4310 Statistics for the Behavioral Sciences

PSY-6030 Research in Psychology

SOC-4700 Methodology in Social Research

SOC-6100 Methods of Evaluation Research

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

\*PSY-4501 Physiological Psychology

PSY-4505 Human Sexuality

\*PSY-4510 Sports Psychology

PSY-4620 Psychology of Gender

PSY-4645 Psychology of Adjustment and Growth

PSY-6105 Substance/Alcohol Abuse and Treatment

\*SOC-4110 Sociology of Sport and Leisure

SOC-4140 Sociology of Health Care

SOC-4150 Social Psychology

SOC-4160 Social Gerontology

SOC-4330 Death and Dying

SOC-4420 Marriage and the Family

SOC-6120 Social Thought and Contemporary Issues

SOW-4330 Loss and Mourning

Electives (9 hours)

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

PES-4123 Nutrition for Human Performance

PES-4200 Fitness Testing & Exercise Prescription

PES-4410 Biomechanics

PES-4415 Biomechanics and Injury Prevention

PES-4420 Physiology of Exercise

PES-4431 Physical Growth and Motor Development

PES-4605 Instructional Strategies for Human Performance

PES-4650 Physical Activity for the Exceptional Child

PES-4730 Management of Physical Activity Programs

PES-6970 Independent Research

PES-6980 Exercise Science and Fitness Management Practicum

#### **Capstone Experience**

Choose from Options 1-3 (0-6 hours)

### Music

#### DEGREE: MASTER OF ARTS 33 hours

An integration of studies in music and other supporting areas designed to broaden the student's experience and knowledge in music and its application to a variety of professional and personal goals. This program will provide opportunities for the student to:

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

#### **Entrance Requirements**

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

#### **Program Requirements**

Successful completion of 33 semester hours of coursework including the Master's Capstone Experience. (Note: at least 17 hours must be taken at the 6000-level.)

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

#### Areas of Study

#### Foundational Music Studies (11-12 hours)

Theory (3 hours)

MUS-4133 Music Theory: Counterpoint

MUS-4153 Music Theory: Form and Analysis

MUS-4163 Orchestration and Arranging

MUS-6133 Analysis and Compositional Techniques

MUS-6143 Composing for the Liturgy

#### History (3 hours)

MUS-4213 The Literature of the Organ

MUS-4263 Twentieth Century Literature and Techniques

MUS-4643 The Literature of the Piano

MUS-6223 J.S. Bach and the Baroque

MUS-6343 Music in the Age of Reformation

MUS-6253 Choral Literature

#### Research (3 hours)

MUS-6243 Music Research and Bibliography

#### Mission Support (2-3 hours)

MUS-4313 Music for the Contemporary Church

MUS-4362 Musical Heritage of the Church (2 hours)

MUS-6333 Traditions of Christian Hymnody

MUS-6353 Studies in Christian Worship: Theology and Music

#### Music Support Courses (10-11 hours)

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

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

#### Liberal Arts Courses (up to 11 hours)

#### Theology (3 hours)

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

Any 4000 or 6000-level courses (including MUS) which support the area of study, by consent of the advisor.

#### Written Comprehensive Examination (0 hours)

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

#### Capstone Project (1-6 hours)

Options 1, 2, or 6

Credit for the capstone project will count toward the 4000 or 6000-level requirements under music support courses or liberal arts courses <u>as approved</u> <u>by the student's advisor.</u>

### Master of Church Music

#### DEGREE: MUSIC: CHURCH MUSIC 33 hours

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

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

#### **Entrance Requirements**

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

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

#### **Program Requirements**

Successful completion of 33 semester hours of coursework including the Master's Capstone Experience. (Note: at least 17 hours must be taken at the 6000 level.)

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

Theory (3 hours)

MUS-4133 Music Theory: Counterpoint

MUS-4153 Music Theory: Analysis

MUS-6133 Analysis and Compositional Techniques

MUS-6143 Composing for the Liturgy

History (3 hours)

MUS-4213 The Literature of the Organ

MUS-4263 Twentieth Century Literature and Techniques

MUS-4643 The Literature of the Piano

MUS-6223 Johann Sebastian Bach and the Baroque

MUS-6253 Choral Literature

MUS-6343 Music in the Age of the Reformation

Research (3 hours)

MUS-6243 Music Research and Bibliography

Church Music (13-14 hours)

Required

MUS-4313 Music for the Contemporary Church

MUS-4362 Musical Heritage of the Church (2 hours)

MUS-6333 Traditions of Christian Hymnody

MUS-6353 Studies in Christian Worship: Theology and Music

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

MUS-4322 Service Playing and Liturgical Leadership (2 hours)

MUS-4483 Advanced Choral Conducting

MUS-6362 Graduate Conducting (2 hours)

Performance Studies (4-6 hours)

#### Major Instrument (4-6 hours)

MUSA-6620 Applied Organ, or

MUSA-6630 Applied Voice

Other applied (0-2 hours)

Theology electives (0-3 hours)

THY-4130 The Age of Reform, 1400-1650

THY-4260 The Lutheran Confessions

THY-4330 Martin Luther

THY-6020 Psalms

THY-6110 New Testament and Early Christian Worship

THY-6313 Baptism and Eucharist

*Music Electives (0-5 hours)* 

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

MUS-4133 Music Theory: Counterpoint

MUS-4163 Orchestration and Arranging

MUS-4213 Literature of the Organ

MUS-4432 Approaches to Music Ed: Kodály (2 hours)

MUS-4442 Approaches to Music Ed: Orff (2 hours)

MUS-4452 The Children's Choir: Techniques and Materials (2 hours)

MUS-4462 Choral Techniques and Pedagogy (2 hours)

MUS-4512 Handbells in School and Worship (2 hours)

MUS-4543 Organ Design and Registration



MUS-6143 Composing for the Liturgy

MUS-6253 Choral Literature

MUS-6313 Baptism and Eucharist

MUS-6383 Current Issues in Church Music

MUSA-6110 Applied Composition (1-2 hours) MUSA-6650 Organ Improvisation (1-2 hours)

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

Ensemble (1 hour; one-half credit per semester or summer)

Supervised apprenticeship (1 hour) MUS-6391 Church Music Practicum

Written comprehensive examination (0 hours)

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

#### Capstone Project (1 hour)

MUS-6520 Graduate Recital

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



### **Psychology**

#### DEGREE: MASTER OF ARTS 33 Semester Hours

#### **Program Objectives**

The Master of Arts degree in Psychology is designed to enable the student to:

- Acquire increased knowledge of psychology and its relationship to the Christian faith.
- Develop research competencies.
- Enhance the appreciation for contributions of psychology to human existence.
- Prepare for more advanced study of psychology.

#### **Degree Requirements**

Completion of a 33 semester hour program and successful completion of the Capstone Experience.

#### Areas of Study

Required Courses (6-9 hours)

PSY-4310 Statistics for the Behavioral Sciences

PSY-6030 Research in Psychology, or

SOC-6100 Methods of Evaluation Research

(or additional research course approved by advisor)

Psychology Electives (15 hours)

Courses with PSY prefix at the 4000 or 6000-level selected in consultation with advisor

Electives (3 hours)

Any graduate level course from any department of the University selected in consultation with the advisor.

Theology/Ethics Requirement (3 hours)

SOW-4100 Ethical Issues in the Helping Professions, or

THY-6400 The Christian in Society

#### Capstone Experience (3-6 hours)

PSY-6990 Thesis

### Religion

#### DEGREE: MASTER OF ARTS 33 Semester Hours

#### **Program Objectives:**

This program is designed for students whose primary work is within the church as well as for general students who would like to enrich their lives through theological study. In addition to providing studies in theological foundations, the program features the following areas of concentration:

- Biblical Studies (including Biblical languages)
- Systematic Theology
- Historical Theology
- Religious Education
- Specialized Ministry (parish, adult, family, counseling, gerontology)
- Student-Developed Concentrations (including Deaconess studies)

This program may be coupled with a program leading to certification for church work.

#### **Admission Requirements**

In addition to regular requirements for admission, applicants should have undergraduate coursework in Biblical studies and Christian doctrine. Students enrolling in the Religious Education concentration are expected to have educational training or experience. Applicants deficient in these areas may be accepted with provisional status.

#### **Degree Requirements**

Completion of 33 semester hour program including the Capstone Experience

#### Areas of Study

Theological Foundations (15 hours)

Select one course from each of the five categories as listed in the course descriptions:

Old Testament Studies (B-OT)

New Testament Studies (B-NT)

Systematic Theology (S)

Historical Theology (H)

Church and Society or Religious Education (CS) (RE)

Research (3 hours)

Select a course designed to teach how to do research in your area of concentration. Any student may select a course on research in theology. Students whose concentrations are in education or specialized ministries may select courses on research in education or sociology.

#### Capstone Experience (choose from options 1-3 or 5)

Concentration (15 hours)

Biblical Studies (choose courses marked Bible and/or Biblical languages)

Systematic Theology (Church Doctrine)

Historical Theology

Religious Education

Interdisciplinary Studies (Choose theologically related courses from at least two of the following disciplines: art, drama, education, foreign languages,

history, music, psychology, sociology) Student-Developed Concentration

(Design a concentration based on student interest with the approval of the student's advisor)

### **School Counseling**

DEGREE: MASTER OF ARTS 48 semester hours

#### **Program Objectives:**

The School Counseling Program is designed to prepare graduates who are competent to work as school counselors in elementary, middle school, and high school settings. The program of studies meets certification requirements of the State of Illinois as well as accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Upon completion of the program, graduates are eligible to apply for certification (Type 73) as a school counselor in Illinois and to sit for the licensing examination as a Licensed Professional Counselor. The program is designed to enable students to:

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

#### **Admission Requirement**

• Have evidence that the Illinois Basic Test of Skills has been passed.

#### **Degree Requirements**

- Completion of a 48 semester hour program (no more than nine hours at the 4000-level), and successful completion of the Capstone Experience.
- Students who do not hold a standard teaching certificate in the State of Illinois are required to complete the following three courses with demonstrated competencies. These courses are required, cannot be used towards elective requirements in the 48 hour portion of the program, and must be completed before taking practicum and/or internship:

PSY-4410 Psychology and Methods of Teaching the Exceptional Learner PSY-4430 Affective Education

PSY-6505 Psychological Theories and Educational Processes

#### Areas of Study

Human Growth and Development (3 hours)

PSY-6000 Counseling and Human Development

Counseling Theory (3 hours)

PSY-6010 Counseling Theory and Practice

Counseling Techniques (3 hours)

PSY-6120 Counseling Techniques & Interventions

Group Dynamics, Processing and Counseling (3 hours)

PSY-6015 Group Counseling

Appraisal of Individuals (3 hours)

PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

PSY-6030 Research in Psychology

EDL-6100 Research in Education

Professional, Legal and Ethical Responsibilities (6 hours)

SOW-4100 Ethics

PSY-6035 Introduction to Professional Counseling

Social and Cultural Foundations (3 hours)

PSY-6005 Multi-Cultural Counseling

Lifestyle and Career Development (3 hours)

PSY-6020 Career Counseling

Professional Curricular Experience and Maladaptive Behavior (6 hours)

PSY-6210 School Counseling: Program Development and Organization

PSY-6220 Counseling and Consulting in Schools

Elective (3 hours)

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

#### Clinical Experience (9 hours)

PSY-6982 Practicum

PSY-6992 Internship

#### **Capstone Experience**

Option 7: Portfolio and Oral Defense

### **School Leadership**

DEGREE: MASTER OF ARTS 30 hours

#### **Program Objectives**

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

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

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

#### **Degree Requirements**

- Two years of successful teaching experience
- Completion of the School Leadership coursework
- Portfolio and oral defense

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

#### Areas of Study

Instructional Leadership - 12 hours

EDL-6100 Research in Education

EDL-6120 Supervision and Improvement of Instruction

EDL-6130 School Evaluation and Change Processes

EDL-6240 Instructional Leadership

Management of Public Schools - 9 hours

EDL-6210 School Finance and Business Management

EDL-6220 School Organization and Human Resources

EDL-6230 School Law

School and Public Policy - 3 hours

EDL-6300 Ethics of School Leadership

#### Capstone Experience - 6 hours

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



### **Post-Masters Programs**

### Type 73 Certification

# School Service Personnel Certificate with Guidance and Counseling Endorsement

#### **Program Objectives:**

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

#### **Admission Requirements**

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

#### **Certification and Endorsement Requirements**

- A minimum of 21 semester hours of required coursework specifically selected to meet State Certification/Endorsement or program requirements must be completed at Concordia University Chicago. PSY-6992 Internship: School Counseling must be included in these 21 hours. Once coursework has been specified, it cannot be changed without the approval of the program coordinator and the registrar.
- A transcript evaluation for the Certification/Endorsement will be completed upon student request.
- Successful completion of Portfolio Capstone.

#### **Time Limit**

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

#### Areas of Study

School Service Personnel Certificate with Guidance and Counseling Endorsement

Human Growth and Development (3 hours) PSY-6000 Counseling and Human Development

Counseling Techniques (3 hours)
PSY-6120 Counseling Techniques & Interventions

*Group Dynamics, Processing and Counseling (3 hours)* PSY-6015 Group Counseling

Post-Masters Programs

Post-Masters Programs

Appraisal of Individuals (3 hours)

PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

PSY-6030 Research in Psychology or

EDL-6100 Research in Education

Professional, Legal and Ethical Responsibilities (6 hours)

SOW-4100 Ethics

PSY-6035 Introduction to Professional Counseling

Social and Cultural Foundations (3 hours)

PSY-6005 Multi-Cultural Counseling

Lifestyle and Career Development (3 hours)

PSY-6020 Career Counseling

Professional Curricular Experience and Maladaptive Behavior (6 hours)

PSY-6210 School Counseling: Program Development and Organization

PSY-6220 Counseling and Consulting in Schools

Elective (3 hours)

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

#### Practicum/Internship (9 hours)

PSY-6982 Practicum

PSY-6992 Internship

#### Capstone Experience

Option #7: Portfolio and Oral Defense

### **Type 75 Certification**

### Type 75: General Administrative Certificate

#### **Program Objectives**

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

#### **Admission Requirements**

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

#### **Certification and Endorsement Requirements**

- A minimum of 50 percent of the semester hours of required coursework specifically selected to meet State Certification/Endorsement requirements must be completed at Concordia University Chicago. Once coursework has been specified, it cannot be changed without the approval of the program coordinator and the registrar.
- A minimum 3.00 GPA and Portfolio Checkpoint 1 are required before admittance into the Practicum. A transcript evaluation for the Certification/ Endorsement will be completed upon student request.
- Successful completion of Portfolio Capstone.

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

#### Time Limit

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

#### **Program Procedures**

After transcripts have been evaluated, students will be assigned an advisor. Students are responsible for meeting with their advisor to lay out the timing of their program.

Course registration is the responsibility of the student.

Upon completion of coursework, the student is responsible for scheduling his/her State of Illinois examination.

Once all certification/endorsement requirements have been met, the student is to make application for endorsement through the Office of the Registrar.

Post-Masters Programs

Post-Masters Programs

#### Type 75 Areas of Study for General School Administration

Instructional Leadership (12 hours)

EDL-6100 Research in Education

EDL-6120 Supervision and Improvement of Instruction

EDL-6130 School Evaluation and Change Processes

EDL-6240 Instructional Leadership

Management of Public Schools (9 hours)

EDL-6210 School Finance and Business Management

EDL-6220 School Organization and Human Resources

EDL-6230 School Law

School and Public Policy (6 hours)

EDL-6300 Ethics of School Leadership

EDL-6982 Internship in School Leadership & Public Policy;

Portfolio defense

#### Capstone Experience (3 hours)

EDL-6981 Internship in School Leadership

Capstone Option #7: Standards-Based Portfolio and

Oral Defense for Type 75 Certification

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

#### **Internship Guidelines**

Concurrent enrollment in the two internships is not permitted.

EDL-6981 must be completed in a school apart from where the candidate is employed and in a context that offers an experience diverse from the candidate's experience.

EDL-6982 can be completed in the school where the internship candidate is employed.

The first internship may be done after the first semester of enrollment at Concordia University Chicago. The second internship may be done after the completion of 21 semester hours.

### **Superintendent Endorsement**

#### Type 75 Certification with Superintendent Endorsement 30 hours

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

#### Admission Requirements

- Have a regionally-accredited master's degree.
- Have a Type 75 General Administrative Certificate.
- Have a minimum graduate GPA of 3.50.
- Have a minimum of two years of supervisory or administrative experience in a school.
- Supply evidence that the Illinois Test of Basic Skills has been passed recently.

#### Areas of Study for Superintendent Endorsement

Governance of Public Schools (6 hours)

EDL-7100 The Superintendency

EDL-7210 Policy Analysis

Management of Public Schools (9 hours)

EDL-7220 Human Resource Administration and Bargaining

EDL-7230 Educational Finance

EDL-7240 Supervisory Theory and Practice

Educational Planning (6 hours)

EDL-7120 Research-based Decision Making

EDL-7140 Organizational Change

Departmental Electives - Select two (6 hours)

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

EDL-7300 Ethics for Educational Leaders Or

THY-6400 The Christian in Society

EDU-7100 Curriculum Theory and Design

EDL-6250 Special Education Law and Policy

EDL-7110 Strategies of Educational Leadership

EDL-7250 Legal Issues for School Districts

Clinical Experience - 3 hours

EDL-7891 Professional Career Training-Superintendent Track

#### Capstone

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

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

Post-Masters Programs

Post-Masters Programs

### **Certificate of Advanced Studies**

#### Degree: Certificate of Advanced Studies - 33 hours Program Objectives

This program is designed to meet the individual professional needs of the graduate student. Its purpose is to broaden the scope of work completed at the master's level. The CAS is a terminal program and may not prepare for entrance into advanced degree programs. It includes coursework at the master's degree level, but is completed after the master's degree. This allows for increased specialization, better qualifications for specific positions, greater ability to accommodate modified professional goals or more professional and personal growth. These courses cannot be applied toward the Ed.D. Program. Specifically, the objectives of the Certificate of Advanced Studies program enable students to:

- Assist individuals to become more competent in their professional services in church and community.
- Permit educational personnel to acquire additional credit for advancement and/or salary schedule requirements within an organized program.
- Enlarge, at the graduate level in a structured manner, the arena in which
  forms of study and research may be pursued so as to develop the
  knowledge and skills on which educational growth depends.
- Provide a structure in which one or more of the above may be realized through programs of study "tailor-made" to meet the needs of individual students while at the same time guaranteeing certain basic requirements.
- Equip individuals for professional problem solving and decision making.

#### **Degree Requirements**

 $Completion \ of \ the \ 33-semester-hour \ program$ 

Included in both the CAS and master's degree programs together, the following must be completed:

- Twelve hours of foundation courses.
- Twenty-four hours in the major field (no more than half may be applied from the Master's degree.)
- Six hours in an area other than Education or Psychology.
- Nine hours of a pure or applied research component and/or guided research/developmental project.
- Six hours of special independent study/seminar/field work/practicum.
- Free electives.

#### **Lecture-Forum Presentation**

Considering these unique objectives, the student will schedule, in consultation with the Dean of the appropriate college, a community "lecture-forum" type presentation during the final period of registration. This presentation primarily should reflect the results of the 15 semester hours of one or more of the following components: research, independent study, seminar, fieldwork, practicum and developmental project. The student is encouraged to enroll in INS-6950 Independent Study under the research component to prepare for the lecture forum.

#### Time Limit

All credit toward a CAS must be completed within five calendar years after registration for the first course. A petition for time extension is to be addressed to the appropriate Dean.

#### **CAS Program Procedures**

#### Registration

Course registration is the responsibility of the student. Upon acceptance to the University, it is recommended highly that the student consult with his/her advisor to develop a tentative program sheet. This tentative program must be approved by the appropriate Dean. Once program approval is obtained from the Dean, it must be followed unless revised by the advisor and approved by the Dean.

#### Candidacy

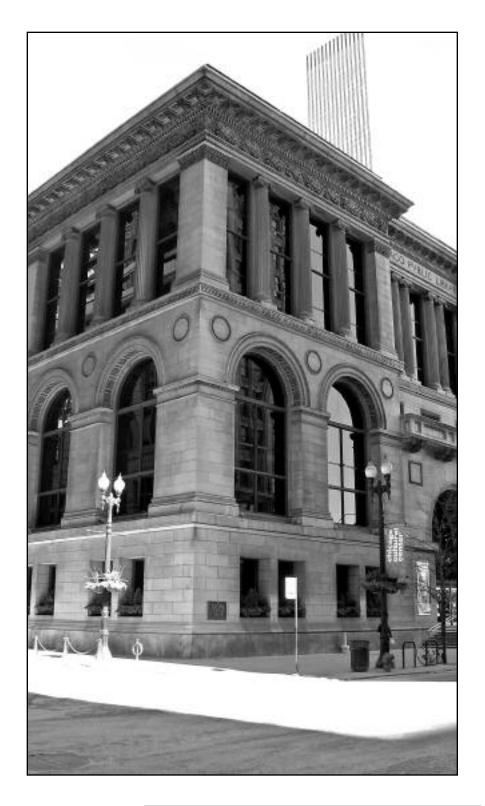
The student must file an Application for Candidacy upon completion of 24 hours of coursework toward certification or within two semesters of completion.

#### Terminal Requirements

The student must present a "Lecture/Forum" in consultation with the project advisor during the final semester of registration. The project advisor, who is typically the student's advisor, will submit the CAS Final Presentation Report Form. This form is used to indicate that the "Lecture/Forum" was acceptable. The candidate is then recommended for receiving the Certificate of Advanced Studies, pending the completion of coursework in the approved program.

#### Graduation

An "Intent to Graduate" form must be submitted to the Registrar's Office at least one semester prior to the anticipated conferral of the degree. Deadlines for submission are posted outside the Registrar's Office, Addison Hall Room 151, and are listed on the form.



### **Doctoral Programs - Education**

### **Early Childhood Specialization**

#### DEGREE: DOCTOR OF EDUCATION (Ed.D.) 63 hours

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

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

#### ACADEMIC INFORMATION

#### Transfer of Credit

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

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

#### Residency

There is no specific residency requirement for the doctoral program. Each student should consult with her/his faculty advisor to decide if a concentrated course of study would best meet the student's own academic and/or professional needs.

#### Time Limits

Completion of the doctorate is expected within seven years of the date of entrance into coursework. Extensions on this time limit may be requested by the student through the advisor and are subject to approval by the Dean of the College of Education.

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

#### **Program Procedures for Doctoral Students**

#### 1. Advisor

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

Doctoral Programs

Doctoral Programs

#### 2. Satisfactory Progress

All students will be monitored for satisfactory academic progress at the following points: portfolio checkpoints, comprehensive examination, dissertation proposal defense and dissertation defense. Students are considered to be making satisfactory progress if the grade point average is 3.00 or higher, all deficiencies have been removed, and appropriate progress is being made toward meeting the standards. Students not making satisfactory progress will be placed on academic probation.

#### 3. Comprehensive Examination

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

#### 4. Doctoral Candidacy

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

#### 5. Capstone Experiences

There are two capstone experiences in the doctoral program:

A professional portfolio defense;

The dissertation defense.

#### 6. Dissertation

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

#### 7. Graduation

Candidates must apply for a graduation audit at least one semester prior to graduation. This form is available from the College of Education. An "INTENT TO GRADUATE" form must be submitted to the Office of the Registrar at least one semester prior to the anticipated conferral of the degree. Deadlines for filing for graduation are listed on the "Intent To Graduate" form.

#### Program Components for the Doctor of Education Degree

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

DOCTORAL PROGRAM CORE (30 HOURS)

Research and Statistics (9 hours)

EDL-6105 Research Design

EDL-6110 Quantitative Analysis

EDL-6115 Qualitative Analysis

Theology/Philosophy (6 hours)

PHI-7000 Ways of Knowing

Select One

EDL-6300 Ethics of Leadership, or

THY-6400 Christian in Society (or other relevant course approved by advisor)

Dissertation\* (9 hours)

DISS-7990 Dissertation

DISS-7991 Dissertation Supervision (no credit)

Foundation Courses – select two (6 hours)

PSY-7400 Advanced Learning Theories

EDU-7400 History and Culture of Education

EDU-7890 Comprehensive Seminar

Early Childhood Education Specialization (33 hours)

Select eight (8) courses from a minimum of four of the seven areas (24 hours)

Child Growth and Development

EDU-6130 Play Theory in Child Development and Education

PSY-6500 Cognitive Development: Theory and Implication

SOC-6110 Socialization Process

PES-6400 Psychomotor Development in Early Childhood

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

Leadership and Advocacy

EDL-6120 Supervision and Improvement of Instruction

EDL-6220 School Organization and Human Resources

EDL-6330 Advocacy of Children's Rights

EDL-6500 Administration of Early Childhood Education Programs

EDL-7210 Policy Formation and Governance

EDU-6190 Practicum in Early Childhood Education

Curriculum Implementation and Change

EDL-6130 School Evaluation and Change

EDU-6100 Development, Implementation and Evaluation of Early

Childhood Curriculum

EDU-6500 Curriculum Construction

EDU-7100 Curriculum Theory and Design

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

Doctoral Programs

Doctoral Programs

International and Comparative Education

EDL-6440 History of Western Education

EDU-6170 International Perspectives on ECE

EDU-6410 Comparative Education

Collaboration, Interagency and Interdisciplinary Relationships

EDL-6220 School Organization and Human Resources

EDL-6310 Schools, Parents and Community Relations

EDU-6160 Parent Involvement in Early Childhood Education

SOC-6300 Contemporary Family Patterns

SOW-6200 Interagency and Interdisciplinary Collaboration

Methodology and Appropriate Practices

EDU-6115 Infant and Toddler Program

EDU-6120 Kindergarten Programming

EDU-6140 Resources and Strategies for Teaching Early Childhood Education

EDU-6200 Beginning Reading Instruction

EDU-6205 Language and Reading Theory

EDU-6285 Seminar in Emergent Reading and Writing

EDU-6310 Thematic Approaches to Children's Literature

Assessment and Special Needs of Young Children

EDL-6250 Special Education Law and Policy

EDU-6105 Observation and Assessment of Young Children

PSY-6025 Assessment Techniques

PSY-6115 Counseling through the Expressive Arts

SOW-6210 Specialized Services for Exceptional Children

#### Reauired Courses

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

EDU-7180 Field Work in Early Childhood Education

EDU-7185 Field Work in Early Childhood Leadership

Evaluation Research Requirements (select one)

EDL-6130 School Evaluation and Change Processes

SOC-6100 Methods of Evaluation Research

#### **Portfolio**

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

#### **Comprehensive Examination**

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

#### Dissertation

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



Doctoral Programs

Doctoral Programs

### **Educational Leadership Specialization**

#### DEGREE: DOCTOR OF EDUCATION (Ed.D.) 60 hours

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

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

#### **ACADEMIC INFORMATION**

#### Transfer of Credit

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

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

#### Residency

There is no specific residency requirement for the doctoral program. Each student should consult with her/his faculty advisor to decide if a concentrated course of study would best meet the student's own academic and/or professional needs.

#### **Time Limits**

Completion of the doctorate is expected within seven years of the date of entrance into coursework. Extensions on this time limit may be requested by the student through the advisor and are subject to approval by the Dean of the College of Education.

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

#### **Program Procedures for Doctoral Students**

#### 1. Advisor

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

#### 2. Satisfactory Progress

All students will be monitored for satisfactory academic progress at the following points: comprehensive examination, dissertation proposal defense and dissertation defense. Students are considered to be making satisfactory progress if the grade point average is 3.00 or higher, all deficiencies have been removed, and appropriate progress is being made toward meeting the standards. Students not making satisfactory progress will be placed on academic probation.

#### 3. Capstone Experiences

There are two capstone experiences in the doctoral program:

A professional portfolio defense

The dissertation defense

#### ${\it 4. Comprehensive Examination}$

Application for the exam occurs upon completion of at least 42 hours of coursework with a minimum G.P.A. of 3.50, and in consultation with the faculty advisor. Please consult the *Doctoral Program Handbook* for specific procedures related to the comprehensive examination.

#### 5. Doctoral Candidacy

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

#### 6. Dissertation

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

#### 7. Graduation

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

An "INTENT TO GRADUATE" form must be submitted to the Office of the Registrar at least one semester prior to the anticipated conferral of the degree. Deadlines for filing for graduation are listed on the "Intent To Graduate" form.

#### Program Components for the Doctor of Education Degree

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

#### Doctoral Program Core (30 hours)

Research and Statistics (9 hours)

EDL-6105 Research Design

EDL-6110 Quantitative Analysis

EDL-6115 Qualitative Analysis

Theology/Philosophy (6 hours)

PHI-7000 Ways of Knowing

Select One: (this must be an ethics course if an ethics course was not

taken previously at the master's degree level)

EDL-7300 Ethics for Educational Leaders or

THY-6400 Christian in Society

(or other relevant course approved by advisor)

*Dissertation\** (9 hours)

DISS-7990 Dissertation

DISS-7991 Dissertation Supervision (no credit)

Foundation Courses, select two (6 hours)

PSY-7400 Advanced Learning Theories

EDU-7400 History and Culture of Education

EDU-7890 Comprehensive Seminar

## EDUCATIONAL LEADERSHIP SPECIALIZATION - PUBLIC SCHOOL (30 HOURS)

Leadership Core (6 hours)

EDL-7110 Strategies of Educational Leadership

EDL-7140 Organizational Change\*

Governance of the Public School (6 hours)

EDL-7210 Policy Analysis\*

Select One

EDL-6250 Special Educational Law and Policy

EDL-6270 Contemporary Legal Issues

EDL-6310 Schools, Parents, and Community Relations

EDL-6340 Politics and Policies of Urban Schooling

EDL-7100 The Superintendency\*

#### Management of Public Schools - (9 hours)

EDL-7220 Human Resource Administration and Bargaining\*

Select Two

EDL-6210 School Finance and Business Management

EDL-6215 Budgeting, Grant Writing and Third Source Funding

EDL-7230 Educational Finance\*

EDL-7240 Supervisory Theory and Practice\*

#### Educational Planning - (3 hours)

Select One

EDL-6120 Supervision and Improvement of Instruction

EDL-7120 Research Based Decision-Making\*

EDU-7100 Curriculum Theory and Design

*Elective - (3 hours)* 

Select One

EDL-6130 School Evaluation and Change Processes or

EDL-7250 Legal Issues for School Districts or

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

#### Professional Career Training - (3 hours)

Select One

EDL-7891 Professional Career Training: Superintendent Track\*

EDL-7892 Professional Career Training: Professional Track

# EDUCATIONAL LEADERSHIP SPECIALIZATION - NONPUBLIC SCHOOL (30 HOURS)

Leadership Core (6 hours)

EDL-7110 Strategies of Educational Leadership

EDL-7140 Organizational Change

Governance (6 hours)

EDL-7210 Policy Analysis

Select One

EDL-6310 Schools, Parents, and Community Relations

EDL-7130 Nonpublic School Organization and Leadership

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

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

## **DOCTORAL PROGRAMS**

#### Management (9 hours)

Select Three

EDL-6120 Supervision and Improvement of Instruction

EDL-6215 Budgeting, Grant Writing and Third Source Funding

EDL-6250 Special Education Law and Policy

EDL-6260 Legal Issues for Nonpublic Education

EDL-6970 Independent Research

EDL-7240 Supervisory Theory and Practice

#### Educational Planning (3 hours)

Select One

EDL-6970 Independent Research

EDL-6980 Practicum in School Leadership

EDL-7120 Research Based Decision-Making

EDU-7100 Curriculum Theory and Design

#### Elective (3 hours)

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

## Professional Career Training (3 hours)

EDU-7892 Professional Career: Training-Professional Track



## **Online Programs**

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

(http://www.cuchicago.edu/catalogs/graduate/index.asp).

## Master of Arts

Teacher Leadership

Sports Leadership

## **Doctor of Education**

Sports Management

Organizational Leadership

School Leadership

Teacher Leadership

## **Doctor of Philosophy**

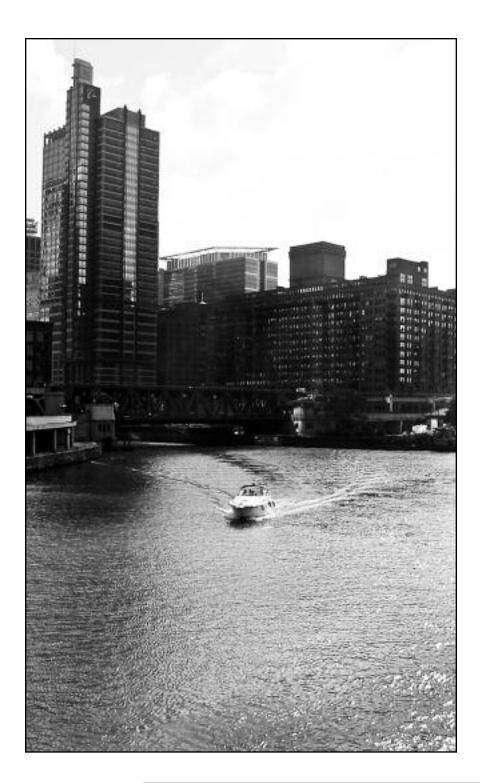
Leadership

Leadership: Sports Management Administration

Organizational Leadership

School Leadership

Teacher Leadership



## **Course Descriptions**

ACCOUNTING -----

## **ACC-4200 Advanced Accounting**

3 hours

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

#### **ACC-4300 Individual Tax Accounting**

3 hours

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

#### **ACC-4400 Business Tax Accounting**

3 hours

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

#### **ACC-4500 Cost Accounting**

3 hours

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

ART COURSES -----

#### ART-4100 Western Art: Pre-history through Renaissance

3 hours

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

## ART-4105 Western Art: Post Renaissance through Modern

3 hours

The study of Western Art Post Renaissance to the present. Field trips: \$20.

#### ART-4140 Non-Western Art

3 hours

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

#### **ART-4210 Painting Studio II**

3 hours

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

## ART-4231 Printmaking Studio I

3 hours

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

#### **ART-4232 Printmaking Studio II**

3 hours

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

## **ART-4240 Photography II**

3 hours

Advanced darkroom techniques: making photograms, high contrast printing, toning, hand-coloring, montage and other experimental techniques. Student will be introduced to the use of medium format camera. Field trips. Laboratory fee: \$60.

#### ART-4310 Ceramic Studio II

3 hours

Advanced techniques in ceramic construction and experiments in both hand building and wheel throwing. Firing techniques and introduction to glaze calculation. Laboratory fee: \$50.

#### **ART-4320 Sculpture Studio**

3 hours

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

ART-4330 Jewelry 3 hours

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

#### **ART-4420 Liturgical Arts Studio**

3 hours

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

#### **ART-4430 Fabric and Fiber**

3 hours

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

## **ART-4510 Desktop Publishing I**

3 hours

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

### **ART-4520 Desktop Publishing II**

3 hours

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

## ART-4530 Typography

3 hours

Introduction to the principles of typography with concentration on typeface identification and text as form. Investigation of typography as an element of design.

#### ART-4600 Introduction to Art Therapy

3 hours

History, theory, and contemporary practice of art therapy. Overview of individual and group art therapy with children, adolescents, adults, and the aged. Lectures, slide presentations, guest speakers, and experiential art activities. Field trips. Laboratory fee: \$35. Cross-listed with PSY-4600.

## ART-4601 Teaching Art: Secondary/Middle Schools

3 hours

Analysis and demonstration of methods and techniques which apply to the development of confidence and art skill in the adolescent student. Philosophy, structure, and operation of high schools. Field trips. Prerequisites: a basic studio course. Laboratory fee: \$35. Cross-listed with EDU-4601.

## **ART-4910 Topics in Contemporary Arts Studio**

3 hours

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

## **ART-6950 Independent Study**

1-4 hours

Laboratory fee is determined by type of study.

## **ART-6970 Independent Research**

1-3 hours

ART-6990 Thesis

3-6 hours

## BIOLOGY COURSES -----

#### **BIO-4120 Nutrition for the Young Child**

3 hours

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

## BIO-4210 Virology

3 hours

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

### BIO-4720 ACCA - Biology

2 hours

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

**COURSE DESCRIPTIONS** Course Descriptions

#### **BIO-4900 Seminar in Biology**

2 hours

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

### **BIO-6720 ACCA Seminar in Biology**

3 hours

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

#### **BIO-6900 Topics in Bioethics**

3 hours

Selected current topics concerning advances in genetics, biotechnology, and medicine which raise bioethical issues. Consideration of practical and philosophical implications from Christian and other presuppositions.

## CHEMISTRY COURSES -----

#### CHE-4900 Seminar in Physical Science

2 hours

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

## CHE-6720 ACCA Seminar in Chemistry

3 hours

Chemistry courses on selected topics are offered by the Associated Colleges of the Chicago Area. Consult the Department of Natural Sciences and Geography for details on specific courses.

#### COMPUTER SCIENCE EDUCATION -----

## CSE-4110 Microcomputers in the Classroom I

The microcomputer as a tool for the educator. Selection and usage of microcomputers in the classroom. Prerequisite: Electronic communication (CSC-1100) or equivalent computer experience with word processing, spread sheeting, databases, presentation graphics, e-mail and the Web. Cross-listed with MAE-4110.

## **CSE-4692 Teaching Secondary Computer Science**

Philosophy, structure and operation of secondary schools. Methods and strategies for teaching computer science and application courses. Practice in developing plans and materials. Cross-listed with EDU-4692.

## CSE-6100 Microcomputers in the Classroom II

3 hours

Using and evaluating the role of the microcomputer and related technology in the classroom. Hands-on experience with microcomputers and related technologies. Prerequisite: CSE-4110. Cross-listed with MAE-6100.

#### CSE-6220 Technology Applications in School Language Arts

1 hour Analysis of current research, software, and practices in computer education and usage in school language arts. Keyboarding, word processing, desktop

Prerequisite: CSE-4110 or equivalent.

#### CSE-6230 Microcomputer Applications in School Science

1 hour

Analysis of current research, software and practices in computer education and usage in school science. Interface software, simulations, graphing packages, video discs, telecommunications, hypermedia and other computer applications in the science classroom. Prerequisite: CSE-4110 or equivalent.

publishing, idea processors, and other computer applications in language arts.

#### **CSE-6270 Computer Applications in School Management**

3 hours

Computers as tools for school management. Evaluation and survey of computer hardware and software in educational settings. Prerequisite: CSE-4110.

#### **CSE-6300 Problem Solving using Microcomputers**

3 hours

Investigation of general problem solving skills making use of the microcomputer. Analysis of current research and the integration of microcomputer problem solving procedures into the classroom setting. Prerequisite: CSE-4110.

#### **CSE-6400 Multimedia Technology in Education**

3 hours

Current literature, research, software and practices in using multimedia in schools. Principles will be demonstrated using a variety of multimedia software and hardware. Prerequisite: CSE-4110 or equivalent.

#### **CSE-6500 Desktop Publishing in the School**

3 hours

Current literature, research, software and practices in using desktop publishing in schools. Principles will be demonstrated using a variety of desktop publishing software. Prerequisite: CSE-4110 or equivalent.

#### **CSE-6950 Independent Study**

1-3 hours

**CSE-6970 Independent Research** 

1-3 hours

CSE-6990 Thesis

3-6 hours

## THEATRE/COMMUNICATION -----

## CTH-4110 Advanced Speech Communication

3 hours

Public speaking as persuasion and dialogue. A performance course. Application of communication theory to the public speaking situation.

### **CTH-4220 Interpersonal Communication**

3 hours

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

#### CTH-4230 Organizational and Team Communication

3 hours

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

#### CTH-4240 Public Relations

3 hours

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

## CTH-4310 Radio Broadcasting

3 hours

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

#### CTH-4321 Television Production I

3 hours

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

#### CTH-4322 Television Production II

3 hours

Social impact of television on society. Advanced laboratory experience in television production for broadcasting and non-broadcasting purpose. Laboratory hours required. Prerequisite CTH-4321.

#### CTH-4330 Film Appreciation

3 hours

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

#### CTH-4340 Broadcasting and Print Journalism

3 hours

Theory and practices of writing for various mass media. Includes print and broadcast journalism and public relations writing. Prerequisite: six hours of composition.

#### CTH-4370 Shakespeare

3 hours

Cross-listed with ENG-4370.

## CTH-4410 History of Theatre

3 hours

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

## CTH-4420 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 costs. Cross-listed with ENG-4620.

#### CTH-4422 The American Musical

2 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.

## CTH-4428 Acting and Directing Studio I

3 hours

Basic techniques of acting and directing in realist theatre. Intensive laboratory experience. Laboratory required.

#### CTH-4429 Acting and Directing Studio II

3 hours

Advanced techniques and styles of acting and directing. Intensive laboratory experience, working toward a public performance. Laboratory required. Prerequisite: CTH-4428.

#### CTH-4432 Directing a One-Act Play

3 hours

Selection and production of a one-act play under supervision. Prerequisite: CTH-4429 or equivalent and consent of department chair.

#### **CTH-4434 Technical Theatre**

3 hours

Study of the technical aspects of the theatre focusing on design and construction of sets, costumes, properties, lighting, makeup, and sound. Laboratory hours required.

#### **CTH-4435 Theatre Design Practicum**

1 hour

Design and actualization of some aspect of technical theatre: set, properties, costume, lighting, sound, or makeup. Prerequisite: CTH-4434 or equivalent, and consent of the department chair. May be repeated up to three times.

#### CTH-4440 Drama in Christian Worship

2 hours

Study of the relationship of drama in the Christian church and its place in the contemporary church setting.

## CTH-4511 Oral Interpretation of Literature

3 hours

Interpretive approach to imaginative literature. Developing skill in orally communicating the meaning and appreciation of various forms of literature to others. Cross-listed with ENG-4511.

#### CTH-4520 Readers Theatre

3 hours

The study of selecting, adapting, and performing various types of literature using multiple performers.

#### CTH-4540 Modern Drama

3 hours

Cross-listed with ENG-4540.

## CTH-4609 Teaching Speech in Middle and Secondary School 3 hours

The scope, problems, methods, and materials of secondary and middle school speech instruction. Cross-listed with EDU-4609.

COURSE DESCRIPTIONS Course Descriptions

#### **CTH-4710 Creative Dramatics**

3 hours

Potential uses of dramatic activity in the classroom, rehearsals, and workshops, including use of puppets. Cross-listed with EDU-4710.

## CTH-4910 Topics in Communication and Theatre

2 hours

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

## CTH-6512 Oral Interpretation of Literature for Children and Adolescents

3 hours

Interpretive approach to children's literature. Developing skill for orally communicating the meaning and appreciation of various forms of children's literature to others.

## CTH-6950 Independent Study

1-4 hours

DISSERTATION -----

#### **DISS-7990 Dissertation**

9 hours

Scholarly work on a dissertation as approved by the dissertation committee.

## **DISS 7991 Dissertation Supervision**

0 hours

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

## EARTH SCIENCE COURSES -----

## EAS-4415: Physical Geology\*

4 hours

Composition and structure of the earth. Mineral and rock formation and classification. Gradational landscapes; water, ice, wind, shorelines. Prerequisite: Completion of EAS-1105 or NSCI-1120 with a 'C' or better. Cross-listed with GEO-4415. Field trips may be required. Fee required \$15.

#### EAS-4425: Hydrology and Soils\*

4 hours

The hydrologic cycle, precipitation, runoff, infiltration. Groundwater. Soil water, fertility and other soil properties. Soil classification. Prerequisite: Completion of EAS-1105 or NSCI-1120 with a 'C' or better. Cross-listed with GEO-4425. Field trips may be required. Fee required \$15.

## EAS-4435: Historical Geology

4 hours

Development of the earth as a planet. Geologic time, relative and absolute. The order of geologic events. Fossils. Earth structures and tectonic landscapes, plate tectonics. Cross-listed with GEO-4435. Field trips may be required. Prerequisite: Completion of EAS-1105, NSCI-1120 or equivalent with a 'C' or better. Field trips may be required. Fee required \$15.

## EAS-4500 Map Making and Design

3 hours

Cross-listed with GEO-4500.

#### EAS-4604 Environmental Education: Investigation and **Instruction of Environmental Issues**

3 hours

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

#### **EAS-6300 Humanity and Environment**

3 hours

Inter-relationships in the natural environment. Spatial and temporal variations in humanity's impact on that environment. Field trips may be required.

## ECONOMICS -----

## ECO 4690 Methods and Principles of

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

## **ECO-6100 Managerial Economics**

3 hours

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

## **ECO-6200 Macroeconomic Analysis**

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

#### EDUCATIONAL LEADERSHIP -----

**EDL-4300 Foundations of DCE Ministry** 

#### 3 hours

The DCE profession. History and roles of the DCE. Parish and staff relationships explored. Clarify personal commitment to service in the congregational setting.

#### **EDL-4311 Parish Teaching I**

4 hours

Principles, organization, materials and practices of teaching the Christian faith to early childhood students through junior high school youth. Special attention paid to Sunday School and confirmation instruction and programs. Students will gain experience in actual teaching situations and in structuring lessons. Fieldwork required.

## **EDL-4312 Parish Teaching II**

4 hours

Principles, organization, materials and practices of teaching the Christian faith to senior high school youth and adults. Special attention paid to Bible class and small group ministry. Students will gain experience in actual teaching situations and in structuring lessons. Fieldwork required.

#### EDL-4320 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. Fieldwork required.

#### EDL-4330 Youth Ministry Theory and Practice 3 hour

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. Fieldwork required.

#### EDL-4340 Church Leadership Development

3 hours

Developing the servant leader role related to the vision, mission, and goals of a local congregation's education and youth ministries. Fieldwork required.

#### EDL-4980 Practicum in Parish Education

3 hours

On-campus seminars and off-campus field experiences focusing on the history, role, function and value of the director of Christian education ministry.

#### EDL-4990 Director of Christian Education Internship 12 hours

A supervised twelve-month field experience designed to provide opportunities to become more familiar and more competent with DCE ministry in a Lutheran congregation.

#### **EDL-6100 Research in Education**

3 hours

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

## **EDL-6105 Research Design**

3 hours

Principles of research theory, methods, inquiry, problem formulation, data collection, literature searches, and ethical considerations. Emphasis on how to design a doctoral-level research study.

#### **EDL-6110 Quantitative Analysis**

3 hours

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

#### **EDL-6115 Qualitative Analysis**

3 hours

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

#### **EDL-6120 Supervision and Improvement of Instruction**

3 hours

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

#### **EDL-6130 School Evaluation and Change Processes**

3 hours

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

#### **EDL-6210 School Finance and Business Management**

3 hours

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

**EDL-6215 Budgeting, Grant Writing, and Third Source Funding**Principles of budgeting as it relates to program and educational needs. Writing grants and identifying and securing additional program funding from government and third-party sources.

#### **EDL-6220 School Organization and Human Resources**

3 hours

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

#### EDL-6230 School Law

3 hours

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

#### **EDL-6240 Instructional Leadership**

3 hours

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

#### **EDL-6250 Special Education Law and Policy**

3 hour

Impact of special education policies and implementation as related to public and nonpublic schools. Analysis of legal guidelines, litigation, Individualized Education Programs, inclusion and characteristics of exceptional learners.

#### **EDL-6260 Legal Issues for Nonpublic Education**

3 hours

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

#### EDL-6270 Contemporary Legal Issues

3 hours

#### **EDL-6300 Ethics of School Leadership**

3 hours

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

#### **EDL-6310 Schools, Parent, Community Relations**

3 hours

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

#### **EDL-6320 Current Problems and Issues in Education**

3 hours

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

#### EDL-6340 Politics and Policies of Urban Schooling

3 hours

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

#### **EDL-6451 CARE-Action Ministry**

1 hour

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

## **EDL-6452 Christian Mentoring**

1 hour

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

## **EDL-6453 Ministry and Culture**

1 hour

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

### EDL-6454 Personal Spirituality

1 hour

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

#### **EDL-6455 Team Leadership**

1 hour

Impact of team leadership on congregational ministry, and lay leadership mobilization in the parish.

#### EDL-6456 Witness and Evangelism

1 hour

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

#### **EDL-6500 Administration of Early Childhood Programs**

3 hours

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

#### EDL-6610 Catechism/Confirmation Seminar

1 hour

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

#### **EDL-6620 KidFaith Seminar**

1 hour

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

#### **EDL-6630 Parish Education Leadership**

3 hours

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

#### **EDL-6970 Independent Research**

3 hours

## EDL-6981 Internship in School Leadership 3 hours

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

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

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

#### **EDL-6985 Practicum in Christian Education**

3 hours

#### **EDL-6990 Internship in Christian Education**

6 hours

#### **EDL-7100 The Superintendency**

3 hours

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

#### **EDL-7110 Strategies of Educational Leadership**

3 hours

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

#### **EDL-7120 Research-Based Decision Making**

3 hours

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

## EDL-7130 Nonpublic School Organization and Leadership 3 hours

Analysis of models and strategies of effective nonpublic school leadership.

#### **EDL-7140 Organizational Change**

3 hours

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

#### **EDL-7210 Policy Analysis**

3 hours

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

#### EDL-7220 Human Resource Administration and Bargaining

3 hours

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

#### **EDL-7230 Educational Finance**

3 hours

Public values, policy issues, specialized terminology, and practical problems associated with the generation, distribution and internal allocation and control of education revenues and expenditures.

## **EDL-7240 Supervisory Theory and Practice**

3 hours

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

**EDL-7891 Professional Career Training: Superintendent Track 3 hours** Students complete an internship to fulfill a requirement for the State of Illinois Superintendent endorsement.

**EDL-7892 Professional Career Training: Professional Track** 

3 hours

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

**EDL-7990 Dissertation** 

3 hours

**EDL-7991 Dissertation Supervision** 

0 hours

EDUCATION -----

#### **EDU-4010 Mathematics in Early Childhood**

3 hours

Curriculum, methods, and materials for the teaching of mathematics to the pre-primary and primary child.

#### **EDU-4100 Foundations and Ethics of American Education**

3 hours

Historical, social, political, economic, legal and cultural foundations of American educational development including philosophies and ethics.

### **EDU-4210 Emergent Reading and Writing**

2 hours

Identification of development and readiness factors in pre-reading. Attention given to program development, evaluation and special pre-reading needs of individual children.

#### **EDU-4200 Foundations of Early Childhood Education**

3 hours

Historical, philosophical, sociological and theological foundations of current thought and practice. Critical examination of a variety of current models. Issues of mainstreaming, inclusion, and cultural pluralism as they relate to the education of children from birth through grade 3.

#### **EDU-4220 Reading in Middle and Secondary Schools**

5 nours

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

#### EDU-4300 Early Childhood Curriculum

3 hours

Current curriculum trends, practices and innovations in early childhood education. Objectives and standards for specific approaches with special attention to curriculum modification for children's cultural and special learning needs.

#### **EDU-4400 Literature for Children and Adolescents**

3 hours

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

<b>EDU-4500 Middle School: Assumptions &amp; Curriculum</b> Introduction to middle school philosophy, structure, and curricula. Emdevelopmentally appropriate strategies and programs for middle level education. Required for middle school endorsement.	3 hours phasis on
MIDDLE SCHOOL AND SECONDARY METHODS COURSES	
<b>EDU-4601 Teaching Art: Middle/Secondary Schools</b> Cross-listed with ART-4601.	3 hours
<b>EDU-4602 Teaching English: Middle/Secondary Schools</b> Cross-listed with ENG-4602.	3 hours
EDU-4603 Methods/Principles Teaching Middle/Secondary Schools: Foreign Language Cross-listed with FOL-4603.	3 hours
<b>EDU-4604 Teaching Geography: Middle/Secondary Schools</b> Cross-listed with GEO-4604.	3 hours
<b>EDU-4605 Teaching History: Middle/Secondary Schools</b> Cross-listed with HIS-4605.	3 hours
<b>EDU-4606 Teaching Middle and Secondary Mathematics</b> Cross-listed with MAE-4606.	3 hours
<b>EDU-4607 Teaching Music: Middle/Secondary Schools</b> Cross-listed with MUS-4607. \$140 course fee.	3 hours
<b>EDU-4608 Teaching Science in Middle and Secondary Schools</b> Cross-listed with SCE-4608.	3 hours
<b>EDU-4609 Teaching Speech: Middle/Secondary Schools</b> Cross-listed with CTH-4609.	3 hours
<b>EDU-4616 Teaching Middle School Mathematics</b> Cross-listed with MAE-4616.	3 hours
EDU-4690 Methods and Principles of Secondary Education: Economics Cross-listed with ECO-4690.	3 hours
<b>EDU-4692 Teaching Secondary Computer Science</b> Cross-listed with CSE-4692.	3 hours
SBS 4619 Teaching Social Science at the Middle and Secondary Level EDU-4710 Creative Dramatics	3 hours 3 hours
Cross-listed with CTH-4710.	J HOUIS

## EDU-4720 Meeting the Diverse Needs of Children's Language, Culture, and Development

3 hours

#### **EDU-4812 Mathematics in Early Childhood**

2 hours

Cross-listed with MAE-4812.

#### **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-6010 Methods for Teaching Language Arts in

**Elementary/Middle Schools** 

1 hour

Basic elements of classroom management and methods in teaching language arts.

#### **EDU-6020 Methods for Teaching in**

**Elementary/Middle Schools: Science** 

1 hour

Basic elements of classroom management and methods in teaching science.

## 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: Admittance to the College of Education.

#### **EDU-6030 Methods for Teaching in**

**Elementary/Middle Schools: Social Science** 

1 hour

Basic elements of classroom management and methods in teaching social science.

## 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 admittance to the College of Education.

#### **EDU-6060 Classroom Management and Assessment**

3 hours

A methods course that focuses on appropriate classroom management strategies and provides an introduction to classroom assessment and evaluation. Full day course experience required with on-site field experiences. Enrollment limited to graduate students working toward initial teacher certification.

#### **EDU-6081 Professional Teaching Portfolio**

1 hour

Preparation of a portfolio based on professional teaching standards. Prerequisite: Admission to the Transitions to Teaching Program.

## EDU-6100 Development, Implementation, and Evaluation of Early Childhood Curriculum

3 hours

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

### EDU-6105 Observation and Assessment of Young Children 3 hours

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

#### **EDU-6115 Infant and Toddler Programs**

3 hours

Programs for infants and toddlers in center, 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-6120 Kindergarten Programming**

3 hours

Strategies and activities including full-day programs. Evaluation of materials and curricula in comparison to children's developmental needs. Parent and community public relations.

## **EDU-6125 Teaching Science and Math in the**

## **Early Childhood Classroom**

3 hours

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

#### EDU-6130 Play Theory in Child Development and Education 3 hours

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

#### EDU-6140 Resources/Strategies of Teaching ECE

3 hours

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

3 hours

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

## EDU-6170 International Perspectives on Early Childhood Education 3 hours

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

#### **EDU-6180 Seminar in Early Childhood Education**

3 hours

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

#### **EDU-6190 Practicum in Early Childhood Education**

3 hours

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

#### **EDU-6200 Beginning Reading Instruction**

3 hours

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

#### **EDU-6201 Teaching of Reading**

3 hours

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

#### **EDU-6205 Language and Reading Theory**

3 hours

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

#### **EDU-6210 Studies in Elementary School Reading**

3 hours

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

#### **EDU-6211 Studies in Literacy**

3 hours

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

## **EDU-6222 Reading for the Exceptional Child**

3 hours

Methods and procedures for teaching reading to the slow learner, learning disabled, gifted and children from diverse cultural backgrounds. Prerequisites: EDU-4200 and at least one year teaching experience.

#### **EDU-6225 Diagnosis of Reading Problems**

3 hours

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

#### **EDU-6226 Remediation of Reading Problems**

3 hours

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

## EDU-6230 Content Reading: Middle & Secondary Schools 3 hours

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

#### **EDU-6250 Research-Based Instructional Strategies**

3 hours

#### **EDU-6280 Topical Seminar in Reading**

3 hours

Problems and issues facing public and non-public schools in reading education; examination of current literature and formulation of strategies toward improvement.

#### **EDU-6285 Seminar in Emergent Reading and Writing**

3 hours

Exploration of reading and writing development theories. Development and implementation of ethnographic and/or action research with emergent readers and writers. Program development for children and classrooms.

## EDU-6290 Roles, Relationships, and Ethics of the Reading Professional

4 hours

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

#### **EDU-6295 Practicum in Reading Instruction**

3 hours

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

#### **EDU-6296 Practicum in Remedial Reading II**

3 hours

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

#### EDU-6300 Research in Children's Literature

3 hours

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

## EDU-6310 Thematic Approaches to Children's Literature

3 hours

Contemporary children's literature explored through study of specific themes such as family crisis, death, minorities, and changing roles.

#### EDU-6330 Advocacy and Children's Rights

3 hours

The role of advocacy in advancing programs and policies to support young children and their families. Public information, public awareness, legislation, strategies to have an impact upon attitudes, systems, standards and public policy.

#### **EDU-6410 Comparative Education**

3 hours

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

#### **EDU-6420 History of the American Educational Experience**

3 hours

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

#### **EDU-6430 Philosophies of Education**

3 hours

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

#### **EDU-6440 History of Western Education**

3 hours

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

#### **EDU-6450 Adult Learning**

3 hours

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

#### **EDU-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-6520 Research Based Instructional Strategies**

3 hours

Reviews of research that support effective instructional strategies.

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

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

#### **EDU-6530 Curriculum Change and Development**

3 hours

#### EDU-6540 Special Education Curriculum and Pedagogy

3 hours

#### EDU-6560 Technology & Effective Classroom

3 hours

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

#### **EDU-6600 Theoretical Foundations for Teaching Bilingual Students 3 hours**

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

#### **EDU-6610 Language and Linguistics**

3 hours

Analysis of the symbolic systems and the cultural bases of English in relationship to other languages through exploration of structure and history, language development and variation, and communicative competence in the context of language use.

#### **EDU-6620 Teaching English as a Second Language**

3 hours

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

## EDU-6630 Methods and Materials for Teaching

## **Limited English Proficient Students**

3 hours

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

#### EDU-6890 Practice Teaching: Elementary/Middle School

6 hours

Supervised experience in a school setting for a minimum of 12 weeks on a full-day basis under the guidance of a cooperating teacher and a university supervisor. Seminars required. May not be used to meet graduate degree requirements.

## **EDU-6891 Supervising the Pre-service Teacher**

3 hours

This course is designed for prospective cooperating teachers of early childhood, elementary, K-12 music and secondary pre-service teachers. Persons taking this course will be trained to take on various roles as mentor, coach, exemplar of effective teaching practices and a clinical supervisor of instruction. This course will be offered in a school setting.

#### **EDU-6892 Mentoring the Pre-service Teacher**

1 hour

Educational practitioners will be trained to function as mentors, coaches, and exemplars of effective teaching practices and clinical supervisors of instruction.

## EDU-6911 Practice Teaching: Elementary and

**Middle School Education** 

6 hours

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

## **EDU-6912 Practice Teaching:**

## **Elementary/Middle School Education**

6 hours

Paid supervised experience in a K-9 school setting in the City of Chicago for a minimum of 20 weeks on a full time basis under the guidance of a school mentor and a university supervisor. Seminars required. Open only to students admitted to the MAT-Urban Teaching program who have been assigned to a full time provisional substitute position in the City of Chicago and have been approved for student teaching.

#### EDU-6920 Student Teaching: Early Childhood Education 6 Hours

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

#### **EDU-6921 Student Teaching:**

#### Elementary/Middle School Education 6 hour

Supervised experience in a K-9 school setting for a minimum of 12 weeks on a full time basis under the guidance of a cooperating teaching and a university supervisor. Seminars required. Open only to students admitted to the MAT-Elementary Education Program who have been approved for student teaching.

#### EDU-6922 Student Teaching: Secondary Education 6 hours

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

**EDU-6950 Independent Study** 

1-3 hours

**EDU-6970 Independent Research** 

3 hours

#### **EDU-6981 Practicum in Curriculum Development**

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

#### **EDU-6982 Practicum in Staff Development**

3 hours

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

## EDU-6983 Practicum in Master Teacher Preparation

Experiences to support candidate's portfolio preparation toward the National Board for Professional Teaching Standards.

EDU-6990 Thesis 3-6 hours

#### **EDU-7100 Curriculum Theory and Design**

3 hours

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. Prerequisite: Admission to the doctoral program and 30 semester hours of graduate work in the program.

## EDU-7185 Field Work in Early Childhood Leadership

3 hours

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

#### **EDU 7400 History and Culture of American Education**

3 hours

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

#### **EDU-7890 Comprehensive Seminar**

3 hours

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

#### FNGLISH -----

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

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

## **ENG-4100 Language Development of the Young Child**

2 hours

Normal patterns of native language acquisition of young children. Prerequisite: ENG-2100 or equivalent. Co-requisite: EDU-4210.

## **ENG-4200 Greek and Roman Mythology (E)**

3 hours

Cross-listed with FOL-4200.

#### ENG-4310 Pre-Renaissance: 600-1500 (B)

3 hours

Old English literature in translation. Development of Middle English language and literature with emphasis on Chaucer, medieval romances, mystery and morality plays.

#### ENG-4320 Renaissance: 1500-1660 (B)

3 hours

Development of British literature during the Early Modern Period. Emphasis on Spenser, Sidney, Donne, Milton, Marlowe.

## ENG-4330 Restoration and Neo-Classicism: 1660-1785 (B) 3 hours

Neo-classical literary attitudes and methods in the novel, essay and satirical poetry. Emphasis on Dryden, Swift, Pope and Johnson.

#### ENG-4340 Romantic Period: 1785-1832 (C)

3 hours

Revolt against neo-classicism; the rise of lyric poetry. Emphasis on Blake, Wordsworth, Coleridge, Byron, Mary and Percy Shelley, and Keats.

#### ENG-4350 Victorian Age: 1832-1901 (C)

3 hours

Effects of the erosion and loss of verities on thought, content and style. Emphasis on Carlyle, Tennyson, Browning and Arnold.

#### ENG-4360 Development of the English Novel (C)

3 hours

A study of the English novel, emphasizing 19th Century works. Developments in the functions and elements of the novel. Writers studied include Austen, Dickens, Eliot, and Hardy.

#### **ENG-4370 Shakespeare**

3 hours

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

#### **ENG-4400 Literature for Children and Adolescents**

3 hours

Cross-listed with EDU-4400.

#### **ENG-4410 Early American Literature (A)**

3 hours

Writings of exploration and colonization through the beginnings of the belletristic literature and the rise of romanticism. Writers include Bradford, Edwards, Franklin, Tyle, Cooper, and Poe.

#### **ENG-4420 American Renaissance (A)**

3 hours

Writings from the rise of romanticism and transcendentalism to the Civil War. Writers include Emerson, Thoreau, Douglass, Hawthorne, Melville, Whitman, and Dickinson.

#### ENG-4430 American Realism and Naturalism (A)

3 hours

Writings from the Civil War to World War I, with emphasis on the rise of realism and naturalism. Writers studied include Twain, Jewett, James, Howells, and Chopin.

#### **ENG-4510 Twentieth Century British Fiction (D)**

3 hours

Representative British fiction of the twentieth century. Writers such as Mansfield, Conrad, Joyce, Lawrence, Huxley, Greene, Woolf.

## **ENG-4511 Oral Interpretation of Literature**

3 hours

Cross-listed with CTH-4511.

#### **ENG-4520 Twentieth Century American Fiction (D)**

3 hours

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

#### **ENG-4530 Twentieth Century Poetry (D)**

3 hours

Survey of twentieth century trends in British and American poetry from the beginnings of modernism to the present. Writers such as Frost, Yeats, Eliot, Stevens, Moore, and Brooks.

#### ENG-4540 Modern Drama (D)

3 hours

Development of Western modern drama. Dramatists include Ibsen, Chekhov, Shaw, O'Neill, Pirandello, Williams, and Beckett. Cross-listed with CTH-4540.

## **ENG-4602 Teaching English: Middle/Secondary Schools**

3 hours

Philosophy, structure and operation of middle and secondary schools. Methods of and strategies for teaching English. Practice in developing plans and materials. Cross-listed with EDU-4602.

## **ENG-4620 Contemporary Theatre**

3 hours

Cross-listed with CTH-4420.

#### ENG-4710 Classical World Literature (E)

3 hours

Selected literature from various countries of Europe, Asia, and the Near East, from ancient Indian and Chinese literature to the time of the Reformation.

#### ENG-4720 Modern World Literature (E)

3 hours

Selected classics from non-English cultures from 1650 to the present.

#### **ENG-4910 Topics in Literature**

3 hours

In-depth exploration of ideas and issues in the field of literary studies. Topics may include exploration in the works of a single author, analysis of a particular literary movement or time period, or new theoretical approaches to literary issues. Prerequisites: junior standing or above; fulfillment of the University's composition and oral communication requirements. Course may be repeated under different topics.

#### **ENG-4980 Practicum in Teaching Composition**

3 hours

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

#### **ENG-4950 Independent Study**

1-3 hours

## FOREIGN LANGUAGE -----

#### 3 hours

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

#### FOL-4200 Greek and Roman Mythology

3 hours

3 hours

Greek and Roman gods and heroes. Greek and Roman mythology in Renaissance and modern art, literature and music. Cross-listed with ENG-4200.

#### FOL-4603 Methods/Principles of Teaching a

FOL-4100 Teaching English as a Second Language

#### Foreign Language: Middle/Secondary School Level

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

#### **FOL-6100 Languages and Linguistics**

3 hours

Analysis of the symbolic systems and the cultural basis of the English language in relationship to other languages. Structure and history, language development and variation, communicative competence.

## 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.

GEOGRAPHY -----

## **GEO-4100 Political Geography**

3 hours

Factors which tend to unify or disrupt the territory of a political unit. World geopolitical patterns. Special focus on boundary problems. Prerequisite: a college level course on World or North American geography or consent of the instructor.

#### **GEO-4200 Economic Geography**

3 hours

Spatial patterns and theories of production, exchange and consumption; industrial, agricultural, and urban location. Field trips may be required. Cross-listed with ECO-4200.

#### **GEO-4300 World Urban Patterns**

3 hours

Survey of urban forms and functions from a geographic perspective. The variety of urban landscapes as exemplified by the world's premier cities. Prerequisite: A college level course in geography.

#### **GEO-4400 Natural Resource Management**

3 hours

Human use of the earth's resources, its land, minerals, air, water, vegetation, and wildlife. Prerequisites: a college level earth or environmental science course or consent of the instructor. Field trips.

#### **GEO-4420 Landforms and Soils**

3 hours

Cross-listed with EAS-4420.

#### **GEO-4500 Map Making and Design**

3 hours

Map making and interpretation skills. Introduction to Geographic Information Systems and computer mapping. Prerequisite: GEO-1100 or GEO-1200 or consent of instructor. Cross-listed with EAS-4500.

## **GEO-4605 Teaching Geography: Middle/Secondary School 3 hours**Cross-listed with EDU-4605.

## **GEO-4700** Introduction to Geographic Information Systems

An introduction to the concepts and principles of Geographic Information Systems (GIS) methods and related spatial analysis techniques of both raster and vector systems.

#### **GEO-6100 Geographic Concepts and Methods**

3 hours

3 hours

Physical and cultural geography for educators. Study of location, physical and cultural environments, global circulation, and regions. Map and globe usage. Field trips may be required.

GREEK -----

## GRE-4110 Greek I

4 hours

The first semester of Biblical Greek grammar. Preparation for reading the New Testament in Greek.

#### GRE-4120 Greek II

4 hours

The second semester of Biblical Greek grammar. Preparation for reading the New Testament in Greek. Prerequisite: GRE-4110.

## **GRE-4511 Greek Readings I**

3 hours

Readings from the Greek text of the New Testament. Review of vocabulary, morphology, and syntax. Prerequisites: GRE-4110 and GRE-4120.

#### **GRE-4512 Greek Readings II**

3 hours

Readings from the Greek text of the New Testament. Review of vocabulary, morphology, and syntax. Selections change from year to year. Course may be repeated for credit. Prerequisite: GRE-4511.

HEBREW -----

#### HEB-4101 Hebrew I

4 hours

Biblical Hebrew grammar; preparation for reading the Old Testament in Hebrew.

#### HEB-4102 Hebrew II

4 hours

Biblical Hebrew grammar continued; preparation for reading the Old Testament in Hebrew continued. Prerequisite: HEB-4101.

#### **HEB-4500 Hebrew Readings**

3 hours

Readings from the Hebrew text of the Old Testament. Review of vocabulary, morphology and syntax. Selections change from year to year. Exposure to the Dead Sea Scrolls and textual criticism. Course may be repeated for credit. Prerequisite: HEB-4102.

## **HEB-4950 Independent Study in Hebrew or Aramaic**

1-6 hours

Prerequisite: HEB-4500.

HISTORY-----

#### **HIS-4020 International Relations**

3 hours

Cross-listed with POS-4020.

## **HIS-4130 The Age of Reform**

3 hours

A study of the chronic problems of the Late Medieval Church, the failure of reform movements inside the Church, the Protestant Reformation, the breakup of Protestant unity, the Catholic Reformation and the culminating age of religious wars in Europe. Cross-listed with THY-4130.

## HIS-4135 The Age of Reason and Revolution

3 hours

An inquiry into Europe's difficult transition to modern times and world power, its revolutions in thought, politics, industry and balance of power, its towering figures including Napoleon, Marx and Bismarck and its international rivalries.

## **HIS-4140 Twentieth-Century Europe**

4 hours

An examination of Europe's most violent century, its horrendous experiments in dictatorship, its relative decline in the era of the Superpowers, the precipitous collapse of the Soviet Union and end-of-the-century attempts at integration.

#### **HIS-4220 Early National and Antebellum America**

3 hours

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

#### **HIS-4240 Contemporary America**

3 hours

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

## **HIS-4250 The American Religious Experience**

3 hours

A thematic survey exploring the role and influence of religion in American history and culture from the colonial era to the present. Prerequisite: HIS-2200.

#### HIS-4260 Alternative Perspectives in American History

3 hours

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

#### **HIS-4300 Twentieth Century World History**

3 hours

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

#### **HIS-4310 Nonwestern Historical Studies**

3 hours

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

## **HIS-4605 Teaching History in Middle and Secondary Schools**Cross-listed with EDU-4605.

#### HIS-4900 Senior Seminar

3 hours

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

#### **HIS-4910 Topics and Readings in History**

3 hours

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

#### **HIS-6040 The Intertestamental Period**

3 hours

Cross-listed with THY-6040.

## LATIN -----

#### LAT-4110 Elementary Latin

4 hours

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

#### LAT-4120 Ecclesiastical Latin

4 hours

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

## MANAGEMENT -----

#### MGT-4505 Introduction to Not-for-Profit Organizations

3 hours

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit's organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization's purpose into action. A service learning project will incorporate theories into real-world application.

# **MGT-4520 Board Governance and Management of Volunteers 3 hours** Emphasizes 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.

## 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-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-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.

MARKETING ------

### MKT-6100 Marketing Design and Strategy

3 hours

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

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

3 hours

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

MATHEMATICS -----

#### **MAT-6200 Topics in Statistics**

3 hours

Introduction to basic statistical concepts and applications to the classroom.

#### **MAT-6220 Topics in the History of Mathematics**

3 hours

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

## MAT-6230 Topics in Problem Solving in Mathematics

3 hours

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

## **MAT-6370 Topics in College Geometry**

3 hours

An introduction to the development of Euclidean and non-Euclidean geometries and their axiomatizations with applications to the classroom.

## MATHEMATICS EDUCATION -----

## MAE-4110 Microcomputers in the Classroom I

3 hours

Cross-listed with CSE-4110.

MAE-4606 Teaching Mathematics: Middle and Secondary Schools 3 hours Curriculum, methods, and materials in mathematics at the middle and secondary school levels. Philosophy, structure, and operation of comprehensive American secondary and middle schools. Cross-listed with EDU-4606.

#### **MAE-4616 Teaching Middle School Mathematics**

3 hours

Methods, materials, sequencing and planning for the teaching of mathematical concepts, skills, applications and problem solving to children in grades 6-8. Prerequisites: 3 semester hours of college mathematics. Cross-listed with EDU-4650.

#### MAE-4812 Mathematics in Early Childhood

2 hours

Curriculum, methods and materials for teaching mathematics to the pre-primary and primary child. Prerequisite: Mathematical Concepts I. Cross-listed with EDU-4812.

## MAE-6100 Microcomputers in the Classroom II

3 hours

Cross-listed with CSE-6100.

#### MAE-6230 Seminar in Elementary School Mathematics

3 hours

Recognition and solutions of children's difficulties in elementary school mathematics, the content of the new programs and the methods for reaching them. Prerequisite: one year of teaching experience.

**MAE-6950 Independent Study** 

1-3 hours

**MAE-6970 Independent Research** 

3 hours

MAE-6990 Thesis

3-6 hours

## MUSIC -----

## **MUS-4133 Music Theory: Counterpoint**

3 hours

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

## MUS-4153 Music Theory: Analysis

3 hours

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

## **MUS-4163 Orchestration and Arranging**

3 hours

A study of the basic techniques in writing for instruments, scoring for both instrumental families and larger ensembles, and arranging music from one medium to another. Preparation of score and parts, and reading sessions included. Prerequisite: Mus-2123 or equivalent.

#### MUS-4213 The Literature of the Organ

3 hours

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

#### **MUS-4263 Twentieth Century Literature and Techniques**

3 hours

History, literature, principal composers, and related compositional techniques of Western art music, as well as introductory studies in composition. Prerequisite: Grade of C or higher in both MUS-3213 and MUS-3223 or equivalent.

#### **MUS-4313 Music for the Contemporary Church**

3 hours

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

#### MUS-4322 Service Playing and Liturgical Leadership

2 hours

Foundations, practice, and skills of providing musical leadership to the congregation's song and accompanying at the keyboard. Prerequisite: MUSA-0620 at the 2000 level or MUSA-0600 at the 3000 level or equivalent.

#### **MUS-4362 Musical Heritage of the Church**

2 hours

Survey of the history of music within the Christian church from the background of Old Testament times to the present day. Emphasis on how music developed in response to the needs of each age.

## MUS-4432 Approaches to Music Education: Kodály Methods and Techniques

2 hours

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

#### MUS-4442 Approaches to Music Education: Orff Methods and Techniques

2 hours

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

## MUS-4452 The Children's Choir: Techniques and Materials 2 hours

Discussion and demonstration of techniques and approaches to working with children's voices, organization of choirs, and appropriate literature. Emphasis on involvement of children in the church music program. Clinical experience. Field trips. Prerequisite: MUS-2111, MUS-2113, either MUS-1661 or MUS-2402.

#### **MUS-4462 Choral Techniques and Pedagogy**

2 hours

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

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

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

#### **MUS-4483 Advanced Choral Conducting**

3 hours

Refinement of conducting techniques and the study of musical style. Exploration of choral ensemble issues as well as repertoire and materials. Prerequisite: a grade of C or higher in MUS-3883. Prerequisite or Corequisite: MUS-2402 or MUS-1661.

#### MUS-4512 Handbells in School and Worship

2 hours

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

#### MUS-4543 Organ Design and Registration

3 hours

Tonal and physical properties of the pipe organ. Discussion of families of sound and individual voices. Principles of registration appropriate to various schools and historical periods of organ literature. Field trip. Prerequisite: MUSA-0620 at the 2000 level.

#### MUS-4643 The Literature of the Piano

3 hours

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

## MUS-4652 Piano Pedagogy and Literature I

2 hours

Methods and music materials used in beginning levels of piano study. Observation, participation in, and evaluation of individual and group instruction. Field trips. Prerequisite: MUSA-0600 at 3000 level.

## MUS-4661 Practicum in Piano Pedagogy I

1 hour

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

## MUS-4672 Piano Pedagogy and Literature II

2 hours

Methods and music materials used at the intermediate levels of piano study. Observation, participation in, and evaluation of individual and group instruction. Field trips. Prerequisite: MUS-4652.

### MUS-4681 Practicum in Piano Pedagogy II

1 hour

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

#### **MUS-4883 Advanced Instrumental Conducting**

3 hours

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

## **MUS-6133 Analysis and Compositional Techniques**

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. Prerequisite:MUS-4133 and, MUS-4153 or equivalent.

#### MUS-6223 Johann Sebastian Bach and the Baroque

hours

Investigation of western European art music from 1650 to 1750, culminating in representative works by J.S. Bach. Critical analysis of musical styles for church, chamber, and theater in light of the prevailing theological, social, political, and cultural climates. Prerequisite: MUS-3213 or equivalent.

#### MUS-6243 Music Research and Bibliography

3 hours

Study and practice of the primary research methodology, techniques and materials in musicology, especially church music.

#### **MUS-6253 Choral Literature**

3 hours

Survey of choral literature according to historical period and musical form.

## MUS-6313 Baptism and Eucharist

3 hours

Cross-listed with THY-6313.

## **MUS-6333** The Traditions of Christian Hymnody

3 hours

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

#### **MUS-6343 Music in the Age of Reformation**

3 hours

Major development in western European art music from 1520 - 1650 in light of theological, social, political, and cultural climates. Critical analysis of musical styles with an emphasis on sacred repertoires of the Protestant church in Germany, France and England. Prerequisite: MUS-3213 or MUS-4362 or equivalent.

## MUS-6353 Studies in Christian Worship: Theology and Music Cross-listed with THY-6353.

#### **MUS-6362 Graduate Choral Conducting**

2 hours

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

#### **MUS-6383 Current Issues in Church Music**

3 hours

Consideration of current issues and practice affecting worship and music in the Church. Identification and evaluation of concepts, procedures, techniques and materials related to these issues.

#### **MUS-6391 Church Music Practicum**

1 hour

Directed and supervised experience in planning for a balanced parish music program and presenting such music in the congregation. Prerequisite: Six hours of graduate study in MUS courses must be completed before practicum is undertaken.

#### **MUS-6520 Graduate Recital**

(1 hour)

A musical recital in fulfillment of degree requirement. This course is chosen as a performance option for the Master's Capstone Experience in either the MA or the MCM programs.

### **MUS-6521 Graduate Composition**

1 hour

Submission of original composition in fulfillment of degree requirement. This course is chosen as a performance option for the Master's Capstone Experience in the MA program.

## MUSIC ENSEMBLES-----

Applied Music Program

Applied music lessons on the graduate level are available for the following: piano, organ, harpsichord, voice, instruments, composition, improvisation, and conducting. Applied music courses are numbered MUSA-6000 (graduate level). One hour of credit for 14 half-hour lessons is assigned to applied music courses except in composition for which the same credit requires one-hour lessons. Application of this credit to the Master of Church Music and M.A. degrees in Music and Curriculum and Instruction is delineated in the requirements for the degree programs.

#### **Music Ensembles**

MUSE-6900 Kapelle

**MUSE-6905 Women's Chamber Choir** 

**MUSE-6920 Festival Chorus** 

**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** 

#### PHYSICAL EDUCATION -----

2 hours

#### PES-4100 Fitness Programming

Techniques for conducting fitness assessment and programming. Prepares the practitioner to develop individual and group fitness programs. Computer applications. Prerequisite: PES-3400 or equivalent.

#### PES-4123 Nutrition for Human Performance

3 hours

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

#### **PES-4410 Biomechanics**

3 hours

Function of the skeletal, articular, and neuromuscular systems in producing efficient movement. Application of mechanical principles in performing sport skills, dance, and adaptive activities. Prerequisite: PES-3400.

#### PES-4415 Biomechanics and Injury Prevention

3 hours

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

#### **PES-4420 Physiology of Exercise**

3 hours

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

#### PES-4431 Physical Growth and Motor Development

3 hours

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

**PES-4605** Instructional Strategies for Human Performance (I) 3 hours Learning theories, instructional styles and strategies for directing motor learning experiences. This course satisfies the middle and secondary school methods requirement in Human Performance. Prerequisite: admission into the professional instructional courses. Note: Enrollment is open to all Liberal Arts students.

#### PES-4620 Individual and Dual Sports Activities

2 hours

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

#### PES-4630 Team Sport Activities

2 hours

Analysis of skill and laboratory experience in the development of team sport activities. Ruse and officiating techniques relevant to the sports included.

#### **PES-4640 Dance Activities**

2 hours

Intermediate and advanced skills and activities; instruction and program development for folk, square, and social dance.

#### PES-4650 Physical Activity for the Exceptional Child 3 hours

Nature, characteristics, needs of, and activities for the exceptional child. Methods and materials for the development of physical education and other activity programs.

**PES-4662 Principles and Perspectives of Physical Education 3 hours** Nature and scope of physical education and sport, foundations and principles,

careers and professional considerations.

#### PES-4730 Management of Activity Programs

2 hours

Organization and administration of activity programs including physical education, health and wellness, and athletics.

PES-4740 Measurement and Evaluation of Human Performance 3 hours

Theory, practice and analysis of tests and evaluation procedures related to human performance.

## PES-4802 Movement Activities for the Young Child

1 hour

Developmentally appropriate movement experiences for young children; instructional strategies, program design, assessment. Prerequisite: PSY-4101. Clinical experiences required.

**PES-6100 Contemporary Issues in Health and Wellness** 

3 hours

Discussion of current issues and trends relevant to health and wellness. Emphasis on self-assessment and application. Lifespan activity patterns for healthy lifestyles.

#### **PES-6200 Physical Activity for Mature Adults**

3 hours

Activities, strategies, and programming for the practitioner to enhance adult motor and fitness competence.

#### PES-6400 Psychomotor Development in Early Childhood

3 hours

Physical growth and motor competencies during early childhood; assessment strategies; implications for programming.

#### **PES-6970 Independent Research**

3 hours

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

A supervised field experience Application of assessment tools and develop

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

## PES-6991 Internship: Exercise Science

3 hours

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

PHILOSOPHY -----

PHI-4910 Topics in Contemporary Philosophy

4 hours

Advanced seminar on topics of current interest in philosophy. Prerequisite: 6 hours in Philosophy.

#### PHI-7000 Ways of Knowing

3 hours

An analysis of the dominant practices of idea formation in society, particularly in the areas of natural sciences, social and behavioral sciences, and religion. Course content will focus on the underlying assumptions of these practices with specific attention given to the compatibility of these assumptions and practices across these different paradigms.

PHYSICS -----

## PHY-4900 Seminar in Physical Sciences

2 hours

Cross-listed with CHE-4900.

POLITICAL SCIENCE -----

#### **POS-4020 International Relations**

3 hours

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

### POS-4510 Law and Society

3 hours

Cross-listed with SOC-4510.

PSYCHOLOGY -----

#### PSY-4100 Developmental Psychology: Lifespan

3 hours

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

**PSY-4101 Developmental Psychology: Infancy and Early Childhood 3 hours** Cognitive, emotional, physical, social, and spiritual growth during infancy and early childhood. Developmental theories and educational implications of developmental patterns.

## PSY-4105 Developmental Psychology: Middle Childhood

3 hours

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

#### **PSY-4110 Developmental Psychology: Adolescence**

3 hours

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

## PSY-4115 Developmental Psychology: Adulthood

hours

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

## **PSY-4150 Social Psychology**

3 hours

Cross-listed with SOC-4150.

## **PSY-4201 Counseling Skills**

3 hours

Basic skills of counseling, establishing a therapeutic relationship, listening and responding to the client, decision-making. Importance of values and meaning in counseling. Ethical issues in therapy. Use of role-playing, audio and videotapes.

#### **PSY-4205 Introduction to Counseling**

3 hours

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

#### **PSY-4210** Group Theory and Leadership

3 hours

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

#### **PSY-4310 Statistics for the Behavioral Sciences**

3 hours

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

#### **PSY-4320 Research Methods**

3 hours

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

#### **PSY-4405 Learning and Cognition**

3 hours

An exploration of current theory and experimental directions in cognition including physiological bases of human learning. Constructivist and information processing approaches are emphasized.

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

3 hours

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

## **PSY-4420** Children with Developmental Disabilities

3 hours

Characteristics and causes of developmental disabilities among children and adolescents. Assessment of current intellectual and adaptive functioning. Educational programming to assess and improve academic and social skills.

### **PSY-4425 Students with Learning Disabilities**

3 hours

Characteristics of elementary and secondary students with learning disabilities in reading, written expression, and mathematics. Legal guidelines for identification procedures. Assessment and instructional programming procedures.

#### PSY-4430 Affective Education in the Middle School

3 hours

Focus on understanding critical social/emotional issues of early adolescence. Strategies for integration of developmental and preventative guidance concepts into existing curricula and advisor-advisee programs. Emphasis on assisting students in understanding and accepting themselves. Prerequisites: PSY-4105 or PSY-4110.

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

3 hours

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

## **PSY-4440 Basic Sign Language**

3 hours

Emphasis on basic conversational vocabulary, finger spelling skills, and an introduction to sign systems. Information on the deaf community and its culture is also presented. (Designed for students with no previous experience in sign language.)

#### **PSY-4450** Assessment in Education

3 hours

Introduction to classroom assessment and evaluation. Criteria for test construction. Methods in traditional and alternative forms of assessment.

#### **PSY-4501 Physiological Psychology**

3 hours

Relationship between physiological functions and human behavior. Emphasis on the nervous system and endocrine system as they relate to sensory processes, motor behavior, regulating systems, and behavior disorders.

#### **PSY-4505 Human Sexuality**

3 hours

Biological, psychological, sociological and theological aspects of human sexuality. Anatomy, behavior and dysfunctions.

#### **PSY-4510 Sports Psychology**

3 hour

Application of psychological principles to sport behavior. Relationship of body and mind, theoretical models of understanding sport behavior, and techniques of helping athletes cope with motivation and stress.

## **PSY-4601 Special Topics**

3 hours

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

#### PSY-4605 Abnormal Psychology

3 hours

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

#### **PSY-4610 Theories of Personality**

3 hours

Description, theoretical interpretation and measurement of both normal and abnormal personality. Development and maintenance of personality. Compare and contrast different theories and techniques derived from models of personality development.

#### **PSY-4620 Psychology of Gender**

3 hours

The role of gender in the development of the individual, including biological, psychological, and cultural components.

## **PSY-4625 Behavior Assessment and Management**

3 hours

Principles, techniques, and practical issues involved in behavioral assessment. Processes underlying behavioral change programs. Students implement a behavior management plan.

### PSY-4630 The Interface Between Psychology and Christianity 3 hours

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

## PSY-4635 Industrial/Organizational Psychology

3 hours

Principles of psychology relevant to understanding and solving problems in business and industry. Emphasis on scientific methods to study problems, theories of leadership, motivation, and human resource management.

#### PSY-4640 History and Systems of Psychology

3 hours

Historical and philosophical roots of the field of Psychology. Examination of past and present schools of the discipline.

## PSY-4645 Psychology of Adjustment and Growth

3 hours

Basic views in psychology concerning individuals from a wellness perspective.

#### **PSY-6000 Counseling and Human Development**

3 hours

Assessment and therapeutic treatment of developmental issues throughout the lifespan. Emphasis on specific age appropriate therapeutic approaches. Prerequisite: PSY-4201.

#### **PSY-6005 Multicultural Counseling**

3 hours

Assessment and therapeutic treatment of predominant American ethnic/racial groups. Emphasis on specific therapeutic approaches which are culture-sensitive. Students will gain awareness of their cultural/ethnic biases and the effect these have on the therapeutic relationship. Prerequisites: PSY-4201, and PSY-4205 or PSY-6010; or consent of instructor.

#### **PSY-6010 Counseling Theory and Practice**

3 hours

Individual and systems theories of counseling/psychotherapy. Examination of the helping process, client and counselor characteristics that influence the process.

## **PSY-6015 Group Counseling**

3 hours

Group development, dynamics, counseling theories, group counseling methods and ethical issues. Includes an experiential group and videotaped practice. Prerequisites: PSY-6010 or PSY-4201 or consent of the instructor.

#### **PSY-6020 Career Counseling and Education**

3 hours

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

### **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-6027** Assessment of Bilingual Students

3 hours

Current trends in assessment and the specific role of standardized testing in evaluating bilingual and ESL students. Important considerations for test selection and interpretation for bilingual and ESL populations. Use of test results and informal assessment for instructional planning.

#### **PSY-6030 Research in Psychology**

3 hours

Introduces the purpose, methods, and ethics for conducting and interpreting research in psychology and the behavioral sciences. Emphasis on developing the necessary knowledge to critique research studies.

## PSY-6035 Introduction to the Counseling Profession 3 hours

Examination of the field of counseling. Historical perspectives and future trends. Role and functions of counselors in various settings. Goals of professional organizations, codes of ethics, legal issues, certification and licensure.

#### **PSY-6100 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: PSY-6010.

#### PSY-6105 Substance/Alcohol Abuse and Treatment

3 hours

The addictive process and implications; societal attitudes, research and legislation; support systems and treatment strategies.

### **PSY-6110** Counseling for Selected Special Needs

3 hours

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

## **PSY-6115** Counseling Through the Expressive Arts

3 hours

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

## PSY-6210 School Counseling Program Development and 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. Note: This course is typically offered in alternate years.

## **PSY-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. Note: This course is typically offered in alternate years.

#### **PSY-6290 Practicum: Counseling**

3 hours

## PSY-6300 Community Mental Health Programs and Services 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.

#### PSY-6495 Administration of Human Services

3 hours

Focus on structure of programs, financial and legal concerns, agency management, evaluation of services, and planning.

#### PSY-6500 Cognitive Development: Theory and Implications 3 hours

Major perspectives of cognitive development throughout the lifespan, including the developmental and information processing approaches. Implications for work with various age groups in educational and other settings.

## PSY-6505 Psychological Theories and the Educational Process 3 hours

Psychological theories and their impact on the learning process. Focus on theories of learning, motivation, and intelligence. Review of current research in educational psychology.

#### **PSY-6600 Intellectual Assessment: Theory and Practice**

3 hours

Examination of theories of intelligence and limitations of intelligence test results. Students administer, score, and interpret intelligence tests. Prerequisite: PSY-6025.

#### **PSY-6950 Independent Study**

1-3 hours

#### **PSY-6970 Independent Research**

3 hours

#### **PSY-6981 Practicum: Professional Counseling**

3 hours

On-site and campus-based experiences to introduce the student to various functions of professional counselors. All sites must be approved by the University. Students should consult the Practicum/Internship manual for further information and deadlines. 100 clock hours required. Prerequisites: All coursework in program requirement areas 1-7 should be taken either prior to or concurrently with Practicum.

#### **PSY-6982 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.

PSY-6990 Thesis 3-6 hours

#### **PSY-6991 Internship: Professional Counseling**

6 hours

Supervised experiences at sites appropriate to the program and approved by the University. On-campus classroom component also required. Opportunities for both individual and group work. 600 clock hours required. Students should consult the *Practicum/Internship Manual* for further information and deadlines. Prerequisites: Completion of all coursework in program requirement areas 1-7 and Practicum.

#### **PSY-6992 Internship: School Counseling**

6 hours

Supervised experience in one or more schools to acquire competence in the full range of counseling and guidance services, integrated with an on-campus classroom component designed to synthesize theory and practice. Students should consult the School Counseling Practicum and Internship Manual for additional information and requirements. Prerequisite: PSY-6980 and all other specifically required (\*) courses.

#### **PSY-6993 Internship: Psychology**

3 hours

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

#### PSY-6994 Internship: Human Services

3 hours

Supervised experience (300 clock hours) in a community human services agency. Site to be approved by Concordia prior to semester. On-campus classroom component required. Consult internship manual for further information.

#### **PSY-6995 Internship: Human Services Administration**

3 hours

#### **PSY-7400 Advanced Learning Theory**

3 hours

In-depth examination of significant past and relevant current theory in cognitive development and processing. Application and critique of theory in learning environments is emphasized. Admission to doctoral program required. Prerequisite: PSY 6500 or 6505 or equivalent masters' level course in learning theory.

SCIENCE EDUCATION ------

**SCE-4618 Teaching Science in Middle and Secondary Schools**3 hours
Curriculum, methods, and materials in science at the middle and secondary school levels. Philosophy, structure, and operation of comprehensive American secondary and middle schools. Cross-listed with EDU-4618.

#### SCE-4802 Teaching Science to the Young Child

1 hour

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

## SOCIAL WORK -----

#### **SOW-4000 Introduction to Social Welfare**

3 hours

Orientation to the field of social welfare and the profession of social work, with emphasis upon the social service role of the social worker. Overview of the historical and philosophical perspectives of the profession, relevant social issues, and current trends in service. Field trips.

#### **SOW-4100 Ethical Issues in the Helping Professions**

3 hours

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

#### SOW-4200 Social Welfare Policies and Services

3 hours

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

#### **SOW-4310 Loss and Mourning**

3 hours

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

## SOW-4410 Child, Family, and Community

3 hours

Cross-listed with SOC-4410.

#### **SOW-4700 Social Research Methods**

4 hours

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

#### **SOW-4910 Social Work Practice Methods I**

3 hours

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

#### **SOW-4920 Social Work Practice Methods II**

3 hours

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

## **SOW-6400 Marital and Family Counseling**

3 hours

Principles and concepts in marital and family counseling; specific strategies and techniques in the interview process. Examination of ethical issues and relevant research in the field.

### **SOW-6500 Public Policies and Aging**

3 hours

Analysis of the policy making process and policy initiatives as these affect the elderly in society. Cross-listed with SOC-6500.

#### **SOW-6510 Social Services for the Elderly**

3 hours

Special needs and problems of the elderly. The role of the professional helper in various services and levels of care.

## SOCIOLOGY -----

3 hours

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

## **SOC-4110 Sociology of Sport and Leisure**

3 hours

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

#### **SOC-4120 Sociology of Religion**

**SOC-4100 Sociological Theory** 

3 hours

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

## **SOC-4130 Sociology of Work and Occupations**

3 hours

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

#### **SOC-4140 Sociology of Health Care**

3 hours

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

#### **SOC-4150 Social Psychology**

3 hours

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

## **SOC-4160 Social Gerontology**

3 hours

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

#### **SOC-4200 Organizational Analysis**

3 hours

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

#### **SOC-4210 Demographic Analysis**

3 hours

Theories and methods of describing populations; analyzing and projecting population trends. Emphasis on the U.S. Census. Applications for education, church, and business planning.

#### **SOC-4310 Statistics for the Behavioral Sciences**

3 hours

Cross-listed with PSY-4310.

#### **SOC-4320 Juvenile Delinquency**

3 hours

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

#### SOC-4330 Death and Dying

3 hours

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

#### SOC-4410 Child, Family and Community

3 hours

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

## SOC-4420 Marriage and the Family

3 hours

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

#### **SOC-4430 Social Deviance**

3 hour

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

#### SOC-4510 Law and Society

3 hour

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

## SOC-4520 Criminology

3 hours

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

#### **SOC-4610 Social Inequality: Minority Group Relations**

3 hours

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

### SOC-4620 Social Inequality: Class, Status, and Power

3 hours

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

## SOC-4630 Urban Sociology

3 hours

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

## **SOC-4695 Teaching Middle and Secondary Sociology**

3 hours

Preparation for teaching at the middle and secondary school levels. Practical experiences and classroom observations. Philosophy, structure, and operation of the American middle and high school. Cross-listed with EDU-4605.

#### **SOC-4700 Social Research Methods**

4 hours

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

#### **SOC-6100 Methods of Evaluation Research**

3 hours

Purposes, formulation, design, context, issues, constraints and uses of evaluation research. Illustrations from business, education, religious and social service studies.

#### **SOC-6105 SPSS Data Analysis**

3 hours

Analyzing social and educational data through the use of Statistical Package for the Social Sciences (SPSS). Applications for initial and secondary analysis of quantitative data.

#### **SOC-6110 Socialization Processes**

3 hours

Theories and research pertaining to the processes by which an individual becomes a social being and participant in his society. Groups and institutions and the context of the acquisitions of motives, attitudes and functional role skills.

#### **SOC-6120 Social Thought and Contemporary Issues**

3 hours

An examination of selected social theories and their application to contemporary issues of inequality, educational practices, religious belief, the self.

#### **SOC-6300 Contemporary Family Patterns**

3 hours

Patterned differences among families in the United States, including ethnic, racial, religious and class differences; variation in socialization practices; relationship between families and other agents of socialization.

## **SOC-6500 Public Policies and Aging**

3 hours

Cross-listed with SOW-6500.

#### **SOC-6600 Sociology of Education**

3 hours

Sociological analysis of formal educational structures, their relationship to other social institutions, their internal functioning and effect on student-life chances.

#### SOC-6620 Cross-Cultural Studies: Teaching Limited English Proficient Students

3 hours

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

#### **SOC-6900 Seminar in Gerontology**

3 hours

Observation of and supervised practice in a community agency. Literature review and applied research. Prerequisite: 18 semester hours of graduate credit in the program, including SOC-4160.

#### **SOC-6910 Seminar in Social Institutions**

3 hours

This seminar will focus upon a specific social institution each time it is offered. Among the institutions that could be examined include: Religion, Health Care, Law, the Economy, and Politics.

#### **SOC-6980 Practicum in Gerontology**

3 hours

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

SPANISH -----

#### SPA-4100 Latin American Cultures and Civilization

3 hours

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

#### SPA-4110 Studies in Latin American Literature

3 hours

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

#### **SPA-4115 Latin American Short Stories**

3 hours

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

#### SPA-4210 Hispanic Cultures in the United States

3 hours

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

#### SPA-4300 Studies in Spanish Literature

3 hours

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

## THEOLOGY -----

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

(B-OT) Biblical Studies: Old Testament

(B-NT) Biblical Studies: New Testament

(S) Systematic Theology

(H) Historical Theology

(CS) Christianity in Society

(RE) Religious Education

#### THY-4010 The Prophets of Israel (B-OT)

3 hours

Prophecy and the prophetic movement. Its origin, development, purpose, methodology, message, and impact. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

### THY-4020 Wisdom Writings (B-OT)

3 hours

An examination of the wisdom literature of the Old Testament: Job, Proverbs, Ecclesiastes, and the Song of Songs. Biblical poetry, devotional literature, and the major questions of life. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

#### **THY-4057 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 the instructor.

## **THY-4100 The Four Gospels (B-NT)**

3 hours

The structure, purpose, and perspective of each of the New Testament gospels. The portrayal of Jesus by each evangelist. The literary relationship of Matthew, Mark, and Luke. The distinctive features of John. Prerequisite: THY-3100.

## THY-4110 Paul the Apostle (B-NT)

3 hours

Study of Paul's life, apostleship, theology, and theological method on the basis of one or a group of Paul's letters, particularly Galatians, Romans, I and II Corinthians, within the wider context of the history and the theology of the Early Church. Perquisite: THY-3100.

### THY-4130 Age of Reform, 1400-1650 (H)

3 hours

An examination of the chronic problems of the Late Medieval Church, the failure of reform movements inside the Church, the Protestant Reformation, the breakup of Protestant unity, the Catholic Reformation, and the culminating age of religious wars in Europe. Cross-listed with HIS-4130.

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

3 hours

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

#### THY-4230 Defense of the Christian Faith (S)

3 hours

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

#### THY-4240 The Church and Its Ministry (S)

3 hours

Examination of the nature of the Church and its ministry with particular attention to its offices and their duties in relationship to the vocation of the Church and Christian service in the world. Prerequisites: THY-1200, THY-2200 or THY-2960; or consent of instructor.

### THY-4250 Studies in Christian Doctrine (S)

3 hours

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

#### THY-4260 The Lutheran Confessions (S) (H)

3 hours

A study of the historical context and the doctrinal content of the Confessions of the Evangelical Lutheran Church. The doctrinal emphases of the Augsburg Confession will be traced through the remaining confessional writings. Prerequisites: THY-1200, THY-2200 or 2960; or consent of instructor.

#### THY-4310 Medieval Christendom: 500-1400AD (H)

3 hours

An overview of the history of Christianity in the Latin West and Byzantium from the breakup of the Roman Empire to the crises of the 14th-century. Readings from primary sources. Cross-listed with HIS-4120.

#### THY-4330 Martin Luther (H) (S)

3 hour

Historical introduction to Luther as theologian, churchman, and polemicist for 16th-century Evangelicalism. Enduring images of Luther inside and outside Protestantism. Luther's significance to contemporary theology. Readings from primary sources. Prerequisite: THY-3300 or THY-4300, or consent of instructor.

#### THY-4360 Women in the History of Christianity (H)

3 hours

A study of the contributions of select female agents to the Christian tradition, typically including such diverse figures as Mary, the early Christian martyrs and ascetics, Hildegard of Bingen, Julian of Norwich, Katherina von Bora, Teresa of Avila, Madame Guyon, and Elizabeth Cady Stanton. Readings from primary sources. Prerequisite: THY-3300 or THY-4300, or consent of instructor.

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

3 hours

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

#### THY-4390 Topics in the History of Christianity

3 hours

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

## THY-4400 Worship and Witness (CS)

3 hours

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

#### THY-4410 World Religions (CS)

3 hours

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

## THY-4420 Sociology of Religion (CS)

3 hours

Cross-listed with SOC-4420.

#### THY-4450 Ministry to the Family (CS)

3 hours

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

#### THY-4500 Spiritual Nurture of the Young Child (RE)

3 hours

Development of concepts and skills for the nurture of spiritual growth in the young child, with attention to the central truths of the Christian faith, child development, curriculum resources, parental responsibilities and the ministry of the Lutheran teacher. Prerequisites: THY-2000 or 3100; and THY-2200 or permission of instructor. (Not to be taken in addition to THY 4505 or THY 4510.)

## THY-4505 Spiritual Nurture of the Elementary School Age Child (RE)

3 hours

Principles, organization, materials, and practices of teaching for Christian faith in the elementary school, a review of the history of Lutheran education, and the office of the Lutheran teacher. Prerequisites: THY-2000 or THY-3100, and THY-2200, or consent of the instructor. (Not to be taken in addition to THY-4500 or THY-4510.)

#### THY-4510 Spiritual Nurture of the Adolescent (RE) 3 hours

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

#### THY-4520 Religious Education of the Adult (RE) 3 hours

Principles, organization, materials and practices of adult religious education. Prerequisites: THY-2000 or 3100 and THY-2200, or consent of instructor.

#### THY-4540 Theories of Religious Instruction (RE) 3 hours

A review of the contributions of developmental psychology, in light of Lutheran theology, to the field of religious education.

#### THY-4550 Educational Ministry of the Church (RE) 3 hours

Philosophies, theological approaches, and materials of religious education; evaluation of curricular materials.

#### THY 4560 Confirmation Theology and Practice (CS) (RE) 3 hours

Theology and historical foundations of the rite of Confirmation in the Lutheran Church and a survey of contemporary practices.

#### THY-4600 Deaconess Foundations (CS) (H) 3 hours

The office of the Lutheran deaconess: history, call, roles, and ethics. The history and structure of the LC-MS particularly in relationship to the deaconess. Field trips. Fee: \$35. Prerequisites: THY-2200, 3200, and recommended THY-4230.

## THY-4610 Deaconess Skills (CS) 3 hour

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

#### THY-4620 Deaconess Seminar (CS)

Evaluation and analysis of the internship experience. Preparation for the call into deaconess ministry. Exposure to ministry resources and opportunities. Prerequisite: 24 hours of THY-4990.

#### THY-6020 Psalms (B-OT)

3 hours

The hymnal of ancient Israel and its interpreters. Historical context, enduring liturgical and theological value.

#### **THY-6030 Messianic Prophecies (B-OT)**

3 hours

The development of the Old Testament faith in the coming Messiah. Principles of interpretation and sources of alternate viewpoints. Detailed examination of selected prophecies.

#### THY-6040 The Intertestamental Period (B)

3 hours

The political, cultural, and religious forces which molded Judaism in Palestine and in the Diaspora in the Greek and Roman periods. Includes reading primary sources in the Apocrypha, Pseudepigrapha, Talmud, and Dead Sea Scrolls. Cross-listed with HIS-6040.

## **THY-6100 The Parables of Jesus (B-NT)**

3 hours

The synoptic parables in their cultural context, their use in Jesus' teaching, their interpretation, and their application in contemporary Christian education.

#### THY-6110 New Testament and

## Early Christian Worship (B-NT) (CS) (H)

3 hours

The New Testament in the light of the influence of early Christian worship on the form and content of the various writings.

## **THY-6120 The General Epistles (B-NT)**

3 hours

Study of theology, and theological method found in the Catholic epistles including Hebrew, James, 1 & 2 Peter, 1, 2, & 3, John, and Jude, within the wider context of the history and the theology of the Early Church. Prerequisite: THY-3100.

#### THY-6313 Baptism and Eucharist (S)(CS)

3 hours

Study of the rites and practice of the sacraments of Baptism and Eucharist from a biblical, theological and liturgical perspective. Emphasis on the development of an appropriate parish practice for the goal of an enriched congregational life. Cross-listed with MUS-6313.

#### THY-6320 Early Christian Fathers (H)

3 hours

Theological and historical analysis of the doctrines and practices of select early Christians such as Ignatius of Antioch, Irenaeus, and Tertullian.

## 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.

2 hours

## THY-6353 Studies in Christian Worship: Theology and Music (CS) (S)

3 hours

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

## THY-6400 The Christian in Society (CS)

3 hours

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

## THY-6490 Research in Theology

3 hours

A study of the objectives, procedures, and bibliographical resources for research and writing in the discipline of theology. Emphasis upon library resource orientation and the actual process of committing theological research to formal writing.

## THY-6500 Moral, Ethical, and Spiritual Development of the Child (RE)

3 hours

Development of spiritual formation and its relation to the life of the child. Principles and means involved in the process.

#### **THY-6510 Foundations of Christian Education (RE)**

3 hours

Investigation of the theological and historical foundations of Christian education.

#### 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.



## Getting to campus



## Chicago Area Map



## River Forest Area Map – Driving Directions



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

## From Chicago:

Take I-290 west to Harlem Avenue (Ill. 43). Note: It is a left-lane exit. Take Harlem north to Augusta Street. Turn west on Augusta to the campus.

#### From the north:

Take I-94 south to 294 east toward Chicago. Exit at Irving Park Road east (Ill. 19). Drive east on Route 19 to Cumberland Avenue. Go south on Cumberland, which becomes First Avenue. Turn east on North Avenue (Ill. 64) to Harlem Avenue (Ill. 43). Drive south on Harlem to Division Street. Turn right (west) at Division, then left (south) on Bonnie Brae to the campus.

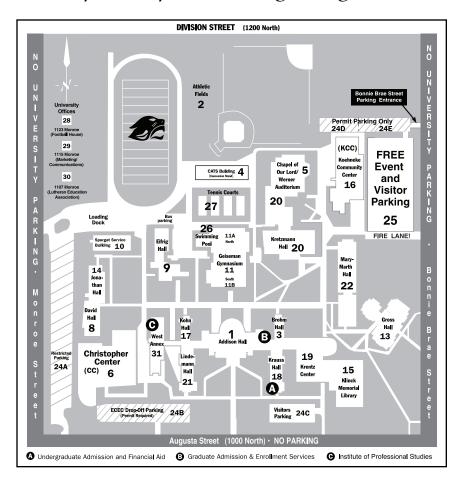
#### From the west:

Take I-88 east toward Chicago. Exit onto Route 290 east. Take the Harlem Avenue (Ill. 43) exit north. (Note: It is a left lane exit.) Take Harlem Avenue north to Augusta Street. Turn west on Augusta to the campus.

#### From the south:

Take I-55 north toward Chicago. Exit north onto First Avenue. Follow first Avenue to Roosevelt Road (Ill. 38). Take Roosevelt east to Harlem Avenue (Ill. 43). Take Harlem north to Augusta Street. Turn west on Augusta to the campus.

## Campus Map & Building Designations



- Addison Hall (A)
- Athletic Fields
- 3. Brohm Hall
- 4. Concession Stand/Outside Sports Locker Rooms
- 5. Chapel of Our Lord/Werner Auditorium
- 6. Christopher Center (CC)
- 8. David Hall
- 9. Eifrig Hall
- 10. Spurgat Service Building
- 11. Geiseman Gymnasium, North and South
- 13. Gross Hall
- 14. Jonathan Hall
- 15. Klinck Library (LIBR)
- 16. Koehneke Center (KCC)

- 17. Kohn Hall
- 18. Krauss Hall
- 19. Krentz Center (KZ) & Bergmann Theatre
- 20. Kretzmann Hall/Ferguson Art Gallery
- 21. Lindemann Hall
- 22. Mary-Martha Hall
- 24. Restricted Parking Areas
- 25. Free Event and Visitor Parking
- 26. Swimming Pool
- 27. Tennis Courts
- 28. Football Offices
- 29. Marketing/Communications Offices
- 30. Lutheran Education Association Offices
- 31. West Annex

## **Current Faculty**

#### Bardy, Daniel J.K.: Associate Professor of Teacher Education

B.A. Northeastern Illinois University, Chicago; M.A. Northwestern University, Evanston, Ill.; M.A. Governors State University, University Park, Ill.; Ed.D. University of Northern Iowa, Cedar Falls, Iowa. At Concordia since 2006.

#### Bertels, Gary L.: Distinguished Professor of Theology

B.S.Ed. Concordia Teachers College, Seward, Neb.; M.A.R. Concordia Seminary, St. Louis, Mo.; M.A. Concordia College, River Forest, Ill.; Ph.D. Trinity Divinity School, Deerfield, Ill. At Concordia since 1981.

#### Briedis, Anita V.: Professor of Chemistry

B.S., M.S., Ph.D. University of Illinois, Chicago, Ill.; At Concordia since 1981.

#### Buerger, Jane: Dean of the College of Education

B.A. Concordia University, River Forest, Ill.; M.Ed. University of Houston, Houston, Texas; Ph.D., M. Phil., Teachers College, Columbia University, New York, N.Y. At Concordia since 2005.

#### Clark, Barbara: Associate Professor of Teacher Education

B.S. Ed., M.S. Ed. Chadron State College, Chadron, Neb.; Ph.D. Arizona State University, Tempe, Ariz. At Concordia since 2005.

#### **Dubois, Alton Clark: Professor of Social Work & Gerontology**

B.A. Ohio Wesleyan University, Delaware, Ohio; M.S.W., Ph.D. University of Illinois, Chicago, Ill. At Concordia since 1992.

#### Duey, William J.: Professor of Human Performance

B.S. Eastern Illinois University, Charleston, Ill.; M.S., Ph.D. University of Tennessee, Knoxville, Tenn. At Concordia since 1999.

#### Eschelbach, Michael: Professor of Theology and Greek

B.S. Eastern Michigan University, Ypsilanti, Mich.; M.Div. Concordia Theological Seminary, Fort Wayne, Ind.; Ph.D. Westminster Theological Seminary, Philadelphia, Pa. At Concordia since 2000.

#### Etlinger, Leonard E.: Ph.D.: Professor of Teacher Education

B.S. MIT, Cambridge, Mass.; M.A. Syracuse University, Syracuse, N.Y.; Ph.D. Southern Illinois University, Carbondale, Ill. At Concordia since 2006.

#### **Gaul, Carol: Assistant Professor of Teacher Education**

B.A. Mundelein College, Chicago, Ill.; M.Ed., Ed.D. Loyola University, Chicago, Ill. At Concordia since 2005.

#### Goetting, Mary: Assistant Professor of Mathematics

B.A. St. Olaf College, Northfield, Minn.; M.S. University of North Carolina, Chapel Hill, N.C.; Ph.D. University of Maryland, College Park, Md. At Concordia since 2001.

#### Graham, Brenda: Associate Professor of Leadership

B.A. University of Arkansas, Pine Bluff, Ark.; M.A. Chicago State University, Chicago, Ill.; Ed.D. University of Arkansas, Little Rock, Ark. At Concordia since 2004.

## Herman, Debra J.: Assistant Professor of Art

B.A. Concordia University, River Forest, Ill.; M.F.A. Northern Illinois University, DeKalb, Ill. At Concordia since 2002.

CURRENT FACULTY

CURRENT FACULTY

#### Jabs, Carol A.: Associate Professor of Social Work

B.A. Malacaster College, St. Paul, Minn.; M.A., Ph.D. University of Chicago, Chicago, Ill. At Concordia since 1981.

## Jandris, Thomas P.: Dean of the College of Graduate and Innovative Programs, Associate Professor of Education Leadership

B.S. Eastern Illinois University, Charleston, Ill.; M.Ed. Wayne State University, Detroit, Mich.; Ph.D. University of Minnesota, Minneapolis, Minn. At Concordia since 2006.

#### Leli, Carol: Assistant Professor of Teacher Education

B.S. Northern Illinois University, DeKalb; M.A. Concordia University, River Forest, Ill.; Ed.D. Northern Illinois University, DeKalb. At Concordia since 2006.

#### Lin, Jie: Associate Professor of Leadership

B.S., M.S. East China Normal University, Shanghai, China; Ph.D. Texas A&M University, College Station, Texas. At Concordia since 2005.

#### Maddocks, Amanda: Associate Professor of Leadership

B.S. Principia College, Elsah, Ill.; M.A. St. Xavier University, Chicago, Ill.; Ph.D. Loyola University, Chicago, Ill. At Concordia since 2005.

#### Mizelle, Isaac Timothy: Associate Professor of Educational Leadership

B.S. Atlantic Christian College, Wilson, N.C.; M.R.E. The Southern Baptist Theological Seminary, Louisville, Ky. Ph.D. Georgia State University, Atlanta, Ga. At Concordia since 2005.

#### Morgenthaler, Shirley K.: Distinguished Professor of Education

B.S.Ed. Concordia Teachers College, River Forest, Ill.; M.S. National College of Education, Evanston, Ill.; Ph.D. Erikson Institute and Loyola University, Chicago, Ill. At Concordia since 1974.

## Przeklasa, Anthony: Associate Professor of Leadership

B.A., M.A. Northern Illinois University, DeKalb, Ill.; M.S.Ed. Chicago State University, Chicago, Ill.; Ph.D. Northwestern University, Evanston, Ill. At Concordia since 2004.

## Reiseck, Carol: Associate Professor of Educational Leadership

B.A. Aurora University, Aurora, Ill.; M.B.A. Benedictine University, Lisle, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill.; At Concordia since 2004.

#### Ricketts, Ursula: Associate Professor of Education

B.S. University of Illinois Chicago, Chicago, Ill.; M.A. Governors State University, University Park, Ill.; Ed.D. Loyola University, Chicago, Ill. At Concordia since 2005.

## Serra, Deborah L.: Associate Professor of Chemistry

B.A. Concordia College, River Forest, Ill.; Ph.D. Rice University, Houston, Texas. At Concordia since 1993.

## Settje, David: Associate Professor of History

B.A. Valparaiso University, Valparaiso, Ind.; M.S., Ph.D. Kent State University, Kent, Ohio; At Concordia since 2002.

#### Simon, Alan: Associate Professor of Educational Leadership

B.A. University of Wisconsin, Madison, Wis.; M.S. National College of Education, Evanston, Ill.; Ed.D. University of Illinois, Urbana-Champaign. At Concordia since 2006.

#### Sims, Paul: Assistant Professor of Educational Leadership

B.A. University of Waterloo, Ontario, Canada; M.Div. Aquinas Institute of Theology, St. Louis, Mo.; M.Ed. DePaul University, Chicago; Ph.D. Loyola University Chicago, Chicago, Ill. At Concordia since 2006.

#### Soljaga, Dara: Assistant Professor of Teacher Education

B.S. Ohio State University, Columbus, Ohio; M.Ed. Ohio State University, Columbus, Ohio; Ph.D. Ohio State University, Columbus, Ohio. At Concordia since 2006.

#### Stahlke, Jonathan: Professor of Music

B.M. Baylor University, Waco, Texas; M.A. Duke University, Raleigh, N.C.; D.M.A. Cincinnati College-Conservatory of Music, Cincinnati, Ohio. At Concordia since 1996.

#### Steinmann, Andrew E.: Associate Professor of Theology

B.S., University of Cincinnati, Cincinnati, Ohio; M.Div., Concordia Theological Seminary, Fort Wayne, Ind.; Ph.D., University of Michigan, Ann Arbor, Mich. At Concordia since 2000.

#### Stricker, Kristi: Assistant Professor of Education

B.S. North Dakota State University, Fargo, N.D.; M.Ed., M.S. South Dakota State University, Brookings, S.D.; Ph.D., Loyola University Chicago, Chicago, Ill. At Concordia since 2005.

#### Tomal, Daniel R.: Professor of Leadership

B.S., M.A.E. Ball State University, Muncie, Ind.; Ph.D. Bowling Green State University, Bowling Green, Ohio. At Concordia since 1995.

#### Trybus, Margaret: Associate Professor of Educational Leadership

B.F.A., B.A. Mundelein College, Chicago, Ill.; M.Ed. University of Illinois, Chicago, Ill.; Ed.D. Loyola University, Chicago, Ill. At Concordia since 2006.

#### **Venzke, Beth A.: Associate Professor of Psychology**

B.A., Ph.D. Indiana University, Bloomington, Ind. At Concordia since 1995.

#### **Von Hagel, Thomas: Associate Professor of Theology**

B.A. Concordia University, St. Paul, Minn.; M.Div. Concordia Seminary, Fort Wayne, Ind.; Ph.D. St. Louis University, St. Louis, Mo. At Concordia since 2001.

#### Wellen, Lauren: Assistant Professor of Education

B.A., M.A. Concordia University, River Forest, Ill.; Ph.D. Northern Illinois University. At Concordia since 1999.

#### Wente, Steven F.: Professor of Music

B.A., M.C.M. Concordia Teachers College, River Forest, Ill.; D.Mus. Northwestern University, Evanston, Ill. At Concordia since 1984.

## Zillman, O. John: Professor of Psychology

B.A., M.A.Ed. Concordia College, River Forest, Ill.; Ph.D. University of Illinois, Chicago, Ill. At Concordia since 1989.

## **Degrees Conferred**

## Master of Arts August 4, 2007

Alanis, Karen Alderson, Karen Alexander, Derek Alvarez, Ana Ambrose, Keva Anderson, Keith Anderson, Mark Andresen, James Antico, Jeanette Apostol, Emmanuel Appleberry, Charlotte Armstrong, Brenda Aschoff, Alexander Atteo, Giovanna Baird, Iulie Baise, Kendra Baran, Annette Barnes, Adrian Barnick, Jennifer Baron, Deborah Barr, Kelly Bateast, Kimberlee

Baygood, Jennifer Behnken, Talbott Bell, Kristine Benion, Byron Benson, Melissa Beranek, Scott

Bergstrom-Georgiopoulos,

Marsha Black, Carrie Blackmore, Sarah Blair-Hollins, Romona Blakey, Michelle Boccia, Laura Bochenek, Roseanne Borrero, Janet Bouier, Stacey Boutin, Jennifer Bradburn, Anthony Braun, Leslie Broadfield, W. Alan Buccieri, Ann Buck, Jacob Buesing, Brian Bufford, Charlease Butler, Lorrie

Byarley-Fry, Laura

Calhoun, Phellicha

Calicchio, Dorothy

Byrne, Dennis

Cannon, Cathy

Chandler, Brian

Cano, Alma

Chen, Lisa Chin, Jeanne Clark, Kristen Clarke, Deborah Clemens, Elaine Cochrane, Mary Kathleen

Conrad, Marie Cooper, James Cox-Martin, Carolyn Cropper, R.J. Curta, Michael Cyrus, Richard

Cyza, Jessica Davenport, Elsa Davidson, Rebecca Davis, Delilah Davis, George Dihel, Kristina

Dionesotes, Jesse Dobbertin, Jeff Donavon, Megan Dorsey, Kendra Doubet, Lisa

Doyle, Kathryn Draegert, Anthony Drayton-Jackson, Cynthia

Dybis, Anna Dybis, Linda Ebbole, Thomas

Emery-Vaughns, Marshelia

Ervin, Montez Farmer, William Fedorchuk, Vanessa Felice, Elizabeth Fennerty, Dina Ferguson, Linda

Ferguson, Sean Finkelstein, Jaime Fischer, Jennifer Flores, Blanca Flores, Julia Folan, Barbara Foley, Monica Foote, Laura Ford, Annette Foresman, Loretta

Forrest, Eileen Foster, Starr Fox-Childress, Erica Freiburger, Marjorie Frost, Andrea Fugiel, Heather

Gabriel, Angela Gaddis, Verline Gadsby, Erika Galloway, Sara

Galvan, Kellye Gamino, Yolanda Garcia, David Gasa, Candis

Geiseman, Amanda Gever, Gregory Gipson, Lisa Gowan, Alexis

Groth, Erin Gue, Valerie Gurss, Abbey Gutierrez, Leticia

Guzman-Morgado, Diana Haase, Michael

Hageman, Douglas Hall, Brandy Hall, Dione Hamann, Robert Hamm, Alinda Harris-Neely, Gayle

Hart, Jill Hart, Katie Hastings, Patricia Hatch-Skipper, Josephine

Heichel, Valerie Henrikson, Jeffrey Hernandez, Leticia Hervey, Jennifer

Higgins-Turner, Kelly Hilbrick, Robert Hopp, Vanessa Houf, Lynn

Houmpaylis, Stavroula Hudson, Leah

Hybels, Amanda Hyink, Jane Insalaco, Tiffany Islam-Gordon, Daphne Jackson, Jeremy

Jackson, Mary Jacobson, Jennifer Jakalski, Sarah Janis, Jennifer Jewell, Lynette Johnson, Christine

Johnson, Mary Jane Johnson-Walker, Barbara Iones, Amaze Junna, Robert Kelly, Sarah

Kessler, Elizabeth Khader, Rami Kilcullen, Jackie Konopacki, Graciela Kotansky, Dyann Kranz, Cara

Kreinik, Karen Krol, John Kubitz, Laura Ladendorf, Karen Laidig, Jason Lakawitch, Theresa Langdon, Karyn Lara, Janet Lausch, Jacquelyn Lawrence, Sarah Leek, Christine Leff, Sandra Limberis, George Lopez, Laura Lopez, Lisa Lovell, Jennifer Lovell, Tracv MacIntosh, Patricia Maize, Karen Major, Susan Makowski, Denise

Malarski, Matthew Malebranche, Christine Maloney, Martha Marszalek, Jessica Martinez, Marcella Matous, Stephanie Mays, Shernita McClain, Miranda McDonagh, James McGowan, Marlene

McKenna, Timothy McShane, Megan Mead, Thomas Mendoza, Lynette Merritt, Melinda Mestelle, Rebecca Mever, Jennifer Michalski, Mary Mihalko, Phyllis

Miller, Amanda Miller, Mary Miller, Melissa Miller, Trov Minor, Ronald Mirandola, Rebecka Molaro, Miranda Montejano, Maria

Moore, Lantanya Most, Jane Muhammad, Ali Murphy, Deborah Neiss, Kyle Nelson, Amy Nelson, Heather Nelson, Katherine Netzel, Julienne Newkirk, Brad Newton, Lori Nicholson, Sandra Nikrandt, Trisha Nosbisch, Pamela Nugent, Elizabeth Nystrom, Camron O'Connell, Deana O'Connor, David O'Donnell, Doris Ohiku, Esther Olson, Valerie O'Malley, M. Lorraine Opacian, Agnieszka O'Shea, Thomas Ozarka, Christopher

Paddock, Tim

Pales, Jamie

Parman, Laura Parrish, Wanda Pate, Craig Paulmever, Maureen Pece, Katie Pecirno, Dina Pekala, Jason Pelling, Lori Perelgut, Erica Petrakovitz, Marie Pierce, Randall Pik, Mariola Poole, Alethea Porsche, Brittany Poulos Karamatskos, Ellen Provencher, Rebecca Pudil, Karen Quigley, Stephanie

Raciak, Kimberly Radtke, Zachary Randolph, Bradley Raz. Amy Rebhan, Bryan Reed, Melissa Reedy, Alison Reiff, Christine Reinke, Andy Ressa, Alida Reves, Julia Richards, Shannon Richardson, Mary Kay Risch, Jamie Rivas, Marisol

Robinson, Julie

Rojas, Maribel

Robinson, Shannon

Rodman, Thomas

Rojas, Natalie Roldan, Renato Ross, Linda Rossi, Cynthia Rossi, John Royer, Brandon Rubin, Todd Rucker, Aaron Russell, Kathryn

Rybczyk-Christoff, Laura Sainsbury, Kristin Sanchez, Pedro Sangster, Denise Sansom, Melissa Sarvas, Judy Savic, Jelena Schaap, Tim Schiefer, Amy Schmidt, Derek Schmidt, Kristin Schubbe, Carrie Schwartz, Erica Scott, Jeanne Seegert, Eric Seymour, Sarah Shabez, Jennifer Shrake, Susan Sikora, Andrea Siracusa, Gina Siracusa, Michael Smith, Elisa Smith, Ervka Solomon, Heather Sorensen, Debby Soulakian, Arpik Sowa, Terri Staab, Tiffany Stoltman, Kimberly Stone, Meagan Straub, Theresa Streeter, Jason Stuck, Guinevere Stutzman, Angela

Suminski, Paul Tabor, Candace Tate, Curtis Taylor, Carolina Ternik, Douglas Tetrev, April Thiltgen, Elizabeth Thomas, Heidi Thompson, Anne Thormever, Jason Thornton, Sheila Tillman, Tiffany Turner, Deborah

Degrees Conferred

Degrees Conferred

Tyler, Jacqueline Varner, Kimberly Vera, Enilda Vergara, Natalie Vignocchi, Paul Vincent, David Wahl, Lauren Walker, Joi Walker, Toly Warren, Matthew Wartowski, David Watson, Jenny Wauters, Amanda Wehrman, Laura Weter, Jennifer White, David Whitenhill, Jeneen Wick, Ann Wilberg, Amanda Willard, Rose Williams, Barbara Williams, Earlene Williams, Heidi Williams, Ryan Wilson, Michael Wire, Patrick Witherow, Kristine Wolfe, Stacey Wolotowsky, Suzanne Womack, Martha Wood, Beth Wood, Valerie Wright, Debi Wrobel, Robert Zaker-Vlahos, Nancy Zimmerman, Kelly Zimny, Lindsey Zitzka, Anthony Zumpf, Kimberly Zupec, Lawrence

#### December 15, 2007

Able, Heather Adetunji, Mary Lucy Adler, Joshua Adolph, Justin Aguirre, Virginia Ahrens, Kevin Alessia, David Allen-Marshall, Zyeala Almazan, Juan Anderson, Cynthia Anderson, Jennifer Anderson, Laura Angel, William Archibald, Bernadette Ash, Marrissa Baker, Marcus Balgeman, Magdalena Barbeau, Dorothy Bart, Julia Barthelme, Lisa Bartnicke, Allison Batka, Jessica Battaglia, Elizabeth Baumann, Laura Beer, Elizabeth Bellecomo, William Binkis, Susan Bivins, Alisa Bloodgood, Amy Bocanegra, Leah Boukal, Diana Bovce, Taneka Bradley, Rebecca Brewer-Holmes, Tiffany Brown, Amy Bryson, Dawn Bulmer, Karen Byczek, Phyllis Bynum, Kiisha Bystriansky, Mary Catherine Calhoun, Megan Calixte, Franz Carli, David Carmody, Mary Carrillo, Francisco Castellanos, Jessica Caton, Ross Cepican, Shelley Chana, Stacie Chavez, Tiffany Chitkowski, Michael Clark, Nancy Clutter, Kelly Colon, Marian Connolly, Lisa Conroy, Sean Contreras, Margarita Coolidge, Deborah Coon, Kevin Cornelius, Carol Creehan, Emilie Crevier, Sean Crowder, Sharon

Cruz, Wanda

Daly, Margaret

Daly, Michelle

Day, Claudine

Curiale, Kimberly

Czajkowski, Kathleen

Delrose, Cheryl Demeritt, Shari Detherage, Amanda Deuter, Joanne DeVries, Katherine Dew, Caroline Dewing, Teresa Dillard, Quitman Dixon, Rosalind Doherty, James Drehobl, Deanna Driskell, Gina Droho, Jennifer Eder, Karen Edgerton, Amy Edwards, Amanda Elste, Sara Engstrom, Scott Erickson, Leslie Esrig, Hollie Faith, Angelica Fanale, Nickie Ferguson, Francie Fernandez, Christine Figi, Nicole Figueroa, Arvadna Finan, John Fisher, Debra Flannery, Erin Flores, Maria Louisa Fong-Bances, Omar Fordonski, Patrick Freeman, Sheree Frick, Kristin Friend, Rachel Gaeta, Elvia Gawlik, Matthew Gehrke, Laura Gerlach, Jeremy Gilkison, Courtney Goldsmith, Tamara Gooding, Michelle Grimes, Susan Gryfinski, Juanita Habersat, Joanne Haeger, Matthew Haehnel, Kimberly Hailey, Julia Hallin, Christine Happ, Kandace Harmon, Lisa Harpalani, Haresh Harrigan, Carol Hawkins, Ryan Heavens, Jamaal

Hecker, William

Heinemann, Laurie Heinzl, Kristv Henek, Stacy Herman, Holly Hernandez, Julia Hernandez, Nestor Herrera, Bethany Hill-Corley, Brunetta Hillman, Chad Hines-Little, Velda Hite, Nicole Hogendorp, Kevin Hoisington, Sarah Hoitink, Sara Hollatz, Thomas Holmes, Don Horne, Rosary Hosty, Susan Houcek, Jerilyn Hover, Sally Howell, Sandra Hughes, Christal Ingersol, Vivian Irizarry, Edwin Janes, Karen Jani, Anamarie Iarrett, Sandra Jeffers, Amy Jennings, Marianne Jensen, Erika Johansen, Denise Johnson, Connie Johnson, Evita Johnson, Kelli Jorges, Luz Justice, Yvette Kalis, Karl Kando, Elisha Kelley, Ami Kelly, Brenda Kendall, Contrice Kennedy, Elizabeth Kidd, Kimberly Kingsley, Cara Kite, Cindy Klawitter, Julie Kois, Nicole Kramer, Timothy Kueter, Vivian Kushmir, Sakinah Kusta, Jeannine Lang, Jennifer Lange, Michelle Lapping, Karyn Lee, Susanna

Lemke, Eric

Leon, Adriana Leonard, Katie Lewis, Rosalind Lewis, Sheryl LiBrizzi, Laura Linhart, Brian Longo, Meghan Lovitsch, Eric Lucas, Sherisse MacDonald, Carmen Malmquist, Christine Marcano, Carmen March, Dana Markgraf, Adam Marshall, Lauren Martin, Jeffrey Martin, Kathleen Martinek, Jennifer Martz, Kathy Maslowski, Magdalena Massey, Elaine Massimo, Lori Mayo, Justin McCann, Thomas McCormick, Jennifer McLeod, Elizabeth McNamara, Kimberly Mead, Ebonyse Michalik, Angeline Micheletti, Becki Miller, Christine Miller, Ellan Miller, Jennifer Mitchell, Shanna Mitchell, William Modjeski, Nicole Money, Monica Mongeon, Iselda Moreno, Sarah Morgan, Lisa Morrison, Mark Mulhearn, Joelle Munch, John Munoz, Monica Murray, Janet Murray, Lana Myers, Debra Myers, Patricia Nagelvoort, Mary Nelsen, James Nelson, LaTonya Nelson-Berardi, Amanda

Nicholson, Bridget

Nowaczyk, Janelle

Nolan, Brian

Oates, Stacy

O'Brien, DeAnna O'Brien, Jennifer O'Brien, Joseph O'Connor, Colleen O'Connor, Colleen O'Donnell, Andrea Olson, Krista Pacini, Mark Painter, Kara Parry, Nicholas Pate-Hefty, Caroline Patterson, Olivia Patterson, Tina Paul, Samuel Perez, Nelida Pervan, Nicole Petmezas, George Petmezas, Vickie Phelps, Julia Philips, Sojy Plackett, Jeffrey Porten, Raymond Prosise, Mark Ouigley, Michael Rachell, Kristie Radde, Courtney Ranta, Robyn Rawls, Belinda Raymond, Jill Rea, Kristin Reed, Mary Theresa Regalado, Marta Reh, Adam Reiff, Paul Reinke, Dawn Respeto, Alicia Revkialin, Brian Richard, Amber Richardson, Kris Rindt, Theresa Riske, James Robertson, John Robertson, William Robledo, Margarita Roche, Mary Rodriguez, Jose Rogers, Mary Rosborg, Barbi Rose, Blaire Rosko, Kari Ross, Darcell Rubio, Gail Rucinski, Kimberly Ruhle, Jodi Saba, Megan

Salas, Olga

**DEGREES CONFERRED DEGREES CONFERRED** 

Salinas, Ana Samson, Erin Schauer, Kristen Schneider, Bethany Schranz, Barbara Seaver, Erika Seguin, Kathleen Seifert, Terry Selix, Lindsey Serrano, Daniela Severino, Bianca Shah, Hetal Sharbaugh, Dawn Shaughnessy, Sandra Shay, Elizabeth Shirley, Terrence Showola, Ayola Skeoch, Edward Smart, Mary Smith, Bettve Smith, Kimnise Smith, Kristen Smith-Barnett, Luewilla Solis, Eavon Somarriba, Maria Sowinski-Baiza, Mary Ann Spyrnal, Lisa Stockhausen, Daniel Straub, Penelope Strom, Leslie Strum, Angelina Strycker, Sherry Swiecicki, Jean Szuta, Elizabeth Thompson-Gray, Tasha Todd, Brandon Toleikis, Phillip Tolentino, Raphael Tovar, Claudia Trischank, Sharen Tubon, Betty Vitton, Jon Vogt, Margaret Vondrasek, Cynthia Vorel, Kelli Vrtis, Jeremy Waddick, Emily Wallace, Sally Wallerstedt, Roberta Wallin, Amanda Walsh, Kathryn Warner, Paula Warrick, Laura Washington, Kimberly

Weese, Colette

Weishaar, Kasev

Wellenbach, Karie Wheeler, Falin Will, Matthew Willand, Heather Williams, Frederick Williams, Glenn Williams, Tamiko Williams II, Thomas Wilson, Deborah Witkus, Joan Woetzel, Tami Zaker, Michael Zane, Erin Zervos, Stella Ziegler, Marisa Zivad-Nau, Taliah

#### May 3, 2007

Beller, Johanna

Abbate, Monique Abdullah-Iones, Taura Abruscato, Ashley Acevedo, Carmen Adamowska, Magdalena Adamsick, Catherine Albert, Elizabeth Albert, Wendy Allen, Lance Amos, Jeffrey Anastacio, Lindsay Anderson, Mary Andreoni, Lori Anichini, Debbie Anichini, Heather Archbold, Denise Armstrong, Sheila Aurich, Robert Babcock, Katherine Baez, Charanjeet Baffield, LaPharyll Baker, Andrea Baldino, Kristin Banach, Karen Barefield, Nykisha Barthen, Lilli Bartolotta, Anthony Bascio, Lisa Bass, Amanda Bass, Brooke Baughman, Nicholas Baxtrom, Patricia Beam, Elizabeth Bear, Karen Becker, Gregg Bedell, Wendy

Bergantino, Anthony Berry, Gina Beseth, Amy Bevers, Brian Biel, Catherine Billie, Chris Blair, Brett Blair, Stacey Blair-Hanks, Tiva Blumenberg, Michelle Boerwinkle, Gretchen Boxer, Lisa Braun, Rebecca Brean, Kathleen Breen, Megan Brennan, Marina Breunig, Brittany Broaddus, Shave Broom, Angela Brown, Cathy Brown, Heather Brown, Rebecca Bruce, Michael Bruhl, Coralee Bucher, Jacqueline Buishas, Kristin Bulger, Mark Burkhardt, Linda Cabrera, Yadira Cameron, Matthew Carothers, Cecillia Carson, Victoria Carstens, Danielle Caulk, Jessica Cavallero, Katherine Chavarria-Lujan, Xochitl Childs, Tracev Chipman, James Chisholm, John Cicirale, Michael Ciko, Elizabeth Clyne, Amy Coate, Kira Colon, Angelena Costopoulos, George Cristobal, Cynthia Crooks, Charlene Cullen, Jennifer Cunningham, Helen Cygan, Jennifer David, Eligia Davis, Karen De Feo, Kathleen DeGeus, Julee

DeGroff, Darren

Bennett, Rebecca

Deisinger, Kristin Delgado, Milton DeLuna, Margarita Demski, Erin Denning, Tiffany DePasquale, Leonard DeRose, Lisa Diamond, Rosemary Diaz, Michael Dietrich, Julie Dixon, Candace Dockery, Joyce Doyle, Jesse Draeger, Bonita Dublinski, Denise DuBridge, Carla Dulaney, Brenda Eberling, Lindsay Edgley, Jennifer Eischen, Christine Eisen, Elizabeth Engle, Kellv Ennis, Jennifer Erickson, Elizabeth Ewalt, Samantha Fato, Sheri Feit, Andrea Fennell, Patricia Fennewald, Brian Ference, Daniel Fialkowski, Stasia Fields, Chrystal Finley, Johnnie Flesch, Jennifer Flynn, Kelly Flynn, Mary Foster, Hilda Freebern, Anna Fricilone, Sarah Friedheim, Kellie Friedlund, Samantha Froeschle, Chad Frv. Carol Furlong, Scott Garcia, Sofia Gehl, Nicholas Gentile, Kristina Gerber, Sabra Germeraad, Mary Giannone, Lindsey Giglio, Elizabeth Giorno, Amanda Glasgow, Courtney Godun, Jennifer Goering, Tracy Gofron, Annette

Goggin, Erica Goodwin, Nancy Gossett, Michelle Goudzwaard, Timothy Gouriotis, George Granrath, Maggie Grastorf, Elizabeth Grau, Roberto Grav, Helen Greene, Linda Grice, Christopher Griffin, Timothy Grimes, Delanor Grotthuss, William Guarraci, Laura Gunn, Melinda Hall, Denise Hampton, Nicole Han, Grace Hanks, Miakea Harder, Cristina Harrington, Jennifer Hassan, Michelle Hedrick, Katherine Hegner, Rachel Henry, Evita Herron, Francelia Hickey, Kerri Hinkle, Letitia Hogendorp, Melissa Holmes, Edmond Horton, Sharice Howard, Angela Howard, Jill Howe, Michael Hubbard, Sarah Huck, Carol Humm, Carol Hutt, Julie Hyink, Angela Intounas, Angela Isosaki, Londa Izurieta, Cristina Jacobucci, Angela Iacobucci, Leanne Janowski, Shellev Japuntich, Tracy Iensen, Francesca Jernigan, Detra Johnson, Austin Johnson, Chaun Johnson, Larry Johnston, Victoria Iones, Carletta Jones, Glenda Jordan, Bridgett

Judge, Joseph Kadavy, Alyssa Kandl, Michele Kargas, Barbara Karnatz, Leanne Karpik, Abby Keizer, Dennis Kelly, Dyonna Kennedy, Michael Kessling, Kelly Kichka, Robert Kincaid, Kristin King, Glennie Klappauf, James Klein, Kelli Knaack, Bridget Knight, Kari Knuth, Elizabeth Ko, Bo Kyung Kocourek, Matthew Koss, Anne Kost, Denise Koukos, Cvnthia Kowalski, Juli Kracik, Bridget Kroger, Nicole Kruzic, Allison Krygier, Karla Ku, James Kuhn, Sara Kuhs, Emily Kurek, Kourtney Kutschke, Diane Kvaas, Karen LaBelle, Jennifer Laino, Gina LaPointe, Christine Larson, Elizabeth Lause, Kathryn Lavin, Jessie Lawrence, Michael Laws, Trina Ledesma, Laura Leetch, Brendan Lencioni, Kathy Lencioni, Michael Lepore, Tiffany Levernier, Christine Levinson, Adam Liddell, Samantha Linnemann, Katrina Lobo, Michelle Lodhi, Elizabeth Lofrano, Karen LoMonaco, Vikki Lorek, Cynthia

218 219 CONCORDIA UNIVERSITY CHICAGO CONCORDIA UNIVERSITY CHICAGO

**DEGREES CONFERRED DEGREES CONFERRED** 

Lucas, Gina Lucky, Charles Lukemever, Iovce Maddix, Helen Maeweather, April Mandolini, Dana Mandolini, Robyn Manescalchi, Jennifer Mangi, Aubrey Mann, Danielle Mansueto, Karen Marks, Kristine Marshall, Carvn Martin, Christina Martinez, Danielle Mazzone, Sherri McAllister, Jill McCarthy, Charise McCune, Bernard McKeown, Kelly McMurray, Matthew Meisner, Štephanie Meleskie-Lippert, Kathleen Mercury, Lea Merritt, Hanni-Marie Metcalfe, Theresa Mickelson, Monica Mijal, Carrie Miles, Jaime Miller, Phillip Mitchell, Susan Monken, Matthew Monson, Rudi Moody, Mario Moran, Joshua Morrison, Cvnthia Morrissette, Brenda Mosher, Nancy Murray, James Nakanishi, Stephanie Napier, Melana

Nardulli, Mary

Nelms, Frances

Nichols, Jeanette

Nichols, Nikisha

Nichols, Nicole

Norris, Janine

Novak, Eric

Ochoa, Jane

O'Dell, Linda

Olson, Travis

O'Malley, Erika

O'Meara, Colleen

Ondrako, Nicole

Ooton, LouAnne

Ori, Amy

Oskroba, Erin Pajeau, Kerri Paranjape, Janak Parat, Laura Parsons, Constance Parys, Lori Patel, Angela Pearce, Jamison Peele, Lindsay Pellegrini, Daniel Pena, Maria Perez, Martina Persak, Amanda Peszat, Gail Peters, Karen Peters, Lisa Peterson, Dennis Petkus, Mary Ann Pettit, Kristen Pieniazkiewicz, Amy Piercy II, Windell Pierson, Bo Pierson, Michael Pietrowski, Debra Pikal, Kerry Piland, Breanna Pollard, Jennifer Potacki, Michael Powell, Adrienne Pratt, Penelope Prorok, Daniel Rahn, Connie Raimondi, Jean Rallidis, Angela Randle-El, Michele Rankhorn, David Rathbun, Kelly Ray, Jacqueline Ray, Sara Rechkemmer, Stephanie Redding, Alison Reiman, Kimberly Renner, Judy Repka, Sarah Restivo, Stephanie Richards, Robin Rickert, Robin Riley, Mary Riouse, Nicole Rivan, Rebecca Rivera, Marcelino Rivers, Sharon Roberson-Doudy, Kelly Robinson, Megan Rocco, Thomas

Roderique, Brandi

Rodriguez, Eufemia Rodriguez, Wanda Rogovich, Peter Rohlicek, Mary Rokiciak, Elizabeth Roller, Joy Rose, Robert Rowley, Jonathan Rozwadowski, Elizabeth Ruiz, Rachelle Russell, Angie Ryndak, Matt Rysko, Christine Sager, Lynn Salzinger, Amanda Samuels, Amber Sandberg, Paula Sandine, Nicole Sandoval-Johnson, Lucie Sang, Melissa Saphir, Jill Sarwark, Susan Savage, Victoria Sayre, Carla Schaefer, Christine Schoenbeck, Carolina Schramm, Judith Schrandt, Sarah Schultz, Pimchan Schuttlefield, Katherine Scott, Devin Seiler, Marlee Semenske, Anne Serpas, David Sharritt, James Shaw, Gina Shelegeda, Monica Sheluga, Gail Sherwood, Robin Sheth, Zainab Sikora, Rebecca Silca, Stephen Simmons, Kimberly Sitze, Christine Sloan, Patricia Smith, Kari Snyder, Caroline Snyder, Mary Snyder, Sarah Sobota, Theresa Solis, Iose Sorellino, Antonio Speakman, Kathryn Speck, Elisa

Spilde, Chad

Stanczyk, Ashley

Standish, Eliza Stavnem, Leslie Stebnicki, Lisa Stepaniak, Susan Sterchi, Tara Stiner, Delores Stingily, Byron Storino, Laura Stormont, David Sukel, Matthew Sutherland, Nicole Sutton, Rosie Swanson, Stacey Szewczyk, Lisa Tabic, Nicholas Taboada, Maribel Taylor, Angela Taylor, Joseph Thill, Catherine Thompson, Chervl Tippet, Stacey Tomalavage, Kristin Tondelli, April Torres, Martha Trapp, Mark Trifilio, Lauren Uhlig, Margaret Valderrama, Mildred Valerugo, Sarah Van Fleet, Jeffrey Van Prooven, Deborah Vana, Tracy Vavrik, Natalie Veazey, Julia Vegter, Katie Veldboom, Rick Velez, Carmen Vicari, Dana Vilchez, Anna

Villafuerte, Myrna Villalobos, Crystal Vincent, Chad Volenec, Marian Volpe, Anthony Von Schnase, Kyle Voss, Kristin Voss, Marianne Wahlen, Julie Walker, Jori Ward, Charles Ward, Colleen Warren, Chezare Wartman, Carol Wegrzyn, Michael Weier, Kim Whitehead, Deana Wiatrowski, Rachel Wichman, Mandy Wilkening, Jana Wilkin, Lauren Williams, Archie Williams, Mark Williams, Stacey Williams-Ford, Kishasha Wilson-Kilgore, Tanneshia Windisch, Amy Winiger, Patricia Winkler, Diana Wojcik, Rachel Wool, Jamilah Wories, Kayla Young, Kristina Youra, Jennifer Zaccariello, Janet Zawilinski, Elizabeth Zenos, Jennifer Zils, Sarah

Master of Arts in Teaching August 4, 2007 Hemenover, Sarah December 15, 2007 Arrington-Harris, Eulette Barnett, Bryan Chiu, Chia-Jung Clark, Dawniel Criollo, Sergio Docks, Marcia Herrera, Monica Iump, Lisabeth Khan, LeeAndra Martin, Michael Matthews-Fernandez, Melanie Patel-Chalabian, Ranjana Pawlicki, Robert Schwinn, Linda Vargas-Gomez, Cynthia Warzecha, Jason Young, Brennan

#### May 3, 2008

Aiello, Maria Bernadel, Surella Beveridge, Shirley Christian, Ieremy Granata, Rosario John Kelly, Christine Lullo, Kelly Tartan, Dina Tsokas, Cathy Tuesta, Carmen Williams, Teadi

#### Doctorate of Education August 4, 2007

Lenaghan, Aaron

#### December 15, 2007

Gladney, Rachel

#### May 3, 2008

Moesch, Kathryn

221 220 CONCORDIA UNIVERSITY CHICAGO CONCORDIA UNIVERSITY CHICAGO

# **Legal Notices**

The material contained in this catalog is for information only and does not constitute a contract between the student and the University. The University reserves the right to revise policies, amend rules, alter regulations, and change financial charges at any time in accordance with the best interest of the institution.

#### **Annual Notice to Students**

Annually, Concordia University Chicago informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the President and the Office of the Registrar.

This policy also is printed in the college catalog. 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 statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Concordia University Chicago accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from student's education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order and to persons in an emergency in order to protect the health and safety of students or other persons. All these exceptions are permitted under the act.

Within the Concordia University Chicago community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar, Student Financial Planning, Office of Admission, Office of the Dean of Students, and academic personnel within the limitations of their need to know.

At its discretion the institution may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports and weight and height of members of athletic teams. Students may withhold directory information by notifying the Registrar in writing within the first five class days of each academic year.

Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Concordia University Chicago has been designated by the institution to coordinate the inspection and review procedures for academic, cooperative education and placement records. Students wishing to review their education records must make written requests to the Registrar listing the items of interest. Only records covered by the Act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions; e.g., a copy of the academic record for which a financial hold exists, or a transcript of an original or source document which exists elsewhere. These copies would be made at the student's expense at prevailing rates. Education records do not include records of instructional, administrative, and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records. Health records, however, may be reviewed by a physician of the student's choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be

222 Concordia University Chicago Concordia University Chicago 223

LEGAL NOTICES LEGAL NOTICES

amended. If not, the student will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their rights to a formal hearing. Student requests for a formal hearing must be made in writing to the University Provost who, within a reasonable period of time after receiving such requests, will inform students of the date, place and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing panels which will adjudicate such challenges will be the Provost, the Dean of Students and the Registrar.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the hearing panels. The statements will be placed in the education records, maintained as part of the student's records and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing assistance from the President of the institution. Further, students who believe that their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, Washington D.C. 20201, concerning the alleged failures of Concordia University Chicago to comply with the Act.

Revisions and clarifications will be published as experience with the law and institutional policy warrants.

#### **Public Notice Designating Directory Information**

Concordia University Chicago hereby designates the following categories of student information as public or directory information. Such information may be disclosed by the institution for any purpose, at its discretion.

Category I: Name, address, telephone number, e-mail address, dates of

attendance, class, photo.

Category II: Previous institution(s) attended, major field of study, awards,

honors (including Dean's 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 Program

Early Childhood Education Elementary Education (K-9) Middle School Endorsement

Special Education Endorsement

Secondary (6-12): Art Computer Science

English Mathematics
Physical Education Science
Social Science Theatre

Special (K-12): Art (Undergraduate) Music (Undergraduate)

Physical Education (Undergraduate)

Special Education Reading (Graduate)

Administrative: General Administrative

School Service Personnel:

School Counseling

## **Administrative Personnel**

John F. Johnson, Rev., Ph.D.	President
Manfred B. Boos, Ph.D.	Senior Vice President for Academics
Alan E. Meyer, M.B.A.	Senior Vice President for Planning and Research
Cindy Simpson, C.F.R.E.	Senior Vice President for Development and Alumni Relations
Evelyn Burdick, M.A.	Vice President for Enrollment and Marketing
Dennis Witte, Ph.D.	Vice President for Administration
Tom W. Hallett, M.B.A., C.P.A.	Vice President for Finance, Chief Financial Officer
Jeffrey C. Hynes, M.A.	Vice President for Student Life & Leadership, Dean of Students
Deb Serra, Ph.D.	Assistant Vice President for Academics
Gwen E. Kanelos, M.B.A.	Assistant Vice President for Enrollment, Undergraduate Admission
Gary E. Wenzel, Ph.D.	Dean of the College of Arts and Sciences
Walter Catlow, M.S.	Dean of the College of Business
Kevin Brandon, Ed.D.	Interim Dean of the College of Education
Thomas Jandris, Ph.D.	Dean of the College of Graduate and Innovative Programs
Constance K. Pettinger, M.A.	Registrar
Marilyn Kayman, Ed.D.	Director, Organizational Management Program
Deborah A. Ness, M.A.	Director of Graduate Admission & Enrollment Services
Mary Hess, M.A.	Director of Facilities Management, Graduate Student Services
Yana V. Serdyuk	Director of Library and Media Services
Mark A. Waldron, M.A.	Director of Synodical Placement, Director of Music Activities
Glen Steiner, M.A.	Dean of Administration
Carol Gilbert, M.Ed.	Director of Multicultural Affairs, Director of Learning Assistance
Anne Marie Farmer	Director of Student Business Services
Jennifer M. Bonarek	Director of Student Leadership & Involvement
Gerald Pinotti	Director of Career Services
Carol A. Jabs, Ph.D.	Director of Schmieding Personal Counseling Center
Patricia Williamson, Ed.S.	Director of Student Financial Planning
Jeffrey Leininger, Ph.D.	Campus Pastor

### **Board of Regents**

Dr. Thomas M. Buck, Chairman Mr. Jeffrey Blackman Mr. Richard Blatt Dr. Elizabeth Duda Mrs. Joanne Dull Mr. Kirk Farney The Rev. Dan Gilbert Mr. James Grebe Dr. John F. Johnson Ms. Kathleen Mills Mr. Chris Nelson

Mr. Terry E. Pfortmiller Mr. Robert Rauscher, Vice Chairman

Mr. Leopold A. Schmidt The Rev. Mark Schulz The Rev. Kent A. Tibben Mr. Fred A. Wittlinger

#### **Foundation Board**

Mr. Jon R. Baermann Mr. Jeffrey G. Cribbs Dr. Richard Fischer Dr. Patrick Gordon Mr. Richard Grotheer Mrs. Karen Laatsch Dr. Nancy A. Lass Mr. Robert Libka Mr. Craig Lusthoff Mr. Edward Manka Mr. A. Andrew Marwede Mrs. Kay Royston

Mr. James Vura

## Concordia University System, **Board of University Education**

Dr. Elmer Gooding, Chairman

Rev. Dr. Daniel Jastram

Rev. Dr. Alan Borcherding,

Director of University Education

Mr. Steve Marceau

Rev. Dr. Jon Diefenthaler - Advisory

Ms. Nancy Petrie

Mr. Ronald Reck

Rev. Dr. L. Dean Hempelmann - Advisory

Dr. Carol Reineck

Dr. Kurt Krueger - Executive Director

Dr. Ralph Reinke - President Rep. to the Board

Mr. Thomas Kuchta - Advisory

Dr. Paul Schilf

Rev. Dr. J.A.O. Preus - Advisory

Rev. Dr. David Smith

CONCORDIA UNIVERSITY CHICAGO 227 226 CONCORDIA UNIVERSITY CHICAGO

# Index



Concordia's theme for the 2009-2010 academic year is based upon the Lutheran hymn *Lord, Whose Love through Humble Service,* taken from Romans 12:1-2. The artist is CUC student Kaitlin Unruh, '10.

Α			
Academic Dismissal	33	College of Business	9
Academic Probation	32	College of Education	9
Academic Status Review Accounting Courses	32 147	College of Graduate & Innovative Programs	9
Accreditation	7	Theatre/Communication Courses	151
Administrative Personnel	226	Community Counseling – MA	103
Admission-Denial	17	Computer Labs	50
Admission-Doctoral	15	Computer Science Education Courses	150
Admission-Guest Graduate	32	Course Add/Drop Policy	22
Admission-International Student	t 16	Course Substitution	35
Admission-Masters	13	Credential Files	26
Admission-Pending Status	31	Curriculum & Instruction – MA	68
Admission-Post-Masters	13		
Admission-Regular Status	31	D	
Admission-Superintendent Endorsement	15	Degrees Conferred	215
Art Courses	147	Disabled Students	51
		Dissertation Courses	154
В			
Biology Courses	149	E	
Bookstore	53	Early Childhood – Ed.D.	135
		Early Childhood – MA	70
		Early Childhood Education – MAT	74
Campus Community	10	Earth Science Courses	154
Capstone Experience	36	Economics Courses	155
Certificate of Advanced Studies	132	Education – Teacher	160
Certification Requirements	45	Education Courses	160 140
Chemistry Courses	150	Educational Leadership – Ed.D.	156
Christian Education – MA	63	Educational Leadership Courses	156
College of Arts & Sciences	9	Elementary Education – MAT English Courses	171

228 Concordia University Chicago Concordia University Chicago 229

Index Index

F		I	
Faculty	211	Immunization	52
Fees	19	Independent Study	36
FERPA	222	1	
Financial Assistance	27	Latin Courses	178
Food Service	24	Legal Notices	222
Foreign Language Courses	174	Library & Media Services	11
G		М	
Geography Courses	174	Management Courses	178
Gerontology – MA	107	Maps	208
Grading	33	Marketing Courses	179
Graduate Assistantship	46	Mathematics Courses	179
Graduation Fee	25	Mathematics Education Courses	80
Greek Courses	175	Middle School Endorsement	83
		Music – Applied	185
Н		Music Courses	180
Health Services	52	Music: Church Music – MCM	116
Hebrew Courses	176		
History Courses	176	$\cap$	
Honor Code	18	Online Programs	145
Housing – Campus	24	Outstanding Balance	19
Human Performance Courses	185	O	
Human Services – MA	108	Р	
Human Services	111	Parking Permit	23
Administration – MA	111	Philosophy Courses	187
Human Services Exercise Science – MA	112	Physics Courses	188
		Psychology – MA	120
		Psychology Courses	188

R		T	
Reading Education – MA	72	Theology Courses 202	1
Religion – MA	121	Time Limit 40	J
Residence Halls	24	Transcripts 25	5
Room & Board	23	Transfer Credit 34	4
		Tuition 20	J
ς		Type 73 Certification, Post-Masters 127	7
Satisfactory Progress	28	Type 75 Certification, Post-Masters 129	9
School Counseling – MA	123		
School Leadership – MA	125	V	
Science Education Courses	195	Veterans 28	3
Secondary Education –MAT	86		
Social Work Courses	196	W/	
Sociology Courses	197	Workshops 35	5
Spanish Courses	200	1	
Superintendent Endorsement	131		

230 CONCORDIA UNIVERSITY CHICAGO CONCORDIA UNIVERSITY CHICAGO 231

Notes		Notes
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

Notes		Notes
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

Notes		Notes
	-	
	-	
	-	
	-	
	-	
	-	
	-	

Notes		Notes
	_	
	_	
	_	
	_	
	_	
	-	
	_	
	_	
	_	
	-	
	_	
	_	
	_	
	_	
	_	

