



Concordia University Chicago

Graduate Catalog 2012-2013
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grad.admission@CUChicago.edu

www.CUChicago.edu/admission



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Welcome to Concordia!

Concordia University Chicago was founded in 1864 in Addison, Illinois, and 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 1,300 undergraduate and 3,800 graduate students.

The original purpose of the University was exclusively for the preparation of teachers for Lutheran elementary schools throughout the country. That goal is now much expanded. Over 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-Chicago 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 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 life time. We look forward to the opportunity to share that experience with you.

John F. Johnson
President, Concordia University Chicago



University Contact Information

Main Switchboard
708-771-8300

Commuter Services
708-209-3475

Admission: Graduate
708-209-4093
877-CUChicago
grad.admission@CUChicago.edu

Correspondence Courses
708-209-3024

Learning Assistance
708-209-3042

Admission: Undergraduate
800-285-2668
708-209-3100

Multicultural Affairs
708-209-3042

**Accelerated Degree
Completion Program for Adults**
708-209-3535
866-4MY-DEGREE

Registrar's Office
708-209-3165

Alumni Relations
888-258-6773

Residence Life/Housing
708-209-3248

Career Planning/Placement
708-209-3033

Student Business Services
708-209-3241

Colloquy Program
708-209-3568

Transcripts
708-209-3165



Graduate Academic Calendar*

Summer Term 2012

May 7, 2012–July 27, 2013

Memorial Day–No classes
Independence Day–No classes
Graduation Date–No ceremony
Incomplete removal deadline

May 28, 2012
July 4, 2012
July 28, 2012
September 7, 2012

Fall Term 2012

August 27, 2012–December 14, 2012

Opening Service
Labor Day Holiday
Census Date
Thanksgiving Holiday
Intent to Graduate Deadline
Commencement ceremonies

August 26, 2012
September 3, 2012
September 21, 2012
November 21–25, 2012
December 1, 2012 for May graduation
December 15, 2012

Spring Term 2013

January 21, 2013–May 17, 2013

Census Date
Intent to Graduation Deadline
Commencement ceremonies

February 1, 2013
April 1, 2013 For August Graduation
May 18, 2013

Summer Term 2013

May 6, 2013–July 26, 2013

Memorial Day–No classes
Independence Day–No classes
Graduation Date–No ceremony
Incomplete removal deadline
(traditional)
Incomplete removal deadline
(online students)

May 27, 2013
July 4, 2013
July 27, 2013
September 6, 2013
October 4, 2013

** For specific registration and refund dates, see the online academic calendar.*

Accreditation

North Central Association of Colleges and Schools (HLC-NCACS)
National Council for Accreditation of Teacher Education (NCATE)
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
National Association of Schools of Music (NASM)

Academic Affiliates

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



Degrees

Bachelor of Arts
Bachelor of Music Education
Bachelor of Science
Master of Arts
Master of Business Administration
Master of Arts in Teaching
Master of Church Music
Doctor of Education

Undergraduate Colleges

College of Arts and Sciences
College of Business
College of Education

Graduate Programs

Business Administration
Christian Education
Church Music
Community 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
Music
Psychology
Reading Instruction
Religion
School Counseling
School Leadership

Post Master's Programs

Certificates

Church/Not-for-Profit Management
Educational Technology
Gerontology
Ill. Type 73 - School Counselor
Ill. Type 75 - General Administration

Doctor of Education

Early Childhood Education
Leadership
Leadership: Sports Management
School Leadership
Teacher Leadership



Mission Statement

Mission

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

Vision

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

Core Values

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

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



General Concordia Information

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

The College of Education

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

The College of Business

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

The College of Arts and Sciences

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

College of Graduate and Innovative Programs

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

The Campus Community

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

areas and the surrounding suburbs increases students' awareness and ability to respond as responsible citizens in our world.

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

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

The Campus Facilities

Concordia's 40-acre campus holds 21 buildings, architecturally blending old and newer facilities.

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

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

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

The Chapel of Our Lord/Clara and Spencer Werner Auditorium was designed as Concordia's center for worship services and theatrical performances. This space continues to be occupied by worship activities, theatre groups, rehearsal space and as a quiet location for meditation and prayer. Attached to the chapel is Kretzmann Hall, the home of the music, art and theology departments. This building also houses art, music and theology classrooms, the Elizabeth Ferguson Art Gallery, music practice rooms, rehearsal rooms and a music technology laboratory. Other academic buildings include Eifrig Hall, used primarily for the natural and physical sciences, and Addison Hall, which encompasses the administrative offices of the University as well as classrooms upstairs.

Klinck Memorial Library houses more than 800,000 volumes, periodicals and documents and is connected to another 10 million titles through ILLNET, the Illinois Library and Information Network. This location also houses CougarNet, which provides

information technology services to the campus, telecom services which provides and supports the campus phone/voice mail network, the Learning Assistance offices and the Writing Center which provide no-cost tutoring in all areas and assistance with college level writing.

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

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

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



The Concordia University Chicago Honor Code

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

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

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

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

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



Graduate Admission

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

Application forms and additional information are available from Concordia University Chicago's Office of Graduate Admission and Enrollment Services, 7400 Augusta Street, [Room AD 158], River Forest, Illinois 60305-1499; or by phone: (708) 209-4093. Application materials also are available on the Concordia website at 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 from which a degree was earned. Any international transcripts must be evaluated by a Concordia-approved international credentialing service, such as WES (World Education Services) or ECE (Educational Credential Evaluators).
- Submit two letters of recommendation. If possible, one should be from a college or university instructor. Letters should be from individuals able to comment on the following:
 - academic proficiency,
 - personal character,
 - competence and effectiveness in professional work.
- Have at least 12 credit hours at the undergraduate level in a discipline appropriate to the program of application.
- Show evidence of ability to achieve success in a graduate program by the following:
 - Full Admission:** To be considered for full admission, candidates will present a cumulative grade point average above 2.85 or will have earned a master's degree with a 3.0 GPA or higher.
 - Provisional Admission:** To be considered for provisional admission, candidates will present credentials that generally satisfy full admission

requirements, but need to satisfy additional admission requirements such as special program prerequisites (e.g. coursework in progress or proof of a teaching certificate). They must complete the additional admission requirements by the end of their first semester of enrollment to be changed from provisional status to full status. Candidates who are unable to satisfy the additional admission requirements will remain on provisional status and be barred from future registration for coursework.

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

- 1) A cumulative grade point average between 2.25 and 2.84 (on a 4.0 scale);
- 2) Have a master's degree with a cumulative GPA below a 3.0; and/or
- 3) Credentials/documents that cause some reservation for admission. Students admitted on probationary status must earn a 3.0 GPA in graduate coursework within their first semester of enrollment to be changed from probationary status to full admission status. Probationary candidates who do not achieve a GPA of 3.0 in their first semester of graduate work at Concordia will be dismissed from the University.

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

Post-Master's Admission Requirements

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

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

Superintendent Endorsement Admission Requirement

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

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

Doctoral Program Admission Requirements

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

Admission Criteria:

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

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

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

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

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

Pending Status

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

Upon regular admission:

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

Cohort Program

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

International Student Admission

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

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

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

Guest Graduate Admission Requirements

A guest graduate is a student not seeking a specific program or degree. International students may not register under guest status. To be considered for admission as a guest graduate a student must:

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

Admission Denials

Appeal Procedures

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

Attendance Policy

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



Graduate Fees

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

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

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

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

Special Note:

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

Returned Checks

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

Method of Payment

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

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

Online credit card payments are subject to a 2.75 percent convenience fee. Online payments made via ACH shall not incur any additional charges. Students also may sign up for a monthly tuition payment plan through Sallie Mae, a third-party provider. To sign up for this service or for more information, please go to CUChicago.edu/paymentplan. This link will take you directly to the TuitionPay website. All fees, whether paid by a person or an organization, shall be paid in United States dollars.

MasterCard, American Express and Discover Card will be accepted for any payments, whether in person, over the telephone, online or through the monthly tuition payment plan.

Students with Outstanding Balances

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

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

Payments may be made by cash, money order, personal check or credit card. Students also may sign up for monthly tuition payments through the third-party provider. To sign up for this service, please go to CUChicago.edu/paymentplan. Click on e-cashier on the left side of the screen and follow the instructions. All fees, whether paid by a person or organization, shall be paid in United States dollars.

Collection Policy

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

Tuition

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

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

Course Audits

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

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

Applied Music Tuition

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

The applied music tuition is charged to any student taking music lessons (MUSA courses) for either credit or audit. These courses are available for one-half credit (summer only) or for one full credit. Thirteen half-hour lessons per semester equal one hour of credit. Students wishing to audit music lessons must indicate their desire to audit at the time of registration. Lessons in composition are available only for credit. Students pay the tuition rate for credit, plus an applied music fee.

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

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

Applied Music Fee

The applied music fee is charged to any student taking lessons as stated above. Fees are as follows: \$165 per credit.

Course Add/Drop Policy

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

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

Refund Dates

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

- If a course is dropped during any other refund period, none of the lab fee is refundable.

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

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

15-Week Courses (fall and spring semesters)

100% Refund through the end of the first week of class
75% Refund through the second week of class
50% Refund through the third week of class
25% Refund through the fourth week of class
No refund after the fourth week of class

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

100% Refund through the end of the first week of class
50% Refund through the end of the second week of class
No refund after the second week of class

Graduate Cohort students, find your refund policy here:

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

Failure to drop classes will result in no refund and a grade of "F" on the student's transcript. NOTE: Failure to attend class does not constitute an automatic withdrawal from the class. Students MUST drop courses with documentation through the Registrar's Office before any refund will be issued.

Withdrawal from the University

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

Withdrawals and Appeals for Tuition and Fees 2011-2012

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

Withdrawals: The student may withdraw from a course at any time during the semester in which the course is offered. A withdrawal from registered courses for a semester must be submitted in written form and submitted to the **Office of Graduate Admission (fax: 708-209-3454)**. The request for withdrawal must be within the specified dates on the refund policy for the semester which can be found at www.cuchicago.edu/refundpolicydates. This will provide you with the set dates and percentages of refund available at the time of the withdrawal for the semester. **Not attending classes does not constitute a withdrawal.**

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

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

Room and Board Fees

No food preparation is permitted in residence halls. All students living in University housing are required to pay both room and board fees. Annual fee: \$8,580

Technology fee for all programs

\$10 per credit hour (not to exceed \$122).

Field Trip and Lab Fees

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

Parking Permit, Motorized Vehicles

All students operating motorized vehicles while attending Concordia must register their vehicles. There is no charge for this registration. If vehicles will be parking overnight, a Vehicle Overnight Fee will be charged: \$470 per year or \$235 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 new students only; \$50 returning students.

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

Residence Hall Damages

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

Food Service

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

Other Fees**Identification Card Replacement: \$30 each request**

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

Graduation Fee: \$115

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 copies will be sent per order. All students graduating or completing certificate programs will receive a free copy of their transcripts with their diplomas or certificates. No charge is made for transcripts mailed directly to state certification boards with the application for certification.

Please note the following:

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

following information:

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

Transcripts are released only to individuals who earned the transcribed credits. Payment must accompany each request (Cash, check or money order payable to Concordia University Chicago, or credit card is 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 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 website or by contacting Student Financial Planning.

Loan Programs

The subsidized Stafford Loan and the unsubsidized Stafford Loan programs enable students to borrow federally insured loans directly from banks or lending institutions. The subsidized Stafford Loan maintains that the government pays the loan interest until the borrower graduates or ceases to be enrolled at least half time. The unsubsidized Stafford Loan maintains the same deferment schedule but interest payments begin shortly after funds are disbursed. All educational loans maintain eligibility requirements based upon a confidential "needs analysis." Federal application for Student Aid (FAFSA) is the required application needed to determine student loan eligibility.

Financial Assistance

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

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

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

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

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

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

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

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

Student Consumer Information

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

Veterans and Veterans' Dependents

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

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

Standards of Satisfactory Academic Progress for Financial Assistance

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

- **Grade Point Average**—Graduate students are required to maintain a 3.0 grade point average by the end of their first year of full time study. A cumulative 3.0 grade point average must be maintained from that point forward.
- **Course Completion Rate**—Graduate students are required to complete two-thirds (67 percent) of all credit coursework attempted. The completion rate is calculated as a percentage of completed coursework over the student's entire enrollment at Concordia University Chicago. Students must maintain a cumulative 67 percent course completion rate. Grades of W, F, IF, or U, are considered as coursework attempted but not completed.
- **Maximum Time Frame**—Graduate students are allowed to receive financial assistance until they have exceeded 150 percent of the number of credit hours needed to complete their degree program at CUC.

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

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



Academic Information

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

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

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

Graduate Admission Status

Pending Admission Status

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

Regular Admission Status

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

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

Guest Graduate Status

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

Academic Status Review

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

Academic Probation

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

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

Academic Probation Continued

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

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

Academic Dismissal

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

Grading

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

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

Grade	Rating	Quality Points
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.0
B-		2.67
C+		2.33
C	Fair	2.00
C-		1.67
D+		1.33
D	Poor but Passing	1.00
D-		0.67
F	Failure	0.00
I/Grade	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
AU	Audit	

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

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

The Incomplete (I) Grade:

The grade of "incomplete" is awarded by an instructor who, because of circumstances beyond the control of the student (e.g., illness, death in the family and the like) the student needs more time to complete the course with the greatest possible achievement. Any request for a grade of incomplete must be initiated by the student. The instructor determines approval of the incomplete. Incomplete grades range from IA to IF. The "I" indicates an incomplete grade; the second letter (A-F) indicates the default grade if a grade is not submitted at the end of the six-week completion period. An "Incomplete" grade must be resolved within six (6) weeks of the end of the 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 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 2011 term can only be appealed through the end of the spring 2012 term).

Cohort Program

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

Transfer Credit

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

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

Graduate/undergraduate level courses taken elsewhere will be counted in the limit that may be earned on the 4000 level at Concordia. 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, a Type 73 or Type 75 Certification, or a Superintendent Endorsement, are required to complete a minimum of 50 percent of the semester hours of required coursework specifically selected to meet State Certification/ Endorsement requirements at Concordia University Chicago. Once coursework has been specified, it cannot be changed without the approval of the program coordinator and the Registrar.

Workshop Credit

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

Correspondence Courses

Courses taken through correspondence study at CUC 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 two to three faculty members. Arrangements for the oral components are made by the student with his/her advisor.

Choose one of the following options:

- 1. Thesis and Oral Defense (INS-6990) 3-6 Semester hours**
The overall purpose of a master's thesis is for the author to demonstrate his/her ability to design or replicate and conduct independent research. Questions studied must be relevant to the discipline or field of study and add to the research literature on a particular topic. Also, the student should show proficiency with designing or replicating and conducting independent research, proficiency at reading and synthesizing the appropriate research literature in the discipline relevant to the chosen topic, knowledge of ethical issues, the ability to design an appropriate study to answer research questions in the discipline, skill at gathering data, appropriate statistical knowledge, and writing ability. Studies involving human subjects must be approved by the University Committee on Human Research. The completed thesis should follow the APA guidelines. Hours may count toward degree requirements.
- 2. Independent Research Paper and Oral Defense (INS-6970)**
The Independent Research Paper should contain a substantive review of relevant research and pertinent theory, organizing and analyzing the pertinent literature, drawing appropriate conclusions and implications relative to the topic, and contain a list of timely, relevant references used in the preparation of the paper. The Independent Research Paper should be an original paper, and may be built upon, but not directly replicating, work from previous papers written for courses. The completed paper should

follow the APA guidelines. Hours may count toward degree requirements.

- 3. Written and Oral Examination based on assigned readings**
Readings relevant to the discipline or field of study that allow the student to demonstrate an integration and synthesis of knowledge acquired during the course of study will be assigned by the student's capstone committee. Answers will be evaluated for: inclusion of specific content (facts), inclusion of knowledge from other sources, clarity of thought, creativity, and coherent presentation. No credit hours are earned for this capstone experience.
- 4. Internship/Practicum Experience and Comprehensive Paper and Oral Defense**
 - A. National Board Certification**
Candidates who are involved in the National Board Certification strand of the Master of Arts Degree in Curriculum and Instruction are required to enroll in EDU-6983 (National Board Certification Practicum) over two semesters (fall and spring) for three semester hours. The culmination of this practicum involves submission of written portfolios. These portfolios are those established by the National Board Certification process. A discussion of the portfolio will be had with two faculty members who have instructed in the program.
 - B. Curriculum/Staff Development Specialist**
Candidates who are involved in the Curriculum/Staff Development Specialist strand of the Master of Arts Degree in Curriculum and Instruction are required to enroll in either EDU-6981 (Practicum in Curriculum Development) or EDU-6982 (Practicum in Staff Development). The candidates involved in either practicum will lead a formal curriculum investigation or plan and coordinate a staff development experience for teachers within their school district. The candidate will submit a comprehensive paper describing the practicum and its relationship to the National Board Professional Teaching Standards. A discussion of this paper will occur with two faculty who have instructed in the program.
- 5. Portfolio and Oral Defense for Initial Certification Programs**
 - A. Initial Certification Teacher Candidates**
Must complete a portfolio based on the INTASC/ILPT teaching standards. Include in their portfolio documentation of the candidate's experience and understanding of the teaching standards submitted electronically to the College of Education. Must defend their portfolio before a panel comprised of two to three University faculty and/or practitioners, as determined by the department, and must pass all standards in the portfolio. The student's advisor and/or the portfolio coordinator make arrangements for the defense of the capstone.
 - B. All Curriculum and Instruction Masters' Degree Candidates in the Bilingual/ESL Illinois Certification Concentration**
Must complete a Curriculum and Instruction portfolio based on the NBPTS core propositions, and include in their portfolio documentation of the candidate's experience and understanding of the teaching standards submitted electronically to the College of Education.

Defend the portfolio before a panel comprised of two to three University faculty and/or school practitioners and must pass all standards in the portfolio. The student's and/or the portfolio director make arrangements for the defense of the portfolio.

C. National Board Certification

Candidates who are involved in the National Board Certification Strand of the Master of Arts Degree in Curriculum and Instruction must enroll in EDU-6072 and EDU-6073 over two consecutive semesters (fall and spring) for four semester hours.

Submit four written portfolios whose requirements have been established by the National Board Professional Teaching Standards as a culmination of the above coursework.

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

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

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

7. Portfolio and Oral Defense for:

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

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

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

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

Type 73–School Counseling:

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

Type 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 successfully defend their electronic portfolios and must pass all Standards in the portfolio.

8. Student-designed capstone (MLS 6990):

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

Registration Policies and Procedures

Time Limit for Master's Degree Students

All credit toward a master's degree must be completed within 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. Half-time graduate student course load is three to five hours per semester. Less than half-time is less than three semester hours. Students employed full-time are advised to limit their course load to nine semester hours. Students who are not employed full-time are limited to 16 hours of graduate credit per semester. Full-time provisional students ordinarily may take no more than 12 hours per semester. Written permission of the advisor and the appropriate Dean are required to exceed 16 hours per semester.

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

Registration

These options are available for submission of request for courses:

- Registration by mail: submit registration form to Concordia University Chicago, Office of the Registrar, Addison Hall Room 155, River Forest, Illinois 60305.
- Registration in person: in the Office of the Registrar, Addison Hall Room 155. Office hours 8-4:30 M-F.
- 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 fourth week through the final drop date of an eight-week session, a student may withdraw with the approval of the instructor. A grade of "W" will be recorded.

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

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

Program Procedures for all Master's Degree Students

1. Advisor

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

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

2. Satisfactory Progress

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

3. Capstone Experience

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

Request for Capstone Experience (please consult the options listed under Masters Capstone Experiences 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 posted deadline. Deadlines for filing for graduation are listed on the "Intent to Graduate" form.

Program Procedures for Master of Church Music Students

1. Advisor

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

2. Satisfactory Progress

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

3. Capstone Experience

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

4. Graduation

An "INTENT TO GRADUATE" form must be submitted to the Office of the Registrar no later than the posted deadline.

Deadlines for filing for graduation are listed on the "Intent to Graduate" form.

Program Procedures for Doctoral Students

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

Graduation Requirements

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

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

Professional Education Requirements for Illinois Teacher Certification

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

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.

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

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

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

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

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

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

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

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

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

Graduate Assistantships

Graduate assistantships are available to graduate students with exceptional academic records. Generally, students best suited for graduate assistantships have strong academic records, a strong

work ethic, and plan to accelerate their degree program. Assignments are based on several factors, including requests by faculty and staff, area of student personal and academic interest and skill as well as overall fit of the student to the position.

Candidates for assistantships must:

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

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

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

International Study

Concordia University Chicago students may elect to study abroad for a semester, year or summer. The Coordinator of International Study provides the application form and information on programs at universities all over the world. Students must consult with their

faculty advisor to determine the applicability of the experience and coursework toward their degree program. The student also needs to consult with the Office of Financial Aid to determine whether financial aid packages apply for international study. Students wishing to study abroad should complete their Concordia University Chicago registration no later than November 15 for spring, April 15 for summer and May 1 for fall. Check with specific programs for exact deadlines, which may be earlier.

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

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





Graduate Student Services

Library Services

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

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

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

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

CougarNet

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

Media Production

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

Information Technology Services

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

speed, dedicated Internet link provides the campus network with full access to the Internet.

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

Computer Labs

ITS also supports 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

<https://connect.CUChicago.edu>—is a secure and personalized website designed to provide a single location to access many of the online resources commonly used at CUC. The portal offers direct links into BannerWeb for common tasks such as registering for classes, viewing grades, requesting a transcript, viewing bills and making online payments. 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/voicemail network. This network includes "dial tone" telephone instruments, local calling, long distance calling, voice mail services as well as a direct dial number to resident students, faculty members and staff members. Off-campus callers can dial the person they wish to speak with directly and conveniently leave a message for that person if they are unavailable.

Print Services

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

Placement Services

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

Handbooks

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

Disabled Students

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

Health Service

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

Health Insurance

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

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

Immunization Policy

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

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

The state law applies to all public and private colleges and universities in Illinois, and went into effect on July 1, 1989. Students whose first enrollment at Concordia began in the fall 1989 quarter or later will be required to comply with the policy; previously enrolled students and students born prior to

January 1, 1957, are exempt from this requirement. Evidence of immunization should be provided no later than the beginning of the student's first term of enrollment at Concordia. 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*Graduate Certificates***Required Courses:**

- CSE-6120 Educational Hardware and Software
- EDT-6010 Integrating Technology Across the Curriculum
- FPR-6010 Theoretical, Ethical, and Practical Foundations of Education Technology
- EDT-6050 Technology for Effective Decision Making in Teaching and Learning
- EDT-6060 Trends and Future of Technology in Education
- EDT-6070 Educational Technology Leadership
- EDT-6205 Technology, Society, and Education
- EDT-6030 Using Technology to Build Learning Communities

Teaching Licensure Endorsement Special Education, LBS 1

The LBS 1 Endorsement is program designed for licensed educators (Type 03, 09, 10, or 29 certificates) with two or more years of teaching experience interested in working with a special education population or developing the skills necessary to work with students with specific learning needs within their current teaching situation.

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

As part of your course of study, you will be required to complete 100 field work hours (divided between your courses) at a school of your choice. Your observations and work with exceptional learners in special and regular education settings will serve as an opportunity for you to apply and reflect on what you learn in your courses.

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

Required Courses:

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

Not-for-Profit/Church Management Certificate

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

Required Courses:

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

Gerontology Certificate

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

Required Courses:

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

Couple and Family Relational System Certificate

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

Required Courses:

- CED-6550 Family Systems Theory and Therapy
- SOW-6100 Ethical Issues in the Helping Professions
- SOW-6400 Marital and Family Counseling
- PSY-6994 Internship in Human Services (300 clock hours) or
- PSY-6991 Internship in Community Counseling

Educational Technology Certificate

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.

Master of Arts Degrees

Master of Arts in Christian Education

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

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

Admission Requirements

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

Track One

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

Program Requirements

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

Course Requirements

Theological Foundations (6 hours)

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

THY-4260 The Lutheran Confessions
THY-4330 Martin Luther
THY-4500 Spiritual Nurture of the Young Child
THY-4505 Spiritual Nurture of the Elementary School Age Child
THY-4510 Spiritual Nurture of the Adolescent
THY-4540 Theories of Religious Instruction
THY-4550 Educational Ministry of the Church
THY-4560 Confirmation Theology and Practice
THY-6020 Psalms
THY-6030 Messianic Prophecies
THY-6040 The Intertestamental Period
THY-6100 The Parables of Jesus
THY-6110 New Testament and Early Church Worship
THY-6120 The General Epistles
THY-6313 Baptism and Eucharist
THY-6320 Early Christian Fathers
THY-6330 Topics in the History of Christianity

THY-6353 Studies in Christian Worship: Theology and Music
THY-6400 The Christian in Society
THY-6500 Moral, Ethic, and Spiritual Development of the Child
THY-6520 Spiritual Maturity and the Adult Life Cycle

Educational Foundations (6 hours)

Select two courses from the following courses:

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

Additional Required Courses

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

Electives (6 hours)

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

Track Two

This track is for students seeking a master of arts degree and certification as Director of Christian Education in The Lutheran Church–Missouri Synod. Students in Track Two must be members in a congregation of The Lutheran Church–Missouri Synod.

This program combines the master's degree and the LCMS-DCE certification requirements. Students holding LCMS-DCE certification are not eligible for Track II.

Program Requirements

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

DCE Core (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-4450 Ministry to the Family

Theological Foundations (6 hours)

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

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

Educational Foundations (3 hours)

Select one of the following courses:

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

Required Courses (6 hours)

EDL-6630 Parish Education Leadership
EDL-6985 Practicum in Christian Education
(This Practicum serves as a capstone experience.)

Internship (12 hours)

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

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

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

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

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

Master of Arts in Clinical Mental Health Counseling (54 hours)

The aim of the Clinical Mental Health Counseling Program at Concordia University Chicago is to prepare candidates with the professional knowledge, skills, and practices necessary to address the wide variety of complex issues and concerns relevant to the field of clinical mental health. Candidates receive a high quality education emphasizing Christian beliefs. The program also recognizes, values, and instills the development of techniques and competencies imperative to effectiveness as professionals within the therapeutic community. Specifically, the Clinical Counseling Program trains candidates to work with individuals, groups, and families as well as cultivating the skills necessary for employment in a variety of settings including residential, social service agencies, hospitals, and religious organizations.

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

Additional Admission Requirement

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

Required Coursework

Human Growth and Development
CED-6035 Counseling and Human Development

Counseling Theory
CED-6010 Counseling Theory and Practice

Counseling Techniques
CED-6015 Counseling Interventions and Techniques
CED-6350 Brief Therapy

Group Dynamics
CED-6340 Clinical Group Counseling

Appraisal of Individuals
PSY-6025 Assessment Techniques
PSY-6040 Applied Psychopathology and Diagnosis

Research and Evaluation
PSY-6030 Research in Psychology
Professional, Legal and Ethical Responsibilities
CED-6000 Introduction to the Counseling Profession
CED-6045 Ethics, Law & Morality for Counselors

Social and Cultural Foundations
CED-6055 Multicultural Counseling

Lifestyle and Career Development
CED-6020 Career Counseling and Education

Substance Abuse
CED-6420 Substance/Alcohol Abuse & Treatment OR
CED-6430 Counseling Persons with Addictions

Family Dynamics
CED-6550 Family Systems Theory and Therapy

Professional Curricular
CED-6300 Clinical Mental Health Counseling Profession

Clinical

CED-6930 Practicum: Clinical Mental Health Counseling
CED-6935 Internship: Clinical Mental Health Counseling

Capstone Experience

Choose from the following options:

- Option 1: Master's Thesis
- Option 2: Independent Research Paper and Oral Defense

Master of Arts in Critical Perspectives in Education (30 hours)

This program prepares you, the education professional, for work as a change agent in your classroom, school and broader educational arena. Developed for the engaged, passionate educator committed to a transformational vision of schooling, this degree equips you with the knowledge base, skill sets and critical perspectives needed for successful practice and advocacy in a variety of educational settings.

In a political and policy climate that encourages and praises direct instruction methods, skills-based learning and accountability through testing, this program is situated within democratic theories of education and is designed to provide you with the tools to engage in meaningful and creative conversations about the short-term and long-term consequences of today's climate.

Required Coursework

FPR-6000 Foundations of American Education
FPR-6050 Critical Pedagogy & Educational Theory
FPR-6060 Education in Popular Imagination
FPR-6550 Politics/Policies in Urban Schools
FPR-6555 Seminar in Reflective Practice
FPR-6640 Teacher as Researcher
FPR-6700 Reconceptualizing the Curriculum
FPR-7500 Assessment: Educational Settings
FPR-7705 Learning In/Outside the Classroom
FPR-7720 Urban Education in a Global Community

Capstone Experience

The capstone experience will be included within the Seminar class.

Master of Arts in Curriculum and Instruction (30 hours)

Concordia University Chicago master of arts degree in curriculum and instruction provides graduate candidates with an innovative, world-class learning experience. Courses are taught by experienced education leaders and scholars, who assist candidates throughout a rigorous degree track, by stressing the importance of integrity, competence and servant leadership. Faculty methods utilize the latest technology and engage students through real-world applications using multiple instructional models. Concordia University Chicago faculty establish a critical theoretical and practical approach for well-rounded learning environments which prepare candidates for success in the field of education today and tomorrow for education leaders.

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

Required Coursework

EDU-6212 Studies in Literacy and Multiliteracies
EDU-6460 Foundations & Ethics in American Education
EDU-6500 Curriculum Construction
EDU-6515 Contemporary Issues in Curriculum & Pedagogy
EDU-6525 Teacher as Practitioner
EDU-6535 Teacher as Leader
EDU-6540 Special Education Curriculum & Pedagogy
EDU-6545 Action Research
EDU-6555 Seminar in Reflective Practice
PSY-6500 Cognitive Development

Capstone Experience

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

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

The master of arts degree program in ELL/ESL is embedded in the curriculum and instruction master of arts degree program. It is explicitly focused on developing teachers as leaders in their individual classrooms, schools, districts, as well as in the broader global community.

This program achieves a balance between the practical, everyday needs of teachers in the classroom and the critical thinking and decision-making skills that are necessary for Concordia University Chicago candidates to develop as competent teacher leaders. This program further cultivates a sense of responsibility toward and provides the necessary tools for effective teacher advocacy.

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

Upon completion of the ESL strand in the master of arts in curriculum and instruction, candidates are ready to sit for the *Content Test in English as a Second Language*. Completion of this requirement makes the candidate eligible for the ESL endorsement to be attached to an existing Standard Teaching Certificate offered by the State of Illinois.

Required Coursework*Core Courses*

EDU-6500 Curriculum Construction
EDU-6555 Seminar in Reflective Practice
FPR-6000 Foundations of American Education
FPR-6650 Action Research for Practitioners

ESL Concentration

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

Capstone Experience

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

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

The master of arts degree program in ELL/ESL and Bilingual is embedded in the curriculum and instruction master of arts degree program at Concordia University Chicago. It is explicitly focused on developing teachers as leaders in their individual classrooms, schools, districts, as well as in the broader global community.

This program achieves a balance between the practical, everyday needs of teachers in the classroom and the critical thinking and decision-making skills that are necessary for Concordia University Chicago candidates to develop as competent teacher leaders. This program further cultivates a sense of responsibility toward and provides the necessary tools for effective teacher advocacy.

Graduates from the ESL+bilingual/curriculum and instruction master of arts degree program will be equipped to both envision and enact educational change for language learners throughout the country and beyond. The program develops teachers with the integrity to actively respect the learning of all students integrate appropriate curriculum methodologies across the various content areas, and engage in policy recommendations and advocacy for their communities.

Upon completion of the ESL strand of the master of arts in curriculum and instruction, candidates are ready to sit for the *Content Test in English as a Second Language*. Completion of this requirement makes the candidate eligible for the ESL endorsement to be attached to an existing Standard Teaching Certificate offered by the State of Illinois.

Upon completion of the bilingual strand of this degree, candidates are eligible to sit for the State of Illinois language examination in the non-English language to be taught.

Required Coursework*Core Courses*

EDU-6500 Curriculum Construction
EDU-6555 Seminar in Reflective Practice
FPR-6000 Foundations of American Education
FPR-6650 Action Research for Practitioners

ESL Concentration

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

Bilingual Concentration

EDU-6635 Methods and Materials for Teaching Bilingual Students

Capstone Experience

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

Master of Arts in Differentiated Instruction (30 hours)

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

- think critically, creatively, and analytically in ways that promote meaningful teaching and learning experiences;
- be able to articulate learning theory, assess student needs and develop curriculum and instructional strategies to meet those needs;
- master a variety of cognitive and learning theories, differentiation in the content areas, instructional technology across the curriculum, various instructional approaches and the importance of managing the differentiated learning environment using research-based instructional strategies and data-driven decision making.

Required Coursework

EDI-6010 Differentiation and Learning Theory
 EDI-6020 Curriculum and Instruction Development for Differentiated Classrooms
 EDI-6030 Instructional Methods for Differentiated Classrooms
 EDI-6XXX Seminar in Differentiated Instruction
 EDL-6380 Assessment/Evaluation for Data-Driven Decisions
 EDT-6010 Integrating Technology Across Curriculum
 EDU-6212 Studies in Literacy and Multiliteracies
 EDU-6360 Characteristics and Learning Needs of Students with Learning/Behavior Disorders
 EDU-6425 Psychology & Methods for Teaching the Exceptional Learner
 FPR-6350 Cross Cultural Studies: Teaching Culturally & Linguistically Diverse Students

Capstone Experience

The EDI-6040 course will serve as the capstone course. Candidates will demonstrate differentiated teaching instruction in a field setting by designing a unit of study or block of instruction using differentiated strategies. Candidates will then teach the unit to students in an educational setting, analyze student learning gains, and reflect on their implementation of differentiated instruction. Candidates also will demonstrate their proficiency, knowledge and skills by integrating technology as a teaching and learning tool throughout the unit and its implementation.

Master of Arts in Early Childhood Education (30 hours)

Concordia University Chicago's Master of Arts in Early Childhood Education is directed toward the preparation of educators who desire to become an accomplished early childhood teacher, an early childhood administrator, an early childhood public policy and advocacy specialist, or an early teacher educator or researcher. This program is designed to provide candidates with a strong background in child and language development, family and community relationships, assessment, research, theory and practice of birth-through-age-eight programs within a variety of educational settings. After receiving their degrees, our graduates will be ideal educators in the design and implementation of early childhood curriculum and programs in centers, home child care, schools, districts and other settings. They will also be able to contribute their leadership and advocacy to various early childhood programs and organizations.

Required Coursework

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

Capstone Experience

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

Master of Arts in Educational Technology (30 hours)

The purpose of the educational design and technology program is to prepare educators with the competencies required to improve the quality and effectiveness of instructional programs. As learners develop skills that are aligned with the national educational standards and performance indicators as set forth by International Society for Technology in Education, they develop and assess the impact of technology-based learning experiences. Through this program of study, students will meet state coursework requirements for the Technology Specialist Endorsement. Students must pass appropriate state content exams to receive formal endorsement.

Required Coursework

EDT-6010 Integrating Technology Across the Curriculum
 EDT-6030 Using Technology to Build Learning Communities
 EDT-6040 Visual Literacy in the Classroom
 EDT-6050 Technology for Effective Decision Making in Teaching and Learning
 EDT-6065 Emerging Trends and Future Technology in Education
 EDT-6070 Educational Technology Leadership
 EDT-6080 Applied Project in Educational Technology
 EDT 6205 Educational Technology Hardware and Software
 EDU-6545 Action Research

Capstone Experience

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

Master of Arts in Educational Technology plus Type 10 Certification (33 hours)

The purpose of the educational technology program is intended to prepare educators with the competencies required to improve the quality and effectiveness of instructional programs. As learners develop skills that are aligned with the national educational standards and performance indicators as set forth by International Society for Technology in Education, they develop and assess the impact of technology-based learning experiences. Through this program of study, students will meet state coursework requirements for the Technology Specialist Type 10 Certificate. In comparison with the master of arts program, the specific course sequence in this program is distinct, with a few more hardware and software-focused courses. Students must pass appropriate state content exams to receive formal certification.

Required Coursework

CSE-6120 Technology, Society, and Education
 EDT-6010 Integrating Technology Across the Curriculum
 EDT-6030 Using Technology to Build Learning Communities
 EDT-6040 Visual Literacy in the Classroom
 EDT-6050 Technology for Effective Decision Making in Teaching and Learning
 EDT-6060 Trends and Future Technology in Education
 EDT-6070 Educational Technology Leadership
 EDT-6080 Applied Project in Educational Technology
 EDT-6205 Educational Technology: Hardware and Software
 EDU-6545 Action Research
 FPR-6010 Theoretical, Ethical, and Practical Foundations of Educational Technology

Capstone Experience

The EDT-6080 course serves as the capstone experience for this degree.

Master of Arts in Gerontology (33 hours)

The wellness of our aging population requires carefully constructed social and healthcare programs to preserve its quality of life. Concordia's gerontology concentration addresses these vital concerns by preparing its advance degree holders with the skills essential to delivering and managing these programs on both a local and national level.

Required Coursework

CED-6045 Ethics, Law and Morality for Counselors
 CED-6055 Multicultural Counseling
 SOC-6100 Methods of Evaluation Research
 SOC-6160 Social Gerontology
 SOC-6330 Death and Dying
 SOC-6500 Public Policies and Aging
 SOC-6510 Diversity in Aging
 SOC-6900 Seminar in Gerontology
 SOC-6980 Practicum in Gerontology
 PSY-6050 Psychology of Adult Development
 PSY-6495 Administration of Human Services

Capstone Experience

The capstone experience is fulfilled through the course SOC-6900, Seminar in Gerontology.

Master of Arts in Human Services-Administration (33 hours)

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

Required Coursework

Required Core
 CED-6300 Clinical Mental Health Counseling
 PSY-6030 Research in Psychology
 PSY-6495 Administration of Human Services
 PSY-6995 Internship in Human Services-Administration

Ethics Course

Choose one graduate level ethics course.

Administration Courses

One 6000-level ACC course.
 One 6000-level MGT course.
 One 6000-level MKT course.
 One additional 6000-level ACC, MGT, or MKT course.

Elective Courses

Choose two 6000-level courses from CED, PSY, SOC, or SOW.

Master of Arts in Human Services-Exercise Science (33 hours)

The aim of the Master of Arts in Human Service-Exercise Science program at Concordia University is 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. Graduate students receive a high quality educational program that emphasizes Christian beliefs. The program also recognizes, values, and encourages the development of skills and competencies that will be needed throughout the candidate's career as in the field.

Required Coursework

Required Core

PES-6100 Contemporary Issues in Health and Wellness
PES-6991 Internship: Exercise Science
PSY-6495 Administration of Human Services

Ethics Course

SOW-6100 Ethical Issues in Helping Professions
OR
THY-6400 The Christian in Society

Development

Choose one of the following:

CED-6035 Counseling and Human Development
*PES-6431 Physical Growth and Motor Development
PSY-6050 Adult Development and Aging

Counseling

Select one 6000-level CED or PSY course related to counseling.

Research and Assessment

Choose one of the following:

FPR-7610 Quantitative Analysis
PES-6740 Measurement and Evaluation in Human Performance
PSY-6030 Research in Psychology
PSY-6800 Advanced Research in Psychology

Electives

Choose 4 of the following (12 hours)

PES-6123 Nutrition for Human Performance
PES-6210 Fitness Testing & Exercise Prescription
PES-6410 Biomechanics
PES-6420 Physiology of Exercise
PES-6431 Physical Growth and Motor Development
PES-6970 Independent Research
PES-6980 Practicum: Exercise Science & Fitness Management

Capstone Experience

Choose from Options 1-3.

Master of Arts in Illinois Principal Preparation (33 hours)

Required Coursework

RES-6600 Research for School Leaders
EDL-6120 Supervision and Evaluation to Improve Teaching and Learning
EDL-6130 School Evaluation and Change Processes
EDL-6230 School Law and Policies
EDL-6235 Principal as Resource Manager
EDL-6240 Instructional Leadership
EDL-6300 Ethical Leadership: Models and Practice
EDL-6140 Curriculum and Assessment: Frameworks for Student Learning
EDL-6310 School, Families, and Community Partnerships
EDL-6983 Internship I
EDL-6984 Internship II

Capstone Experience

EDL 6983 and 6984 fulfill the capstone experience.



Master of Arts in Music (33 hours)

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

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

Entrance Requirements

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

Program Requirements

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

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

Areas of Study

Foundational Music Studies (11-12 hours)

Theory (3 hours)

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

History (3 hours)

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

Research (3 hours)

MUS-6243 Music Research and Bibliography

Mission Support (2-3 hours)

MUS-6323 Music for the Contemporary Church
MUS-6333 Traditions of Christian Hymnody
MUS-6353 Studies in Christian Worship: Theology & Music
MUS-6362 Musical Heritage of the Church (2 hours)

Music Support Courses (10-11 hours)

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

Liberal Arts Courses (up to 11 hours)

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

Written Comprehensive Examination (0 hours)

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

Capstone Project (1-6 hours)

Options 1, 2, or 6.

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



Master of Arts in Psychology (33 hours)

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

Required Coursework*Research*

- FPR-7610 Quantitative Analysis
- PSY-6030 Research in Psychology
- PSY-6800 Advanced Research in Psychology
- One additional graduate-level statistics course chosen in consultation with advisor.

Assessment

- PSY-6025 Assessment Techniques
- PSY-6050 Applied Psychopathology

Ethics

One graduate-level ethics course

Electives

Choose two graduate level PSY courses (6 hours).

Thesis

PSY-6990 Master's Thesis (6 hours)

Capstone Experience

The capstone experience will be completed through the Master's Thesis.

Master of Arts in Reading Education (30 hours)

Concordia University Chicago's Master of Arts in Reading education program provides a theoretical and practical framework for literacy instruction and assessment within an emphasis on current research. The program also provides candidates the opportunity to receive a rigorous, high quality educational program that encourages the development of skills and competencies that will be needed throughout the candidates' professional career as a reading specialist or literacy coach. Upon successful completion of the ten required courses and the Illinois 176 Specialty Test, candidates are eligible for the IL Type 10 certificate, enabling them to work in a reading professional role in early childhood, elementary, middle, and secondary school settings.

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

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

Required Coursework

- EDU-6200 Beginning Reading Instruction
- EDU-6210 Studies in Elementary School Reading
- EDU-6225 Diagnosis of Reading Problems
- EDU-6226 Remediation of Reading Problems
- EDU-6230 Content Reading: Middle & Secondary Schools
- EDU-6295 Practicum in Reading Instruction (Practicum I)
- EDU-6296 Practicum in Remedial Reading (Practicum II)
- EDU-6205 Language and Reading Theory
- EDU-6300 Research in Children's Literature
- EDU-6291 Roles, Relationships, and Ethics of the Reading Professional

Capstone Experience

This culminating project highlights the candidate's mastery of content throughout their studies. Capstones are traditionally a summary of work demonstrating overall growth and specific understandings of the professional standards. The capstone serves as a performance-based evaluation and promotes reflective practice. It also demonstrates the professional's proficiency in integrating technology and their ability to interpret theory into practice.

Master of Arts in Religion (33 hours)**Program Objectives:**

This **online program**, with a concentration in Christian Studies, is an ideal way for those who work within the church to enhance their theological knowledge and expertise. The courses and degree also may appeal to laypersons wishing to enrich their understanding of the Bible and Christian theology.

The program is taught in cohort groups that study together online as they progress through the 11 courses required for the degree. Cohorts are limited to 15 students, with one cohort scheduled to begin each fall semester.

Admission Requirements

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

Degree Requirements

The degree involves 33 semester hours of work, including a Capstone Experience. Fifteen of those hours are in theological foundations courses, one course from each of five categories:

- Old Testament Studies
- New Testament Studies
- Systematic Theology
- Historical Theology
- Church and Society or Religious Education

Areas of Study*Foundations Courses*

Choose one course from each of the following categories:

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

Concentration (15 hours)

- THY-6120 General Epistles
- THY-6330 Topics in the History of Christianity
- THY-6353 Studies in Christian Worship: Theology and Music

Capstone

- THY-6XXX Capstone Project

Master of Arts in School Counseling (48 hours)

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

Required Coursework

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

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

Human Growth & Development

- CED-6035 Counseling and Human Development

Counseling Theory

- CED-6010 Counseling Theory and Practice

Counseling Techniques

- CED-6015 Counseling Techniques and Intervention

Group Dynamics

- CED-6240 Group Work in Schools

Appraisal of Individuals

- CED-6250 Fundamentals of Assessment OR
- PSY-6025 Assessment Techniques

Research and Evaluation

- CED-6230 Evaluation and Research for Counselors OR
- PSY-6030 Research in Psychology

Social and Cultural Foundations

- CED-6055 Multicultural Counseling

Lifestyle and Career Development

- CED-6020 Career Counseling

Professional Curricular Experience and Maladaptive Behavior

- CED-6210 School Counseling Program Development and Organization
- CED-6220 Counseling and Consulting in Schools

Elective

Any graduate level course chosen in consultation with your advisor.

Clinical Experience

- CED-6920 Practicum: School Counseling
- CED-6925 Internship: School Counseling

Capstone Experience

Portfolio and Oral Defense.

Master of Arts in School Leadership (30 hours)

The Concordia University Chicago Department of Leadership is at the forefront in providing educators with quality, relevant, and current graduate education, which enhances the leadership of public and nonpublic teachers and administrators as they positively impact schools. We prepare our candidates to be teacher and administrator leaders guiding the public and nonpublic schools in the service of students so that they may become effective citizens in society.

To be eligible for the Illinois State Administrative Certificate (Type 75) endorsement, candidates who enroll and complete the masters of arts in school leadership must hold a valid teaching certificate and have a minimum of two years of teaching experience in a state-recognized school. Application for this endorsement is made through the Office of the Registrar following graduation.

Required Coursework

EDL-6120 Supervision and Improvement of Instruction
 EDL-6130 School Evaluation and Chance Processes
 EDL-6210 School Finance and Business Management
 EDL-6220 School Organization and Human Resources
 EDL-6230 School Law
 EDL-6240 Instructional Leadership
 EDL-6300 Ethics of School Leadership
 EDL-6983 School Leadership Internship I
 EDL-6984 School Leadership Internship II
 FPR-6600 Research in Education

Capstone Experience

A year-long (two consecutive semesters) capstone clinical experience offering a variety of appropriate site-based hands-on experiences including public policy in a diverse setting supervised by university and site personnel. These should be among the final courses in the program (EDL 6983 and 6984). 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 these courses.

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

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

GPA Requirements

A grade of "C" or better must be achieved in all courses. Plus, the candidate must maintain a minimum cumulative GPA of 3.0 on all coursework taken toward the master of arts in teaching.

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

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

General Education Competencies for the M.A.T. Programs**Communications Skills**

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

Mathematics

- 3 semester hours above Intermediate Algebra

Natural Sciences (one lab science course required)

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

Humanities*

- 9 semester hours in at least two different areas

Social Sciences*

- 9 semester hours in at least two different areas

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

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

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

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

CLEP Credit

The University grants credit for the General Examination of the College Level Examination Program (CLEP). Students may receive three to twelve semester hours of credit based on the score achieved on the exam. In general, a minimum score of 50 is required to receive three semester hours of credit. In all cases, Concordia University Chicago will follow the ACE recommendation. This credit equivalency is granted only after the student successfully has completed at least 12 semester hours

in residence. In addition, Concordia grants credit for the College Level Examination Program Subject Examinations. Students wishing to substitute CLEP credit for a Concordia course must consult with their Academic Advisor for CLEP/Concordia course equivalencies.

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

Credit for Prior Learning

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

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

Areas of Study

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

Prerequisite to Methods Courses (6 hours)

EDU-6140 Resources and Strategies of Teaching ECE
 PSY-6055 Developmental Psychology: Infancy and Early Childhood

Professional Courses (23 hours)**Required**

ENG-6100 Language Development of the Young Child
 EDU-6095 Foundations of Early Childhood Education
 EDU-6150 Creative Processes and the Young Child
 EDU-6201 Teaching of Reading
 EDU-6445 Introduction to Research for Pre-Service Teachers

Choose one

EDU-6160 Parent Involvement in Early Childhood

Choose one

EDU-6425 Psychology and Methods of Teaching the Exceptional Learner
 EDU-6175 Identification and Education of Young Children with Special Needs

Choose one

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

Professional Instructional (Methods) Courses (3 hours)

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

Professional Semester (6 hours)

EDU-6920 Candidate Teaching: Early Childhood

Capstone Experience

Standards-based portfolio with an Oral Defense

Clinical Experience

100 hours

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

THY-2000 The Old Testament
 THY-2200 Faith of the Christian Church
 THY-3210 Christian Life
 THY-3300 History of Christian Biography
 THY-4410 World Religions
 THY-4450 Spiritual Nurture of the Young Child

Special Education Endorsement

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

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

Candidates must also pass the Illinois Content Area Test for Special Education. (Learning Behavior Specialist 1 Test 155). Students apply for endorsement through the Illinois State Board of Education via the Regional Offices of Education. ISBE Form 73-52, official transcripts and any fees must be submitted before endorsement is given. Upon approval, the student will obtain an LBS 1 Limited endorsement. This endorsement allows the endorsement holder to teacher Special Education students within the age and grade limits of their teaching certificate.

Required Field Experience

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

- EDU-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
- EDU-6055 Developmental Psychology: Infancy & Early Childhood
- EDU-6425 Psychology and Methods of Teaching the Exceptional Learner
- EDU-6175 Identification and Education of Young Children with Special Needs

Monitoring Candidate Progress

Checklist for Assessment Transition Points

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

Admission to the University

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

Transition Point One: Admission to the College of Education

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

Application deadlines for admission to the College of Education:

February 15, June 15, October 15

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

- Pass the Illinois Test of Basic Skills;
- Submit the completed application and supporting documentation to the Office of Field Experience in the College of Education;
- Complete the following prerequisite courses or their equivalents with a grade of C or better:
 - ENG-6140 Resources and Strategies of Teaching ECE
 - PSY-4101 Development Psychology: Infancy and Early Childhood
- Complete a minimum of 20 hours of the required 100 hours of field experience and submit documented proof to the Office of Field Experience for approval on or before deadline date;
- Earn a minimum GPA of 3.0 for all coursework taken in the MAT program;
- Submit a current program plan to Office of Field Experience;
- Submit three assessment of candidate's dispositions to the Office of Field Experience;
- Pass Checkpoint #1 of the Professional Portfolio;
- Submit the report of a fingerprint criminal background check to the Office of Field Experience.

Transition Point Two: Admission to the Professional Semester

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

February 15, June 15, October 15

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

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

Transition Point Three: Completion of Professional Semester

To successfully complete the Professional Semester, the candidate must:

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

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

Transition Point Four: Completion of Program

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

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



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

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

- the development of core competencies in instructional planning, delivery and assessment
- respect and support for diversity in educational settings
- how to lead classrooms ethically
- the role of standards within the profession
- the commitment to continuous improvement
- the importance of reflective practice, and
- the development of collaborative relationships to serve the learning of every child.

Upon successful completion of degree requirements, candidates are eligible for Type 03 certification from the State of Illinois.

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

Required Coursework

Prerequisites to Professional/Instructional Methods Courses

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

Professional Courses

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

Professional Instructional (Methods) Courses

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

Professional Semester

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

Capstone Experience

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

Pre-professional Field Experience

100 hours (embedded in coursework above)

Middle School Endorsement Requirements (optional)

18 semester hours in Content Area
(Some areas require specific courses)

- EDU-4500 Middle School: Assumptions and Curriculum

Choose one:

- PSY-4105 Developmental Psychology: Middle Childhood (3 hours)
- PSY-4110 Developmental Psychology: Adolescence (3 hours)

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

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

- the development of core competencies in instructional planning, delivery and assessment
- respect and support for diversity in educational settings
- how to lead classrooms ethically
- the role of standards within the profession
- the commitment to continuous improvement
- the importance of reflective practice, and
- the development of collaborative relationships to serve the learning of every child.

Upon successful completion of degree requirements, candidates are eligible for Type 09 certification from the State of Illinois.

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

Required Coursework

Prerequisites to Professional/Instructional Methods Courses (9 hours)

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

Professional Courses (15 hours)

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

Professional Instructional (Methods) Courses (6 hours)

Choose one of the following per your chosen major:

- ART-6601 Teaching Art: Middle/Secondary Schools
- ENG-6602 Teaching English: Middle/Secondary Schools
- FOL-6603 Teaching Foreign Language: Middle/Secondary Schools
- MAE-6606 Teaching Mathematics: Middle/Secondary Schools
- PES-6605 Instructional Strategies for Human Performance
- SBS-6619 Teaching Social Science: Middle and Secondary Level
- SCE-6618 Teaching Science: Middle and Secondary Schools

One graduate-level course in chosen major.

Professional Semester (9 hours)

- EDU-6060 Classroom Management and Assessment
- EDU-6922 Student Teaching: Secondary Education

Capstone Experience

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

Pre-professional Field Experience

100 hours (embedded in coursework above)



Master of Business Administration

Program Description

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

Program Objectives

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

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

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

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

Students will develop management and leadership skills, including:

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

Degree Requirements

Completion of 39 hours (with the exception of Accountancy, which is 48 hours) of coursework including the Capstone Experience. Courses are three credit hours unless otherwise noted.

Conceptual Framework (18 hours)

- ACC-6200 Financial Accounting and Analysis
- ECO-6100 Managerial Economics (two credit hours)
- ECO-6200 Macroeconomic Analysis
- MGT-6200 Global Managerial and Organizational Behavior (School Business Management does not include this course.)
- MGT-6400 Ethical Strategic Leadership
- MGT-6600 Seminar in Descriptive Statistics (one credit hour)
- MKT-6100 Marketing Design and Strategy

MBA Concentrations

choose one (21 hours, unless otherwise noted)

Accountancy (30 hours)

Depth Courses

- ACC-6300 Managerial Accounting & Analysis
- MGT-6300 Corporate Finance

Breadth Courses

- MGT-6510 Management of Human Resources
- MGT-6520 Managers and the Legal Environment

Concentration Courses

- ACC-6xxx Intermediate Accounting I
- ACC-6xxx Intermediate Accounting II
- ACC-6xxx Audit
- ACC-6xxx Individual Tax
- ACC-6xxx Corporate Tax
- ACC-6xxx Advanced Tax

Capstone

- MGT-6990 Cases in Financial Analysis

Banking and Financial Institutions*Depth Courses*

ACC-6300 Managerial Accounting & Analysis
MGT-6300 Corporate Finance

Breadth Courses

MGT-6100 Operations Management
MGT-6510 Management of Human Resources

Concentration Courses

MGT-6310 Investments
MGT-6320 Entrepreneurial Finance

Capstone

MGT-6110 Competitive Strategy

Chief School Business Official*Depth Course*

ACC-6300 Managerial Accounting & Analysis

Breadth Course

MGT-6510 Management of Human Resources

Concentration Courses

EDL-6130 School Evaluation & Change Processes
EDL-6211 Principles in Business Management
EDL-7230 Educational Finance
EDL-7250 Legal Issues for School Districts

Capstone

EDL-6986 Internship: School Business Management I
EDL-6987 Internship: School Business Management II

Comprehensive*Depth Courses*

ACC-6300 Managerial Accounting & Analysis
MGT-6300 Corporate Finance

Breadth Courses

MGT-6100 Operations Management
MGT-6510 Management of Human Resources
MGT-6520 Managers and the Legal Environment

Concentration Courses

MGT-6110 Competitive Strategy

Capstone

MGT-6990 Cases in Financial Analysis

Health Care*Breadth Courses*

MGT-6100 Operations Management
MGT-6510 Management of Human Resources

Concentration Courses

HAL-6100 Health Care Systems I
HAL-6150 Health Care Systems II
HAL-6400 Health Care Finance and Economics
HAL-6500 Public Policy in Health Care

Capstone

MGT-6990 Cases in Financial Analysis

Leadership and Change Management*Breadth Courses*

MGT-6100 Operations Management
MGT-6510 Management of Human Resources

Concentration Courses

OLDR-6800 The Leader as Trainer, Mentor, & Coach
OLDR-6810 Leader Development
OLDR-6830 Leadership Communication & Decision Making
OLDR-6840 Agents of Change

Capstone

MGT-6990 Cases in Financial Analysis

Not-for-Profit/Church Management*Breadth Courses*

MGT-6100 Operations Management
MGT-6510 Management of Human Resources

Concentration Courses

ACC-6500 Financial Management of NFP Organizations
MGT-6500 Fund Development and Management
MGT-6530 Introduction of NFP Organizations
MGT-6540 Board Governance/Management of Volunteers

Capstone

MGT-6990 Cases in Financial Analysis

School Business Management (24 hours)*Depth Courses*

ACC-6300 Managerial Accounting and Analysis

Breadth Courses

MGT-6100 Operations Management
MGT-6510 Management of Human Resources

Concentration Courses

EDL-6130 School Evaluation & Change Processes
EDL-6211 Principles in Business Management
EDL-7230 Educational Finance
EDL-7250 Legal Issues for School Districts

Capstone

MGT-6990 Cases in Financial Analysis

Sports Management*Breadth Courses*

MGT-6100 Operations Management
MGT-6510 Management of Human Resources

Concentration Courses

SPML-6010 The Essentials of the Law in Sports
SPML-6020 The Economics of Sports
SPML-6040 Sports Finance
SPML-6060 Diversity in Sports

Capstone

MGT-6990 Cases in Financial Analysis

**Master of Church Music (33 hours)**

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

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

Entrance Requirements

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

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

Program Requirements

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

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

Theory (3 hours)

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

History (3 hours)

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

Research (3 hours)

MUS-6243 Music Research and Bibliography

Church Music (13-14 hours)

Required:

MUS-6323 Music for the Contemporary Church
MUS-6333 Traditions of Christian Hymnody
MUS-6353 Studies in Christian Worship: Theology and Music
MUS-6362 Musical Heritage of the Church (2 hours)

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

MUS-6322 Service Playing and Liturgical Leadership (2 hours)
MUS-6483 Graduate Choral Conducting

Performance Studies (4-6 hours)

Major Instrument (4-6 hours)
MUSA-6621 Applied Organ, or
MUSA-6631 Applied Voice
Other applied (0-2 hours)

Theology electives (0-3 hours)

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

Music Electives (0-4 hours)

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

MUSA-6110 Applied Composition (1-2 hours)
MUS-6313 Baptism and Eucharist
MUS-6383 Current Issues in Church Music
MUS-6412 Methodologies of Music Learning
MUS-6452 The Children's Choir:
Techniques and Materials (2 hours)
MUS-6543 Organ Design and Registration
MUSA-6650 Organ Improvisation (1-2 hours)

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

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

MUS-6391 Church Music Practicum

Written comprehensive examination (0 hours)

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

Capstone Project (1 hour)

MUS-6520 Graduate Recital
The performance may consist of a recital (organ or voice), a lecture-recital, or planning and presenting a hymn festival.

Post-Masters Programs

Type 73 Certification

School Service Personnel Certificate with Guidance and Counseling Endorsement

Program Objectives:

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

Admission Requirements

- A master's degree from a regionally-accredited college or university of higher education in school, counseling, another counseling or related field or an educational field.
- A transcript evaluation by Concordia University Chicago.
- Evidence that the Illinois Test of Basic Skills recently has been passed.
- Completion of 12 semester hours of psychology or sociology with a grade of "C" or better.

Certification and Endorsement Requirements

- A minimum of 21 semester hours of required coursework specifically selected to meet State Certification/Endorsement or program requirements must be completed at Concordia University Chicago.
- A minimum 3.0 GPA and Portfolio Checkpoint 1 are required before admittance into the Practicum.
- A transcript evaluation for the Certification/Endorsement.
- Successful completion of Portfolio Capstone.

Areas of Study

Human Growth and Development (3 hours)

CED-6035 Counseling and Human Development

Counseling Theory (3 hours)

CED-6010 Counseling Theory and Practice

Counseling Techniques

CED-6015 Counseling Interventions and Techniques

Group Dynamics (3 hours)

CED-6240 Group Work in Schools

Appraisal of Individuals (3 hours)

CED-6250 Fundamentals of Assessment or
PSY-6025 Assessment Techniques

Research and Evaluation (3 hours)

CED-6230 Evaluation and Research for Counselors or
PSY-6030 Research in Psychology

Professional, Legal and Ethical Responsibilities (6 hours)

CED-6000 Introduction to the Counseling Profession
CED-6045 Ethics, Law and Morality for Counselors

Social and Cultural Foundations (3 hours)

CED-6055 Multicultural Counseling

Lifestyle and Career (3 hours)

CED-6020 Career Counseling and Education

Professional Curricular (6 hours)

CED-6210 School Counseling:
Program Development and Organization
CED-6220 Counseling and Consulting in Schools

Elective (3 hours)

Any graduate level course chosen in consult with your advisor.

Practicum/Internship (9 hours)

PSY-6982 Practicum
PSY-6992 Internship

Capstone Experience

Option #7: Portfolio and Oral Defense



Type 75 Certification General Administrative Certificate

Program Objectives

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

Admission Requirements

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

Certification and Endorsement Requirements

- A minimum of 50 percent of the semester hours of required coursework specifically selected to meet State Certification/Endorsement requirements must be completed at Concordia University Chicago. Once coursework has been specified, it cannot be changed without the approval of the program coordinator and the registrar.
- A minimum 3.0 GPA and Portfolio Checkpoint 1 are required before admittance into the Practicum. A transcript evaluation for the Certification/Endorsement will be completed upon student request.
- Successful completion of Portfolio Capstone.

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

Time Limit

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

Program Procedures

- After transcripts have been evaluated, students will be assigned an advisor. Students are responsible for meeting with their advisor to lay out the timing of their program.
- Course registration is the responsibility of the student.
- Upon completion of coursework, the student is responsible for scheduling his/her State of Illinois examination.
- Once all certification/endorsement requirements have been met, the student is to make application for endorsement through the Office of the Registrar.

Type 75 Areas of Study for General School Administration

Instructional Leadership (12 hours)

EDL-6100 Research in Education
EDL-6120 Supervision and Improvement of Instruction
EDL-6130 School Evaluation and Change Processes
EDL-6240 Instructional Leadership

Management of Public Schools (9 hours)

EDL-6210 School Finance and Business Management
EDL-6220 School Organization and Human Resources
EDL-6230 School Law



School and Public Policy (6 hours)

EDL-6300 Ethics of School Leadership
EDL-6984 Internship in School Leadership and Public Policy;
Portfolio defense

Capstone Experience (3 hours)

EDL-6983 Internship in School Leadership
Capstone Option #7: Standards-Based Portfolio and
Oral Defense for Type 75 Certification

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

Internship Guidelines

- Concurrent enrollment in the two internships is not permitted.
- EDL-6981 must be completed in a school apart from where the candidate is employed and in a context that offers an experience diverse from the candidate's experience.
- EDL-6982 can be completed in the school where the internship candidate is employed.
- The first internship may be done after the first semester of enrollment at Concordia University Chicago. The second internship may be done after the completion of 21 semester hours.

**TYPE 75 Certification with Superintendent Endorsement**

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

Admission Requirements

- Have a regionally-accredited master's degree.
- Have a Type 75 General Administrative Certificate.
- Have a minimum graduate GPA of 3.5.
- Have a minimum of two years of supervisory or administrative experience in a school.
- Supply evidence that the Illinois Test of Basic Skills has been passed recently.

Areas of Study for Superintendent Endorsement**Governance of Public Schools (6 hours)**

EDL-7100 The Superintendency
EDL-7210 Policy Analysis

Management of Public Schools (9 hours)

EDL-7220 Human Resource Administration and Bargaining
EDL-7230 Educational Finance
EDL-7240 Supervisory Theory and Practice

Educational Planning (6 hours)

EDL-7120 Research-based Decision Making
EDL-7140 Organizational Change

Departmental Electives – Select two (6 hours)

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

EDL-7300 Ethics for Educational Leaders or
THY-6400 The Christian in Society
EDU-7100 Curriculum Theory and Design
EDL-6250 Special Education Law and Policy
EDL-7110 Strategies of Educational Leadership
EDL-7250 Legal Issues for School Districts

Clinical Experience (3 hours)

EDL-7891 Professional Career Training-Superintendent Track

Capstone

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

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

Doctoral Programs

Concordia University offers the following Doctoral programs in a myriad of formats.

EdD in Early Childhood Education
EdD in Reading, Language and Literacy
EdD or PhD in Leadership with the Following Specializations:
Educational Leadership
Higher Education
Organizational Leadership
Sports Leadership
Teacher Leadership

Academic Information**Transfer of Credit**

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

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

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

Residency

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

Time Limits

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

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

Comprehensive Examination

Students must have successfully completed at least 42 hours of coursework with a GPA of 3.0, submit the required Intent to Take comprehensive Examination Form (no less than six weeks prior to the examination), and register for the examination. The comprehensive examination is a major step that leads to candidacy in the doctoral program.

Upon successful completion of the comprehensive examination the student may apply for doctoral candidacy by submitting the Application for Admission to Candidacy for final approval by the Dean of the College of Graduate and Innovative Programs. Doctoral candidacy must be achieved before the dissertation process begins.

Dissertation

Students must complete original dissertation research as approved by the dissertation committee. Subject to Higher Learning Commission approval, EdD candidates may conduct research in

their place of employment or at external sites; PhD dissertation research samples and participants must go beyond a candidate's place of employment to include a wider scope of influence and investigation, grounded in a theoretical framework. Please consult the *Collegial Cloud in Blackboard* for specific procedures related to the dissertation.

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

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

2. Program Advisor

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

3. Satisfactory Progress

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

4. Continuous Enrollments

Doctoral students must be registered at all times to maintain continuous enrollment in the Doctoral Program. Students who have completed all required coursework must be enrolled in DISS-7991 until program completion.

Any time a student needs to take a temporary hiatus from coursework of the dissertation, he or she must initiate a Stop Out request. Stop Out status indicates that no coursework is being taken. Doctoral Stop Out eligibility, guidelines, time limits and requirements are available from the student's program advisor. Stop Outs must be approved by the Dean of the College of Graduate and Innovative Programs.

5. Comprehensive Examination

Application for the exam occurs upon completion of at least 42 hours of coursework with a minimum GPA of 3.0, and in consultation with the Executive Director of the division of Research and Doctoral Programs. Please consult with the program advisor or review the Collegial Cloud in Blackboard for specific procedures related to the comprehensive examination.

6. Doctoral Candidacy

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

7. Dissertation

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

8. Graduation

An "Intent to Graduate" form must be submitted to the Office of the Registrar at least one semester prior to the anticipated conferral of the degree.



Doctoral Programs – Education

**Doctor of Education (EdD)
Early Childhood Specialization (63 hours)**

**Doctor of Philosophy (PhD)
Early Childhood Specialization (69 hours)**

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

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

Academic Information

Transfer of Credit

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

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

Residency

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

Time Limits

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

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

Program Procedures for Doctoral Students

1. Advisor

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

2. Satisfactory Progress

All students will be monitored for satisfactory academic progress at the following points: portfolio checkpoints, comprehensive examination, dissertation proposal defense and dissertation defense. Students are considered to be making satisfactory

progress if the grade point average is 3.0 or higher, all deficiencies have been removed, and appropriate progress is being made toward meeting the standards. Students not making satisfactory progress will be placed on academic probation.

3. Comprehensive Examination

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

4. Doctoral Candidacy

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

5. Capstone Experiences

There are two capstone experiences in the doctoral program:

- A written comprehensive exam;
- The dissertation defense.

6. Dissertation

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

7. Graduation

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

Program Components for the Doctor of Education Degree

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

Doctoral Program Core (30 hours)

Research and Statistics (9 hours)

- EDL-6105 Research Design
- EDL-6110 Quantitative Analysis
- EDL-6115 Qualitative Analysis

Additional Research requirements for Ph.D. (6 hours)

EDL-7500 Mixed Methods Research

One of the following

- EDL-6116 Survey/Instrument Development
- EDL-7510 Advanced Topics in Statistics
- EDL-7520 Advanced Topics in Qualitative Analysis

Theology/Philosophy (6 hours)

PHI-7000 Ways of Knowing

Select one

- EDL-6300 Ethics of Leadership, or
- THY-6400 Christian in Society (or other relevant course approved by advisor)

Dissertation (9 hours)*
DISS-7990 Dissertation
DISS-7991 Dissertation Supervision (no credit)

Foundation Courses – select two (6 hours)
PSY-7400 Advanced Learning Theories
EDU-7400 History and Culture of Education
EDU-7890 Comprehensive Seminar

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

Early Childhood Education Specialization (33 hours)

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

Child Growth and Development
EDU-6130 Play Theory in Child Development and Education
PSY-6500 Cognitive Development: Theory and Implication
SOC-6110 Socialization Process
PES-6400 Psychomotor Development in Early Childhood
THY-6500 Moral, Ethical and Spiritual Development of the Child

Leadership and Advocacy
EDL-6120 Supervision and Improvement of Instruction
EDL-6220 School Organization and Human Resources
EDL-6330 Advocacy of Children's Rights
EDL-6500 Administration of Early Childhood Education Programs
EDL-7210 Policy Formation and Governance
EDU-6190 Practicum in Early Childhood Education

Curriculum Implementation and Change
EDL-6130 School Evaluation and Change
EDU-6100 Development, Implementation and Evaluation of Early Childhood Curriculum
EDU-6500 Curriculum Construction
EDU-7100 Curriculum Theory and Design

International and Comparative Education
EDL-6440 History of Western Education
EDU-6170 International Perspectives on Early Childhood Education
EDU-6410 Comparative Education

Collaboration, Interagency and Interdisciplinary Relationships
EDL-6220 School Organization and Human Resources
EDL-6310 Schools, Parents and Community Relations
EDU-6160 Parent Involvement in Early Childhood Education
SOC-6300 Contemporary Family Patterns
SOW-6200 Interagency and Interdisciplinary Collaboration

Methodology and Appropriate Practices
EDU-6115 Infant and Toddler Program
EDU-6120 Kindergarten Programming
EDU-6140 Resources and Strategies for Teaching Early Childhood Education
EDU-6200 Beginning Reading Instruction
EDU-6205 Language and Reading Theory
EDU-6285 Seminar in Emergent Reading and Writing
EDU-6310 Thematic Approaches to Children's Literature

Assessment and Special Needs of Young Children
EDL-6250 Special Education Law and Policy
EDU-6105 Observation and Assessment of Young Children
PSY-6025 Assessment Techniques
PSY-6115 Counseling through the Expressive Arts
SOW-6210 Specialized Services for Exceptional Children

Required Courses

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

EDU-7180 Field Work in Early Childhood Education
EDU-7185 Field Work in Early Childhood Leadership

Evaluation Research Requirements (select one)
EDL-6130 School Evaluation and Change Processes
SOC-6100 Methods of Evaluation Research

Portfolio

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

Comprehensive Examination

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

Dissertation

Students must complete dissertation research as approved by the dissertation committee. Once dissertation work is begun, candidates must be continuously enrolled until program completion. After the completion of the required six 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.

Doctor of Education (EdD) in Early Childhood Education (63 hours)

Concordia University Chicago offers a doctor of education (EdD) in early childhood education. The degree is built upon the candidate's prior work in the field. The program provides a theoretical and practical framework for advanced work and leadership in the field of early childhood with an emphasis on current research.

Recent graduates of the program have become early childhood leaders in universities, multisite programs, educational planning, and governance and management. The coursework provides the opportunity to receive a high-quality educational program that encourages the development of skills and competencies needed throughout the candidates' professional career as an accomplished early childhood educator, administrator, policy and advocacy specialist, early childhood educator and researcher, or other leadership roles.

Doctoral Program Core (30 hours)

Research and Statistics (11 hours)
RES-7900: Research Design
RES-7610: Quantitative Analysis
RES-7700: Qualitative Analysis

Theology/Philosophy (6 hours)
PHI-7000 Ways of Knowing

Select one.
EDL-6300 Ethics of Leadership
THY-6400 Christian in Society
(or other relevant course approved by advisor)

Dissertation* (9 hours)

COMP-7990: Comprehensive Exam
DISS-7990: Dissertation (enroll 2 times at 3 hours each)
DISS-7991: Dissertation Supervision
(no credit, billed as 1 credit hour supervision fee)

Upon completion of the six required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

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 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
PES-6400 Psychomotor Development in Early Childhood
PSY-6500 Cognitive Development: Theory and Implication
SOC-6110 Socialization Process
THY-6500 Moral, Ethical, and Spiritual Development of the Child

Leadership and Advocacy

EDL-6120 Supervision and Improvement of Instruction
EDL-6220 School Organization and Human Resources
EDL-6330 Advocacy of Children's Rights
EDL-6500 Administration of Early Childhood Education Programs
EDL-7210 Policy Formation and Governance
EDU-6190 Practicum in Early Childhood Education

Curriculum Implementation and Change

EDL-6130 School Evaluation and Change
EDU-6100 Development, Implementation and Evaluation of Early Childhood Curriculum
EDU-6500 Curriculum Construction
EDU-7100 Curriculum Theory and Design

International and Comparative Education

EDL-6440 History of Western Education
EDU-6170 International Perspectives on Early Childhood Education
EDU-6410 Comparative Education

Collaboration, Interagency and Interdisciplinary Relationships

EDL-6220 School Organization and Human Resources
EDL-6310 Schools, Parents and Community Relations
EDU-6160 Parent Involvement in Early Childhood Education
SOC-6300 Contemporary Family Patterns
SOW-6200 Interagency and Interdisciplinary Collaboration

Methodology and Appropriate Practices

EDU-6115 Infant and Toddler Program
EDU-6120 Kindergarten Programming
EDU-6140 Resources and Strategies for Teaching Early Childhood Education
EDU-6200 Beginning Reading Instruction
EDU-6205 Language and Reading Theory
EDU-6285 Seminar in Emergent Reading and Writing
EDU-6310 Thematic Approaches to Children's Literature

Assessment and Special Needs of Young Children

EDL-6250 Special Education Law and Policy
EDU-6105 Observation and Assessment of Young Children
PSY-6025 Assessment Techniques
PSY-6115 Counseling through the Expressive Arts
SOW-6210 Specialized Services for Exceptional Children

Additional Required Courses (9 hours)

Field Experiences Requirements

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



Doctor of Education (EdD) in Reading, Language and Literacy (61-62 hours)

Concordia University Chicago's doctoral program in reading education provides a theoretical and practical framework for literacy instruction and assessment within an emphasis on current research. The program also provides candidates the opportunity to receive a rigorous, high quality educational program that encourages the development of skills and competencies that will be needed throughout the candidates' professional career as a reading specialist or literacy coach.

Doctoral Program Core (31-32 hours)

Foundations/Policy/Ethics (12 hours)

- EDL-7140 Organizational Change
- FPR-7011 Philosophical and Theoretical Foundations of Leadership
- FPR-7400/EDL-7210 Policy Analysis

Choose one.

- EDL-7300 Ethics for Educational Leadership
- SPML-6030 Sports Leadership & Ethics
- OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research (10-11 hours)

- FPR-7900 Research Design (4 hours)

Select two.

- RES-7600 Survey Research (3 hours)
- RES-7610 Quantitative Analysis (4 hours)
- RES-7700 Qualitative Analysis (3 hours)
- RES-7810 Methods of Action Research Inquiry (3 hours)

Dissertation (9 hours)

- COMP-7990 Comprehensive Exam (3 hours)
- DISS-7990 Dissertation (enroll 2 times at 3 hours each)
- DISS-7991 Dissertation Supervision (no credit, billed as one credit hour supervision fee)

Upon completion of the six required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

Reading, Language, and Literacy Core (30 hours)

- RLL-7000 Trends and Issues in Literacy Research
- RLL-7010 Instructional Approaches Related to Reading, Writing & Language
- RLL-7020 Development and Evaluation of Literacy Programs
- RLL-7030 Policy and Politics of Reading, Language, and Literacy
- RLL-7040 Cultural and Socioeconomic Perspectives of Literature and Literacy
- RLL-7050 New Literacies and Multiliteracies in Education
- RLL-7060 Internship in Reading, Language, and Literacy

Taken over 2 semesters, 6 credits total

- RLL-7200 Literacy Supervision, Leadership, and Coaching
- RLL-7310 Writing is Recorded Thinking: Research, Theory, and Application

Doctor of Education (EdD) or Philosophy (PhD) in Leadership: Educational Leadership (60-61 hours)

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

- promote the success of all students through developing and implementing a shared vision of learning which supports the learning process
- develop advanced skills in management of the organization, operations and resources for a safe, efficient and effective learning environments in schools and the district
- collaborate with staff, boards of education, students, families and community members in response to diverse educational and community interests and needs as well as mobilize community resources
- demonstrate integrity, fairness and ethical behavior to support and advance the development of a moral educational community
- understand and respond to the larger political, social, economic, legal and cultural contexts.

Doctoral Program Core (31-32 hours)

Foundations/Policy/Ethics (12 hours)

- EDL-7140 Organizational Change

Choose One.

- FPR-7011 Philosophical and Theoretical Foundations of Leadership
- FPR-7300 The Philosophy of Scientific Knowledge
- FPR-7400/EDL-7210 Policy Analysis

Choose one.

- EDL-7300 Ethics for Educational Leadership
- SPML-6030 Sports Leadership & Ethics
- OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for EdD Track(10-11 hours)

- FPR-7900 Research Design (4 hours)

Select two.

- RES-7600 Survey Research (3 hours)
- RES-7610 Quantitative Analysis (4 hours)
- RES-7700 Qualitative Analysis (3 hours)
- RES-7810 Methods of Action Research Inquiry (3 hours)

Research for PhD Track (17 hours)

- RES-7610 Quantitative Analysis
- RES-7700 Qualitative Analysis
- RES-7800 Mixed Methods Research
- RES-7900 Research Design

Pick One.

- RES-7600 Survey Research
- RES-7620 Advanced Topics in Statistics
- RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (7-9 hours)

Choose One.

- COMP-7990 Comprehensive Exam (3)
- COMP-7991 Comprehensive Exam (2)
- COMP-7992 Comprehensive Exam (1)
- DISS-7990 Dissertation (enroll 2 times)
- DISS-7991 Dissertation Supervision (no credit)

Upon completion of the six required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

Educational Leadership Specialization (30 hours)

- EDL-6310 Schools, Parents, Community Relations
- EDL-7100 The Superintendentcy
- EDL-7110 Strategies of Educational Leadership
- EDL-7120 Research-Based Decision Making
- EDL-7220 Human Resource Administration and Bargaining
- EDL-7230 Educational Finance
- EDL-7240 Supervisory Theory and Practice
- EDL-7250 Legal Issues for School Districts
- EDL-7260 School/District Improvement Using Data Analysis

Choose One.

- EDL-7891 Internship: Superintendent (for candidate seeking superintendent endorsement)
- EDL-7892 Clinical Experience

Doctor of Education (EdD) or Philosophy (PhD) in Leadership: Higher Education (60-61 hours)

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

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

Doctoral Program Core (31-32 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change
Choose One.

FPR-7011 Philosophical and Theoretical Foundations of Leadership
FPR-7300 The Philosophy of Scientific Knowledge
FPR-7400/EDL-7210 Policy Analysis

Choose one.

EDL-7300 Ethics for Educational Leadership
SPML-6030 Sports Leadership & Ethics
OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for EdD Track(10-11 hours)

FPR-7900 Research Design (4 hours)

Select two.

RES-7600 Survey Research (3 hours)
RES-7610 Quantitative Analysis (4 hours)
RES-7700 Qualitative Analysis (3 hours)
RES-7810 Methods of Action Research Inquiry (3 hours)

Research for PhD Track (17 hours)

RES-7610 Quantitative Analysis
RES-7700 Qualitative Analysis
RES-7800 Mixed Methods Research
RES-7900 Research Design

Pick One.

RES-7600 Survey Research
RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7990 Comprehensive Exam
DISS-7990 Dissertation (enroll 2 times)
DISS-7991 Dissertation Supervision (no credit)

Upon completion of the six required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

Higher Education Specialization (30 hours)

EDL-7120 Research-Based Decision Making
HLDR-6800 Law and Higher Education
HLDR-6810 Institutional Advancement
HLDR-6820 Historical and Society Issues in Higher Education
HLDR-6830 Governance and Leadership in Higher Education
HLDR-6840 Fiscal and Social Responsibility in Higher Education
Choose Four.

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

Doctor of Education (EdD) or Philosophy (PhD) in Leadership: Organizational Leadership (60-61 hours)

The organizational leadership specialization curriculum is both strategically focused and innovative, aligning contemporary leadership theory with today’s best leadership practices. The course work offers students the opportunity to identify and achieve personal learning objectives and professional goals as well as the opportunity to make immediate and significant contributions to their organizations.

Offered as a specialization within the EdD/PhD program in leadership, the organizational leadership specialization will develop scholar practitioners who will grow their organizations by incorporating various methods of strategic planning and forecasting, innovative change initiatives, organizational diagnostic strategies, and purposeful reform interventions.

Doctoral Program Core (31-32 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change
FPR-7011 Philosophical and Theoretical Foundations of Leadership
FPR-7400/EDL-7210 Policy Analysis

Choose one.

EDL-7300 Ethics for Educational Leadership
SPML-6030 Sports Leadership & Ethics
OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for EdD Track(10-11 hours)

FPR-7900 Research Design (4 hours)

Select two.

RES-7600 Survey Research (3 hours)
RES-7610 Quantitative Analysis (4 hours)
RES-7700 Qualitative Analysis (3 hours)
RES-7810 Methods of Action Research Inquiry (3 hours)

Research for PhD Track (17 hours)

RES-7610 Quantitative Analysis
RES-7700 Qualitative Analysis
RES-7800 Mixed Methods Research
RES-7900 Research Design

Pick One.

RES-7600 Survey Research
RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7990 Comprehensive Exam
DISS-7990 Dissertation (enroll 2 times)
DISS-7991 Dissertation Supervision (no credit)

Upon completion of the six required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

Organizational Leadership Specialization (30 hours)

EDL-7120 Research-Based Decision Making
OLDR-6800 The Leader as Trainer, Mentor and Coach
OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization
OLDR-6830 Organizational Communication and Decision Making
OLDR-6840 Leaders as Agents of Change

Choose Five.

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

Doctor of Education (EdD) or Philosophy (PhD) in Leadership: Sports Leadership (60-61 hours)

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

Offered as a specialization within the EdD/PhD program in leadership, the sports leadership specialization provides profession preparation for careers in private and public health and fitness clubs, corporate fitness and wellness programs, sports stadiums and arenas, and the sports marketing, management and communications firms that service the larger marketplace.

Doctoral Program Core (31-32 hours)

Foundations/Policy/Ethics (12 hours)

EDL-7140 Organizational Change
FPR-7011 Philosophical and Theoretical Foundations of Leadership
FPR-7400/EDL-7210 Policy Analysis

Choose one.

EDL-7300 Ethics for Educational Leadership
SPML-6030 Sports Leadership & Ethics
OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for EdD Track(10-11 hours)

FPR-7900 Research Design (4 hours)

Select two.

RES-7600 Survey Research (3 hours)
RES-7610 Quantitative Analysis (4 hours)
RES-7700 Qualitative Analysis (3 hours)
RES-7810 Methods of Action Research Inquiry(3 hours)

Research for PhD Track (17 hours)

RES-7610 Quantitative Analysis
RES-7700 Qualitative Analysis
RES-7800 Mixed Methods Research
RES-7900 Research Design

Pick One.

RES-7600 Survey Research
RES-7620 Advanced Topics in Statistics
RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

COMP-7990 Comprehensive Exam
DISS-7990 Dissertation (enroll 2 times)
DISS-7991 Dissertation Supervision (no credit)

Upon completion of the six required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

Sports Leadership Specialization (30 hours)

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

Choose Four.

SPML-6010: Essentials of Law
SPML-6020: Economics of Sports
SPML-6040: Sports Finance
SPML-6050: Leading in a Time of Change
SPML-6060: Leveling the Playing Field
SPML-6070: Sports Promotion
SPML-6110: Facilities and Events Management
SPML-6120: Dynamics of Coaching
SPML-6130: Social and Historical Foundations of Sports

Choose Four.

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

Doctor of Education (EdD) or Philosophy (PhD) in Leadership: Teacher Leadership (60-61 hours)

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

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

Doctoral Program Core (31-32 hours)

Foundations/Policy/Ethics (12 hours)

- EDL-7140 Organizational Change
- FPR-7011 Philosophical and Theoretical Foundations of Leadership
- FPR-7400/EDL-7210 Policy Analysis

Choose one.

- EDL-7300 Ethics for Educational Leadership
- SPML-6030 Sports Leadership & Ethics
- OLDR-6820 Leadership, Politics, Power, & Applied Ethics

Research for EdD Track(10-11 hours)

- FPR-7900 Research Design (4 hours)

Select two.

- RES-7600 Survey Research (3 hours)
- RES-7610 Quantitative Analysis (4 hours)
- RES-7700 Qualitative Analysis (3 hours)
- RES-7810 Methods of Action Research Inquiry (3 hours)

Research for PhD Track (17 hours)

- RES-7610 Quantitative Analysis
- RES-7700 Qualitative Analysis
- RES-7800 Mixed Methods Research
- RES-7900 Research Design

Pick One.

- RES-7600 Survey Research
- RES-7620 Advanced Topics in Statistics
- RES-7710 Advanced Qualitative Analysis

Comprehensive Exam & Dissertation (9 hours)

- COMP-7990 Comprehensive Exam
- DISS-7990 Dissertation (enroll 2 times)
- DISS-7991 Dissertation Supervision (no credit)

Upon completion of the six required hours of DISS-7990, candidates must maintain continuous enrollment with DISS-7991 until program completion.

Teacher Leadership Specialization (30 hours)

- EDL-6240 Instructional Leadership
- EDL-6715 Providing Instructional Support
- EDL-6720 Influencing the School Culture
- EDL-6725 Building Collaborative Relationships
- EDL-6775 Leading School-Based Professional Learning Communities
- EDL-7120 Research-Based Decision Making
- EDU-6380 Assessment, Evaluation, and Data-driven Decision Making
- EDU-6450 Adult Learning
- EDU-7XXX Instructional Coaching for Effective Teaching
- EDU-7100 Curriculum Theory and Design

Online Programs

Concordia University Chicago offers their graduate programs in a myriad of formats: **face-to-face**, **online**, and **hybrid** (a combination of face-to-face and online). To view what programs are offered in an online format, please visit gradschool.cuchicago.edu/academics/online-programs/.

Concordia University Chicago also offers a number of graduate degrees through partnerships with other organizations and centers: Center for Integrated Teacher Education (CITE), Standards-Aligned Instructional Leadership (SAIL) and Sports Management Worldwide (SMWW). More detailed information regarding the programs and coursework can be found on their individual websites.

CITE: cite.cuchicago.edu

SAIL: sail.cuchicago.edu

SMWW: sportsmanagement.cuchicago.edu





Accounting Courses

ACC-6200 Financial Accounting & Analysis (3 hours)
Introduction of key financial accounting concepts. Translate those concepts into an analysis of a firm's historical, current and prospective financial condition and performance. Emphasizes investment and credit decision-making based on financial statement information.

ACC-6300 Managerial Accounting & Analysis (3 hours)
The use of accounting information to effectively plan and control company operations. Emphasis on the use of financial information to make good business decisions. Cost concepts, measurement, allocation and analysis. Budgeting and control functions, cost of quality and capital investment decisions.

ACC-6500 Financial Management of Not-for-Profit Organizations (3 hours)
Financial accountability and internal controls. Accounting for basic transactions and events and generation of financial statements. Analysis of financial statements to understand the financial health of an organization. Financial management tools for decision making such as operational forecasts, budgets and incremental analysis.

Art Courses

ART-6100 Western Art: Pre-History through Renaissance (3 hours)
The study of Western Art from Prehistoric time through the Renaissance. Field trips. Fee required.

ART-6105 Western Art: Post-Renaissance through Contemporary (3 hours)
The study of Western Art post-Renaissance through Contemporary. Field trips. Fee required.

ART-6140 Non-Western Art (3 hours)
Survey of visual art forms from non-Western areas including India, China, Japan, African, Oceania, and art of the pre-Columbian American and the native North American. Field trip. Fee required.

ART-6210 Painting Studio II (3 hours)
Advanced study of paint in the context of realism, abstraction and/or non-objective. Some larger scale and development of consistent imagery and/or work in a series. Variety of paints and mixed media will be explored. Prerequisite: ART-3210 or permission of instructor. Field trips. Fee required.

ART-6232 Printmaking Studio II (3 hours)
An advanced study of fine art printmaking. Historical, aesthetic and technical knowledge will be acquired with special emphasis on the development of consistent imagery through series, color, multiple plate, some larger scale and independent work will be included. Various media such as monotype, monoprint, intaglio, relief and mixed media will be explored. Prerequisite: ART-4231 or consent of instructor. Field trip. Fee required.

ART-6245 Digital Photography II (3 hours)
Advanced theory and procedure of digital photography as an art and commercial form are studied. Instruction includes advanced digital camera usage, advanced computer editing, and advanced photo presentation. Students supply their own digital camera. Prerequisite: ART-3245 or permission of instructor. Field trips. Fee required.

ART-6310 Ceramic Studio II (3 hours)
Advanced techniques in ceramic construction and experiments in both hand building and wheel throwing, firing techniques and introduction to glaze calculation. Prerequisite: ART-3310 or permission of instructor. Field trips. Fee required.

ART-6320 Sculpture Studio (3 hours)
Exploration and advancement of the three-dimensional form, utilizing a variety of material. Techniques of construction, modeling and casting. Field trips. Fee required.

ART-6330 Jewelry Studio (3 hours)
Techniques in the design and execution of jewelry including beading, metal working and enameling. Field trips. Fee required.

ART-6350 Artists' Books (3 hours)
Emphasis is placed on the book as an expressive art format. Students work in their chosen media to create one-of-a-kind, editions, and/or altered books. Book structures, paper, text, and imagery are explored as well as the book as a metaphor. Fee required. Field trips.

ART-6430 Fiber Arts Studio (3 hours)
Creation, processes, manipulation and surface design of cloth and paper to produce two- and three-dimensional surfaces will be considered. Historical, gender, and cultural content of fiber works covered. Field trips. Fee required.

ART-6450 Administration & Management: Visual Arts (3 hours)
Examination and integration of issues and practices of visual arts administration and management. Field trips. Fee required.

ART-6601 Teaching Art--Middle/Secondary (3 hours)

ART-6910 Topics in the Visual Arts (3 hours)
Exploration of a specific range of issues, topics and/or media in visual art. Emphasis is on the investigation of visual art through an understanding of innovative concepts, historic or contemporary, as may be expressed through individuals and materials in the art-making experience. The course may emphasize a lecture or studio format depending on the topic. Maximum of six hours of credit. Field Trip. Fee required.

ART-6950 Independent Study (1-6 hours)
Laboratory fee is determined by type of study.

ART-6970 Independent Research (1-3 hours)

ART-6990 Thesis (3-6 hours)

Biology Courses

BIO-6720 ACCA Seminar in Biology (3 hours)
Biology courses on selected topics as offered by the Associated Colleges of the Chicago Area (ACCA). Consult the department chair for details on specific courses.

BIO-6950 Independent Study in Biology (1-6 hours)

Chemistry Courses

CHE-6720 ACCA Seminar in Chemistry (3 hours)
Chemistry courses on selected topics are offered by the Associated Colleges of the Chicago Area. Consult the Department of Natural Sciences and Geography for details on specific courses.

Communication Courses

COM-6100 Media and Cultural Studies (3 hours)
An overview of critical media theory with focus on how media shape our cultural landscape.

COM-6110 Advanced Speech Communication (3 hours)
Public speaking as persuasion and dialogue. Application of communication theory to the public speaking situation. Prerequisite: a basic speech course.

COM-6220 Interpersonal Communication (3 hours)

Theoretical knowledge of interpersonal (family, business, intimate, friendship) relationships. Develop skills for listening, conversation, and conflict management.

COM-6230 Organizational & Team Communication (3 hours)

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

COM-6240 Public Relations (3 hours)

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

COM-6250 Intercultural Communication (3 hours)

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

COM-6331 International Film History (3 hours)

History of international cinema from World War II to the present. Field trips.

COM-6350 Administration & Management: Media Arts (3 hours)

Examines and integrates issues and practices of media arts administration and management. Field trips. Fee Required.

COM-6910 Topics in Communication (3 hours)

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

COM-6950 Independent Study (1-6 hours)**Computer Science Education Courses****CSE-6120 Technology, Society & Education (3 hours)**

Technology as a tool to support development of computer literacy and learning across the curriculum for all students. Selection, development, use and evaluation of technology in the classroom and laboratory.

CSE-6692 Teaching Computer Science-Secondary (3 hours)**Counselor Education Courses****CED-6000 Introduction to the Counseling Profession (3 hours)**

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

CED-6010 Counseling Theory & Practice (3 hours)

Individual, couple and systems theories of counseling/psychotherapy. Examination of the helping process, client and counselor characteristics that influence the process consistent with current professional research and practice in the field allowing the development of a personal model of counseling.

CED-6015 Counseling Techniques and Interventions (3 hours)

This course addresses the competencies, attitudes, and skills essential to developing the character and identity of a professional counselor. Foundational and advanced counseling skills and therapeutic interventions examined as they apply to the personal, social, and academic realms. Counseling techniques from the major schools and orientations including crisis intervention, multicultural and ethical issues. This course will use role playing and videotaping to fortify burgeoning skills and interventions.

CED-6020 Career Counseling & Education (3 hours)

Career counseling approaches through the lifespan. Developmentally appropriate career programming in educational and agency settings. Occupation information sources and self-awareness emphasized.

CED-6035 Counseling and Human Development (3 hours)

Students are provided with an understanding of the nature and needs of persons throughout the lifespan including developmental and multicultural domains. Counseling approaches and issues are discussed in relation to developmental stages. Resiliency factors and ethical issues are applied across the lifespan.

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

Addresses the competencies, attitudes and skills essential to the developing the character and identity of a professional counselor. This course is designed to give the student an understanding of ethics and applicable laws in the profession of counseling as well as allowing them to examine their own moral values. Prerequisite: CED-6000.

CED-6055 Multicultural Counseling (3 hours)

Assessment and therapeutic treatment of diverse populations with special emphasis on understanding of the cultural context of relationships, issues, and trends in a multicultural society. Emphasis on specific problems associated with age, race, disability, religious preferences, etc., and how these affect the counseling relationships.

CED-6080 Group Counseling (3 hours)

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

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

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

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

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

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

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

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

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

CED-6240 Group Work in Schools (3 hours)

Will provide an understanding, both theoretical and experiential, of school counseling groups for grades K-12. The purpose, development, dynamics, theories, methods, skills, ethics, and other group approaches in a multicultural society will be covered. Students will experience and participate as group members in small group activities. Prerequisite: CED-6010 and CED-6015.

CED-6250 Fundamentals of Assessment (3 hours)

Historical, current and expected uses of testing and assessment procedures in educational settings. Statistical concepts, ethics, and ethical factors in the appropriate use of various assessment techniques and tools with emphasis on benefits and limitations.

CED-6300 Clinical Mental Health Counseling (3 hours)

History and trends in community mental health. Program development and service delivery to diverse clientele. Intake and treatment plan interventions emphasizing current psychological criteria.

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

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

CED-6340 Clinical Group Counseling (3 hours)

Will provide an understanding, both theoretical and experiential, of group purpose, development, dynamics, theories, methods, skills, ethics, and other group approaches in a multicultural society. Students will experience and participate as group members in small group activities. Prerequisite: CED-6010 and CED-6015.

CED-6350 Brief Therapy (3 hours)

Identification and application of brief therapy models to a variety of disorders with individuals, groups and families. Develop an understanding of techniques, assessment instruments and ethical issues. Issues and models of crisis intervention. Prerequisite: CED-6010.

CED-6420 Substance/Alcohol Abuse & Treatment (3 hours)

The addictive process and implications; societal attitudes, research and legislation; support systems and treatment strategies.

CED-6430 Counseling Persons With Addictions (3 hours)

Students will be introduced to the history of substance abuse and attempts at social control. Pharmacology, signs and symptoms, screening and assessment, treatment models and the profession of substance abuse counseling and ethics will be introduced and processed. Students will be required to attend an out-of-class support meeting. Prerequisite: CED-6010.

CED-6550 Family Systems Theory & Therapy (3 hours)

Psychotherapy from a systems perspective focusing on the competencies, cognitions, and skills to developing the orientation of a family systems counselor. Strategic and systems theories of family therapy are examined in light of multicultural and ethical issues. Family systems counseling techniques and interventions are described and demonstrated including crisis interventions, multicultural and multigenerational considerations related to the family life cycle. Prerequisite: CED-6010.

CED-6920 Practicum: School Counseling (3 hours)

On-site and campus-based experiences in school counseling designed to introduce the student to the various functions of school counseling. Students should consult the School Counseling Practicum and Internship manual for additional information and requirements. Prerequisite: Completion of 24 semester hours in the program.

CED-6925 Internship: School Counseling (3 or 6 hours)

Supervised experience in one or more schools to acquire competence in the full range of counseling and guidance services, integrated with an on-campus classroom component designed to synthesize theory and practice. Students should consult the School Counseling Practicum and Internship Manual for additional information and requirements. Prerequisites: CED-6920 and all other specifically required courses.

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

On-site and campus-based experiences to introduce the student to various functions of clinical mental health counselors. Students will be applying prior classroom knowledge to working with clients under the supervision of a university or community supervisor. Supervision will be provided by video/audio taping of professional interventions with clients and live and/or group supervision. Prerequisite: CED-6035, CED-6045, CED-6055, CED-6080, CED-6300, PSY-6040.

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

On-site and campus-based experiences to introduce the student to various functions of clinical mental health counselors. Students will be applying prior classroom knowledge to working with clients under the supervision of a university or community supervisor. Prerequisite: Completion of all required coursework.

Curriculum, Language & Literacy Courses**CCL-6320 Foundations & Ethics in Early Childhood Education (3 hours)**

Historical, philosophical, sociological, and theological foundations and ethics of current thought and practice in early childhood education. Critical examination of a variety of current models. Issues of mainstreaming, inclusion and cultural pluralism as they relate to the education of children from birth through grade three.

Director of Christian Education Courses**DCE-6320 Administration of Parish Education (3 hours)**

Basic principles of administration and supervision as they apply to the parish's education program. Practical implications for organization, operation and evaluation of Sunday school and midweek programs, youth and adult Bible classes, vacation Bible school, small group ministry, preschool and day-care programs and the recruitment and training of lay teachers. Field work required.

DCE-6330 Youth Ministry Theory & Practice (3 hours)

Philosophical and theological foundation underlying youth work in a Christian congregation; emphasis on a relational orientation. Specific skills for parish ministry with junior and senior high school youth. Peer caring, program development and administration, training of adult counselors, planning and leading youth events. Field work required.

DCE-6340 Church Leadership & Development (3 hours)

Developing the servant leader role related to the vision, mission, and goals of a local congregation's education and youth ministries.

DCE-6350 Parish Teaching I (3 hours)

Principles, organization, materials and practices of teaching the Christian faith to early childhood students through junior high school youth; special attention to Sunday school and confirmation instruction and programs. Students will gain experience in actual teaching situations and in structuring lessons. Field work required. Prerequisite: DCE-2300.

DCE-6351 Parish Teaching II (3 hours)

Principles, organization, materials and practices of teaching the Christian faith to senior high school youth and adults; special attention to Bible class and small group ministry. Students will gain experience in actual teaching situations and in structuring lessons. Field work required. Prerequisite: DCE-2300

DCE-6630 Parish Education Leadership (3 hours)**DCE-6950 Independent Study (1-6 hours)****DCE-6985 Practicum in Christian Education (3 hours)****DCE-6990 Internship in Christian Education (6 hours)****Dissertation Courses****DISS-7990 Dissertation (3 hours)**

Scholarly work on a dissertation as approved by the dissertation committee. Taken on a pass/fail basis.

DISS-7991 Dissertation Supervision (0 hours)

This course will be taken by doctoral candidates who have completed the required semester hours of DISS-7990. Doctoral candidates must use this course to maintain continuous enrollment while working on their dissertation. Taken on a pass/fail basis.

Early Childhood Education Courses**ECE-6320 Child Development and Ethics in Early Childhood Education**

This course examines child development and ethics of current theory and practice in early childhood education. Critical examination of a variety of current models is included. Issues of mainstreaming, inclusion and cultural pluralism as they relate to the education of children from birth through grade three are also incorporated. Field experiences are included.

ECE-6105 Observation and Assessment

Methods of observation, documentation, and other assessment strategies are studied as a way to assess children's growth and the development of knowledge and skills. Current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

ECE-6115 Infant and Toddler Curriculum

Programs for infants and toddlers in centers, homes and agencies. Issues related to program provision for all children in a pluralistic society. An overview of early intervention services and issues. Field experiences included.

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

Programs, standards, materials, resources for early childhood curriculum. Understanding of issues, trends, and current practices related to foundations of developmentally appropriate practices in various models and programs. Experiences in curriculum design, development, implementation, adult-child relationships, evaluation and field experiences are included.

ECE-6110 School Age Curriculum, Ages 6-8

This course develops candidate's ability to design, implement and evaluate experiences for the school age child. Focus on essential concepts, inquiry tools, content areas and overall academic discipline including working with differentiated learners. Field experiences with school age children are included.

ECE-6120 Developmentally Effective Instruction for Diverse Learners

This course uses a wide variety of developmentally appropriate approaches, instructional strategies and tools that connect children of diverse backgrounds and experiences to learning. Field experiences involving observations and interactions with diverse learners will be included.

ECE-6160 Child, Family and Multicultural Community

Processes, research, skills and in-depth knowledge about families and multicultural communities needed to develop reciprocal relationships with families in centers, home child care, schools, districts and communities. Demonstration of cultural competence in multicultural settings and effective communication and collaboration involving families and communities in children's development and learning are included.

ECE-6170 Professional Leadership and Advocacy in Early Childhood Education

Candidates will demonstrate leadership skills in alignment with NAEYC Code of Ethical Conduct and other professional guidelines relevant to their collaborative professional role. Candidates will be engaged in advocacy for children and the profession. Oral, written, and technological articulation will be demonstrated throughout the course.

ECE-6190 Practicum and Research in Early Childhood Education

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

ECE-6180 Trends and Issues in Early Childhood Education

Trends, problems, challenges and issues confronting the early childhood professional will be studied and presented in class. Presentation of a challenge or issue with proposed courses of action will be given to a center or school staff. Prerequisites: 24 hours of graduate work in early childhood education or permission of instructor.

ECE-7010 Child Development and the Educational Process

Candidates will examine current research in child development and its relationship to early childhood educational process and practice. The course explores the impact of growth and behavior in the areas of intellectual, social, physical, emotional, creative and spiritual development of young children as well as the latest in brain research as it relates to cognitive development and well-being of children from culturally, linguistically and economically diverse backgrounds.

ECE-7020 The Leadership/Supervision of Early Childhood Centers and Programs

This course is an in-depth exploration of the issues and concerns of the leadership and supervision in diverse early childhood settings. Candidates will gain experiences in models and theories of administration and supervisions, public relations, advocacy, & marketing, management styles and skills, team building, best practices of organization operations and management, as well as standards and compliance.

ECE-7030 Trends, Issues, & Research in Early Childhood Education

This course examines current research, trends and issues in the early education of children with emphasis on interpreting and applying research data to principles and practices of early childhood education. Candidates will explore issues that influence the education of young children and best practices appropriate for all learners.

ECE-7040 Cultural and Socioeconomic Influences Affecting Diverse Learners

This course explores the relationship between theory, research and practice of characteristics and potential factors that affect child care and education of young children. Candidates will examine current research on culturally, ethnically, economically, socially, gender and linguistically diverse learners. Investigation of a wide range of materials, instructional approaches to early childhood, assessments and technology-based practices will be evaluated through the aforementioned lenses.

ECE-7050 Models of Assessment

A study of a variety of types of assessments used for program evaluation, curriculum design and young children's learning and development is the focus of this course. Selection, administration, analysis and interpretation of formal and informal individual, program, and personnel assessments currently available to early childhood professionals will be an integral part of the course.

ECE-7060 Curriculum Models in Early Childhood Education

This course explores research and practices of a variety of curriculum models. Current trends toward data driven instruction, and evidence-based curriculum development will be examined. Focus on effective and appropriate curriculum planning and instructional practices across all content areas will be explored.

ECE-7070 Language, Literacy, & Reading Instruction in Early Childhood Education

This course examines the research, theory, and best practices related to cognition, language, and literacy in early education. Candidates will explore the importance of early experiences in reading and writing as well as the quality of instruction and adult-child interactions as a means to create successful learners.

ECE-7080 Legal Issues in Early Childhood Education

A study of the historical and current legal trends and issues involving legislation and policy in early childhood education will be the focus of this course. Candidates will explore roles of social advocacy, development of advocacy skills and collaboration and consultation with other professionals and staff in early childhood education. The course addresses the understanding and responsibilities of early childhood professionals on record keeping, identification and mandated reporting, safety practices and communication of legal issues.

ECE-7090 Family and Community Relationships & Advocacy

This course explores the research and practices surrounding the relationships between families, communities, early childhood professionals and policy makers in providing appropriate early child care, education and funding. In-depth study, analysis and discussion of strategies for developing culturally appropriate family-professional partnerships will be explored. Students will address the advocacy needs, opportunities and practices necessary to build dialogue with all early childhood stakeholders as a spokesperson for young children.

ECE-7110 Early Childhood Education Internship

Candidates will participate in a structured internship in the field of early childhood education. Supervised field experiences and opportunities to acquire and apply knowledge about early childhood education and related employment opportunities will be designed to link university course work to real world situations.

ECE-7120 Edu-entrepreneurial Skills, Tools and Techniques

This course is designed to build a theoretical and practical knowledge base through skills, tools and techniques needed to increase effectiveness and expand opportunities within early childhood leadership. Practical, relevant and designed content around key industry standards and business practices in the areas of marketing, grant writing, record keeping, legal structures, for both nonprofit and for-profit program design will be included.

ECE-7130 Moral, Ethical, Spiritual Formation in Early Childhood Education

This course explores the development of moral, ethical and spiritual formation in the life of young children. Candidates will research theory and best practices related to church and agency programs, faith-based curriculum and creativity.

ECE-7140 Instructional Models & Delivery System for Early Childhood Education

Candidates will explore the research and theories of instructional models and delivery systems as they relate to practitioners, researchers and policy makers.

Economics Courses**ECO-6100 Managerial Economics (2 hours)**

Essential microeconomic concepts such as supply, demand, costs and optimal pricing. Study of how firms behave in the environments of competitive through monopolistic markets. Focus on applications. How economists think about business problems and the ability to apply economic tools to these problems.

ECO-6200 Macroeconomic Analysis (3 hours)

Theory of modern macroeconomics. Determination of macroeconomic variables including aggregate demand and supply, output, employment, prices and the interest rate. In the short and long run. Examples of macroeconomics policy in stabilizing the business cycle and promoting growth.

Differentiated Instruction Courses**EDI-6010 Differentiation and Learning Theory (3 hours)**

Introduction to the philosophy, learning theory and theoretical perspective of differentiation. Examination of ways that classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs and levels of all students.

EDI-6020 Curriculum and Instructional Development for the Differentiated Classroom (3 hours)

Candidates will develop knowledge and skills in planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

EDL-6030 Instructional Methods for the Differentiated Classroom (3 hours)

Candidates will develop the knowledge and skills of how to build a democratic learning community inclusive of a broad set of effective teaching strategies. Through this process the candidates will learn to shape and maintain learning conditions that facilitate effective differentiated instruction, including effective classroom management as an ongoing, maintenance-oriented process which involves motivating students to learn, providing appropriate instruction and feedback and managing student work.

EDL-6040 Seminar in Differentiated Instruction

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

Educational Leadership Courses**EDL-6100 Research in Education**

See FPR-6600.

EDL-6105 Research Design

See FPR-7900.

EDL-6110 Quantitative Analysis

See FPR-7610.

EDL-6115 Qualitative Analysis

See FPR-7700.

EDL-6116 Survey/Instrument Development

See FPR-7600.

EDL-6120 Supervision and Improvement of Instruction (3 hours)

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

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

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

EDL-6135 Organizational Development, Innovation and Change (3 hours)

The examination and application of organizational development processes leading to change and innovation in educational organizations. An examination of leadership and entrepreneurship as it relates to building school systems and other learning institutions worldwide.

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

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

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

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

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

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

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

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

EDL-6230 School Law (3 hours)

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

EDL-6240 Instructional Leadership (3 hours)

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

EDL-6250 Special Education Law & Policy (3 hours)

Impact of special education policies and implementation as related to public and nonpublic schools. Analysis of legal guidelines, litigation, individualized education programs, inclusion and characteristics of exceptional learners.

EDL-6260 Legal Issues for Nonpublic Education (3 hours)

Analysis of legal issues as they affect governance and management of nonpublic schools.

EDL-6300 Ethics of School Leadership (3 hours)

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

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

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

EDL-6320 Current Problems and Issues in Education (3 hours)

Issues and problems in public and nonpublic education; impact on classroom practices; exploration of policy arguments and strategies; individual research projects.

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

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

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

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

EDL-6700 Assuming Leadership Roles (3 hours)

Understanding and applying the knowledge, skills, and practices of effective school leadership.

EDL-6705 Leading Change (3 hours)

Applying leadership knowledge, skills, and dispositions in addressing problems impacting student learning.

EDL-6710 Using Data to Inform Practice (3 hours)

Analyzing data to inform professional practice and lead school improvement efforts.

EDL-6715 Providing Instructional Support (3 hours)

Examining school and teacher practices that enhance student achievement.

EDL-6720 Influencing the School Culture (3 hours)

Developing and sustaining a school culture that supports student achievement.

EDL-6725 Building Collaborative Relationships (3 hours)

Developing and sustaining collaborative relationships for effective school reform.

EDL-6730 Leading from Within (3 hours)

Understanding and applying the knowledge, skills, and dispositions of effective teacher leadership.

EDL-6740 Increasing the Capacity of All Learners (3 hours)

Examining school and teacher practices that enhance student achievement.

EDL-6745 Leadership Roles in Educational Organizations (3 hours)

Explores theories, research, policies, and practices that support effective school leadership.

EDL-6750 Leading Change for School Improvement (3 hours)

The analysis of school-wide change from different theoretical perspectives.

EDL-6755 Utilizing Data for School Success (3 hours)

The administrator's role and responsibility in analyzing data to inform professional practice and lead school reform efforts.

EDL-6760 Leadership Strategies that Enhance Teaching & Learning (3 hours)

Theories, research, and best practices that support effective instructional practices.

EDL-6765 Creating the Culture to Lead Effective School Reform Efforts (3 hours)

Factors that impact a school culture and the affect of human behavior on organizations.

EDL-6770 Leadership in Educational Organizations (3 hours)**EDL-6775 Leading School Based Professional Learning Communities (3 hours)**

Leading school based learning communities and their role in student achievement and school improvement.

EDL-6780 Leadership for School Improvement (3 hours)

Examines the accountability role of the school leader in facilitating school improvement processes.

EDL-6785 Role of Measurement & Assessment in School Improvement (3 hours)

The administrator's role and responsibility in continuous school improvement, accountability, assessment, evaluation, and measurement initiatives to enhance student achievement.

EDL-6790 Responsive School Leadership (3 hours)

The importance of responsive school leadership in continuous improvement initiatives, curricula development, standards based instruction and instructional supervision.

EDL-6795 Advanced Leadership for School Improvement (3 hours)

Integration of educational theory into practice through examination, critique, and modification of school improvement plans to provide staff and stakeholders with the assurance of continuous school improvement, ongoing internal review using a cycle of inquiry, and action based leadership by the school improvement team.

EDL-6800 Creating a Sense of Urgency for Student Expectations (3 hours)

Amplifying the urgency for high expectations for all students.

EDL-6805 Accomplished Teachers as Leaders (3 hours)

Examining leadership styles, behaviors, and paradigms as they related to professional roles and responsibilities.

EDL-6810 Creating Connections for Meaningful Learning (3 hours)

Understanding collaboration as a means for meeting the needs of all learners.

EDL-6815 Exploring Leadership Strategies that Promote Collaborative Relationships with School Administrators (3 hours)

Developing effective collaborative relationships between teacher leaders and school administrators.

EDL-6820 Reflecting on Systemic Teacher Practice (3 hours)

Professional inquiry and action research as a systemic means of professional growth and improved classroom practice

EDL-6825 Building Collaborative Relationships with Peers, Colleagues, and External Stakeholders (3 hours)

Collaboration as a means of engaging all stakeholders in continuous improvement.

EDL-6950 Independent Study in Educational Leadership (1-6 hours)**EDL-6970 Independent Research (3 hours)****EDL-6983 School Leadership Internship I (3 hours)**

An academic, year-long clinical experience at the K-12 level, requiring extensive, intensive and diverse assignments and administrative activities.

EDL-6984 School Leadership Internship II (3 hours)

An academic, year-long clinical experience at the K-12 level, requiring extensive, intensive and diverse assignments and administrative activities.

EDL-7100 The Superintendency (3 hours)

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

EDL-7110 Strategies of Educational Leadership (3 hours)

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

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

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

EDL-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-7200 Principal as Instructional Leader (3 hours)

This course will address the role of the principal as the instructional leader. Particular emphasis will be on school improvement as it relates to curriculum, instruction, assessment, technology and 21st century learning skills.

EDL-7210 Policy Analysis (3 hours)

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

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

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

EDL-7230 Educational Finance (3 hours)

Public values, policy issues, specialized terminology and practical problems associated with the generation, distribution and internal allocation and control of education revenues and expenditures.

EDL-7240 Supervisory Theory and Practice (3 hours)

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

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

This course examines legal issues affecting school districts in Illinois. Federal and state case law will be reviewed and applied to legal problems that confront school administrators. Prerequisite: EDL-6230.

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

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

EDL-7300 Ethics for Educational Leaders (3 hours)

Ethical theories and practice of school district leadership.

EDL-7500 Mixed Methods Research (3 hours)

See FPR-7800.

EDL-7510 Advanced Topics in Statistics (3 hours)

See FPR-7620.

EDL-7520 Advanced Topics in Qualitative Analysis (3 hours)

See FPR-7710.

EDL-7891 Professional Career Training: Superintendent Track (3 hours)

Students complete and internship to fulfill a requirement for the State of Illinois Superintendent endorsement.

EDL-7892 Professional Career Training: Professional Track (3 hours)

Students complete a career-oriented, field-based experience.

EDL-7990 Dissertation (3 hours)**EDL-7991 Dissertation Supervision (0 hours)****Educational Technology Courses****EDT-6010 Integrating Technology Across the Curriculum (3 hours)**

This course is an introduction to the disciplined practice of integrating technology into teaching and learning. It provides an overview of current instructional technologies and theory-based design strategies for effectively using these technologies.

EDT-6020 Critical Education Practice and the Internet (3 hours)

Introduction of contemporary online practices found in today's classroom and outside of it as well. Online learning environments and the "digital divide" between what students do, have access to, in and out of school. The significance of the "gender gap" in computer science and the sociotechnical practices.

EDT-6030 Using Technology to Build Learning Communities (3 hours)

Examination and evaluation of the use of technologies in the design and building of learning communities and development of community-based outreach and engagement.

EDT-6040 Visual Literacy in the Classroom (3 hours)

Pedagogical concepts and design strategies underlying the use of an image-rich curriculum to enhance instruction. Examination and evaluation of the use of visual technology tools and techniques to build visual literacy and meet learning objectives.

EDT-6050 Technology for Effective Decision Making in Teaching and Learning (3 hours)

Examination of the decision-making process and the role of technology in supporting data-driven decision-making to enhance teaching and learning.

EDT-6060 Trends and Future of Technology in Education (3 hours)

An overview of current and emerging innovative technologies in teaching and learning. An examination of the historical and evaluative framework for assessing the effectiveness of technology interventions and future educational technology developments and applications.

EDT-6065 Emerging Technology Trends, Professional Learning and Evaluation (3 hours)

An overview of current and emerging innovative technologies in teaching and learning. Theories and skills necessary to design and implement professional learning opportunities in light of current and emerging teaching/learning/technology needs. An examination of an evaluative framework for assessing the effectiveness of technology interventions and programs.

EDT-6070 Educational Technology Leadership (3 hours)

Leadership theories and practices to improve professional practice and exhibit leadership in the community by promoting the use of digital resources to improve student learning.

EDT-6080 Applied Project in Educational Technology (3 hours)

Capstone course in the Educational Technology Program.

EDT-6100 Introduction to Educational Technology (3 hours)

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

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

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

EDT-6950 Independent Study in Educational Technology (1-6 hours)**Education Courses****EDU-6000 Classroom Discipline (3 hours)**

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

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

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

EDU-6027 Assessment of Language Minority Students (3 hours)

Comprehensive overview of current developments in the assessment of English language learners in the context of school learning and academic achievement. How to structure assessment procedures to reflect current research understandings, best classroom practices and state and federal mandates are emphasized. Analysis of purposes and forms of assessment, barriers to fair assessment of ELLs, and designing and adapting authentic assessment tools for formal and informal methods of assessing English proficiency and academic development in English at varying levels. Includes 20 hours of fieldwork.

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

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

EDU-6040 Classroom Teaching Skills (3 hours)

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

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

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

EDU-6060 Classroom Management and Assessment (3 hours)

A methods course that focuses on appropriate classroom management strategies and provides an introduction to classroom assessment and evaluation. Full-day course experience required with on-site field experience. Enrollment limited to graduate students working toward initial teacher certification.

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

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

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

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

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

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

EDU-6115 Infant and Toddler Programs (3 hours)

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

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

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

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

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

EDU-6135 Fundamentals of Learning Theory (3 hours)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDU-6200 Beginning Reading Instruction (3 hours)

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

EDU-6201 Teaching of Reading (3 hours)

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

EDU-6205 Language and Reading Theory (3 hours)

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 instructor.

EDU-6211 Studies in Literacy (3 hours)

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

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

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

EDU-6225 Diagnosis of Reading Problems (3 hours)

Causes and types of reading retardation, procedures for working with problem readers, experiences in administering and interpreting standardized and informal tests. Prerequisite: EDU-6210 or equivalent.

EDU-6226 Remediation of Reading Problems (3 hours)

Focus on current research relating to common reading problems and their correction. Prerequisite: EDU-6225.

EDU-6230 Reading in Mid/Secondary Schools (3 hours)

The reading process; selection and evaluation of classroom materials; and assessment of students. Prerequisite: Admission to the College of Education.

EDU-6285 Seminar in Emergent Reading & Writing (3 hours)

Exploration of reading and writing development theories. Development and implementation of ethnographic and/or action research with emergent readers and writers. Program development for children and classrooms.

EDU-6291 Roles, Relationships, and Ethics of the Reading Professional (4 hours)

The role of the reading professional in program development, implementation, supervision and assessment. Focus on ethics, censorship and vocation from a Christian perspective.

EDU-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 Remediate 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-6350 Characteristics & Learning Needs of Students with Academic and Physical Challenges (3 hours)

This course is designed to identify the characteristics of individuals ages 3-21 with moderate and severe developmental, physical, and multiple disabilities. The course will examine the impact of language disorders, processing deficits, behavioral emotional and sensory disabilities on the development of individuals with cognitive and physical disabilities. The course will examine opportunities to support learning social, personal daily living, and vocational needs of students. Includes 20 hours of field experience.

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

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

EDU-6360 Characteristics & Learning Needs of Students with Specific Learning Disabilities and Emotional Disorders (3 hours)

This course is designed to identify the characteristics of individuals ages 3-21 with specific learning disabilities and emotional disabilities. The impact of characteristics on the cognitive, academic, language, and social development of individuals will be examined. Includes 20 hours of field experience.

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

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

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

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

EDU-6400 Literature-Children/Adolescent (3 hours)

General survey of literature for children birth through adolescence; criteria for evaluation; trends and issues.

EDU-6410 Comparative Education (3 hours)

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

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

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

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

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

EDU-6435 Introduction to Education (3 hours)

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

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

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

EDU-6450 Adult Learning (3 hours)

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

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

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

EDU-6500 Curriculum Construction (3 hours)

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

EDU-6510 Standards-Based Education (3 hours)

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

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

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

EDU-6520 Research Based Instructional Strategies (3 hours)

Reviews of research that support effective instructional strategies.

EDU-6525 Teacher as Practitioner (3 hours)

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

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

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

EDU-6530 Curriculum Change & Development (3 hours)

EDU-6535 Teacher as Leader (3 hours)
This course promotes effective teacher leadership in classrooms, schools and other social institutions. Course content examines comparative educational systems, organizational theory and school change and reform processes.

EDU-6540 Special Education Curriculum & Pedagogy (3 hours)

Information and skills necessary to develop and organize curriculum to facilitate acquisition, maintenance and generalization of skills for students with special needs. Instructional planning and design based on knowledge of the disability, pedagogy and curriculum goals.

EDU-6545 Action Research (3 hours)

Understanding of action research in educational settings. Focus on development of basic action research skills for improved teacher practice. Skills for interpreting published research also are emphasized.

EDU-6550 Brain Research & Classroom Learning (3 hours)

EDU-6555 Seminar in Reflective Practice (3 hours)
A capstone seminar that explores teaching as a reflective practice. Reflection on one's own beliefs and assumptions as they relate to teaching and learning.

EDU-6560 Technology & Effective Classroom (3 hours)

Application and use of educational technology to enrich and enhance instructional experiences for both the teacher and the learner.

EDU-6570 Teaching at the Secondary Level (3 hours)

EDU-6600 Theoretical Foundations Teaching Bilingual (3 hours)
Examination of the historical, philosophical, legal and ethical foundations of teaching English language learners. Emphasis given to the development of current educational policies and effective instructional practices of educating all language minority students. Includes 5 hours of fieldwork. Cross-Listed with FPR-6300

EDU-6610 Language and Linguistics (3 hours)

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

EDU-6620 Teaching English as a Second Language (3 hours)

Application of major theories and research to help ELLs develop language and literacy in the content areas. Development and implementation of standards-based instructional strategies and assessment procedures adapted to ELLs at varying levels of language and literacy development in the content areas. Includes 30 hours of fieldwork.

EDU-6630 Methods and Materials for Teaching Culturally and Linguistically Diverse Students (3 hours)

Exploration and analysis of relevant K-12 pedagogical approaches, methods and strategies needed to convey to a diverse population state and professional standards-based curricula. Development, adaptation and evaluation of materials for implementation in lesson planning and assessment for teaching English to speakers of other languages to particular groups of different ages, ability levels and cultural backgrounds. Inclusion of strategies that foster both language acquisition and academic achievement in speaking, reading, writing and listening. Includes 30 hours of fieldwork.

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

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

EDU-6700 Assessment Theory & Practice (3 hours)

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

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

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

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

Supervised experience in a K-9 school setting for a minimum of 12 weeks on a full-time basis under the guidance of a cooperating teacher and a University supervisor. Seminars required. Open only to students admitted to the MAT Elementary Education program who have been approved for student teaching.

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

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

EDU-6950 Independent Study in Education (1-3 hours)**EDU-6970 Independent Research (3 hours)**

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

EDU-6990 Thesis (3-6 hours)**EDU-7100 Curriculum Theory & Design (3 hours)**

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

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

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

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

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

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

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

EDU-7890 Comprehensive Seminar (3 hours)

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

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

Normal patterns of native language acquisition of young children.

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

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

ENG-6380 Literary Theory & Criticism (3 hours)

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

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

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

ENG-6540 Modern Drama (3 hours)

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

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

Theories and methods for teaching English in the middle and secondary school. Practice in developing plans and materials.

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

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

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

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

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

Rationale, objectives, content, materials, strategies and evaluation of foreign language instruction on the middle and secondary level; observational and practical experiences.

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

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

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

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

FPR-6050 Philosophies of Education (3 hours)

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

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

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

FPR-6200 Comparative Education (3 hours)

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

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

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

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

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

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

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

FPR-6410 Problems & Issues in Education (3 hours)**FPR-6440 History of Western Education (3 hours)**

Development of Western education from 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.

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

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

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

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

FPR-6600 Research in Education (3 hours)

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

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

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

FPR-6640 Teacher as Researcher (3 hours)

Principles of teacher research. Focus on development of basic research skills to carry out Action Research, Self Study, or other practitioner research projects with the goal of improved teacher practice. Skills for interpreting published research are also emphasized.

FPR-6650 Action Research (3 hours)

Understanding of action research in educational settings. Focus on development of basic action research skills for improved teacher practice. Skills for interpreting published research are also emphasized.

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

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

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

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

FPR-7100 Political & Social Contexts of Education (3 hours)

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

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

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

FPR-7300 Philosophy of Scientific Knowledge (3 hours)

This course provides an orientation to the nature, uses and limitations of science with the aim of achieving and understanding of the variety of approaches to research design and developing conceptual frameworks. With regard to the metatheory of knowledge, particular attention will be paid to the following topics: the relationship between theory and observations, the role of the researcher's values in knowledge generation, how the research conceptualizes the relationship between researcher and subjects, the standards that are used to appraise theories, the theory of reality (ontology) and of how to know that reality (epistemology) that underlies critical theories, and how different methods of data gathering and data analysis influence the generation of scientific knowledge.

FPR-7400 Policy Analysis (3 hours)

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

FPR-7450 Assessment in Educational Settings (3 hours)

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

FPR-7600 Survey/Instrument Development (3 hours)

This course introduces students to survey and instrument development including issues related to operationalizing variables, construction, sampling, coding, analysis and validation.

FPR-7610 Quantitative Analysis (3 hours)

An introduction to the quantitative analysis of data; including data coding and entry of data. PASW statistics will be used to explore descriptive and inferential statistics: using both non-parametric and initial parametric techniques. Formerly EDL-6110.

FPR-7620 Advanced Topics in Statistics (3 hours)

An introduction to advanced statistical concepts including multivariate analysis, linear models, hierarchical linear models, factor analysis and meta-analysis. Students will use published software packages and will learn to write basic syntax for custom analysis.

FPR-7700 Qualitative Analysis (3 hours)

An examination of qualitative research approaches used in educational and social settings, with a focus upon research design, field relations, data collection and analysis and writing from a qualitative perspective.

FPR-7710 Advanced Topics in Qualitative Analysis (3 hours)

This course will prepare students to utilize naturalistic inquiry in their own research, most immediately, the dissertation experience. Students will be able to reflect on choices of inquiry paradigms, the goodness of fit between the problem and the approach chosen to explore it, the selection of appropriate instruments and the role of the writer in the presentation of findings.

FPR-7800 Mixed Methods Research (3 hours)

This course explores the theory and practice of mixed methods research in program evaluation and applied educational research.

FPR-7900 Research Design (4 hours)

Principles of research theory, methods, inquiry, problem formulation, data collection, literature searches and ethical considerations. Emphasis on how to design a doctoral-level research study.

FPR-7910 Methods of Action Research Inquiry in Schools (3 hours)

Principles and application of action research planning, implementation and reflection in educational environments. Exploration of collaborative, participatory and individual approaches to action research methods that can be utilized to improve schools.

Greek Courses**GRE-6110 Greek I (4 hours)**

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

GRE-6120 Greek II (4 hours)

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

GRE-6513 Readings in Greek (1 hours)

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

GRE-6514 Greek Readings (2 hours)

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

GRE-6950 Independent Study in Greek (1-3 hours)**Health Care Administration & Leadership Courses****HAL-6100 Health Care Systems I (3 hours)**

An overview of health care systems focusing on the role of values, assessment of health status and analysis of need, access and use of services, supply, demand, and distribution of health resources, analysis of health care costs and expenditures.

HAL-6150 Health Care Systems II (3 hours)

Examination of the private and public financing of health service, quality of care assessment, control of quality and costs of care, professional self-regulation and compliance, leadership and administration approaches, and government regulations and system reform. Prerequisite: HAL-6100.

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

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

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

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

HAL-6400 Health Care Finance & Economics (3 hours)

Issues in health finance, particularly as these impact health care administration, health policy, policy formation, and population health. Microeconomic and macroeconomic considerations. Prerequisites: HAL-6100 & HAL-6150.

HAL-6500 Public Policy in Health Care (3 hours)

Issues related to U.S. Public Health and allocation of resources. Local, state, regional, and national public health funding and policy. Examination of health policy on health education and promotion, medical service and practice. Prerequisite: HAL-6100 & HAL-6150.

HAL-6600 Epidemiology for Health Care Organizations (3 hours)

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

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

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

HAL-6800 Health Information Management (3 hours)

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

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

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

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

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

HEB-6102 Hebrew II (4 hours)

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

HEB-6500 Hebrew Readings (3 hours)

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

HEB-6501 Readings in Hebrew (1 hours)

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

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

Addresses the legal environment of postsecondary institutions and specific issues that affect higher education. In addition to faculty and administrative structuring, curriculum development, and institutional financing, a university's policy is affected by legal concerns, including constitutional privileges, ethics, and regulations that may be relevant in regards to state and local municipalities. Students enrolled in this course will participate in research and weekly discussions evaluating the significance and importance of the limitations and allowances of government defined operating and monetary restrictions on academic institutions.

HLDR-6810 Institutional Advancement and Development in Higher Education

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

HLDR-6820 Historical and Societal Issues in Higher Education

Addresses the major social issues affected by higher education, specific issues and trends, dominant themes of historical and institutional impact. Students enrolled in this course will acquire an improved understanding of previous events of the significance of higher education, including how it has developed and increased in importance to society.

HLDR-6830 Governance and Leadership in Higher Education

Includes the theoretical perspectives on higher education organizations, the organizational structure, management and leadership of colleges and universities and governance systems. Learners enrolled in this course will become familiar with the purpose of institutional governance, its various functions, administrative models and the factors utilized to define its strategies.

HLDR-6840 Fiscal and Social Responsibility in Higher Education

Addresses the major financial and economic issues experienced within higher education including fiscal awareness, social responsibility and stewardship. Learners will be able to understand the primary concerns involved with budgeting, ethics and management within the higher education landscape, applying theories and principles to maintaining a functioning and sustainable institution. Learners will be exposed to the economic, political and organizational cultural factors which affect the allocation of monetary resources within the higher education organization.

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

The speciality of magazine article writing; understanding strategies for becoming published, and examining the national marketplace. Emphasis is on long-form writing, editing and magazine design and layout. Prerequisite: JOU-2100.

JOU-6910 Topics in Journalism (3 hours)

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

Knowledge Information Management Courses

KMIL-6000 Knowledge Audits, Measurements, and Analysis (3 hours)
This course incorporates an overview of the various methods and techniques for evaluating an organization's utilization of possessed knowledge; benchmarking and measurement practices that assist a company's assessment of knowledge management efficiency, functionality, and potential. Auditing processes, the importance of developing and altering current efforts, with the allowance for contingency concerns.

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

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

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

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

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

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

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

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

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

Use of information mining techniques to improve the interaction and knowledge among, and within organizations to improve industry advantages and potential profitability of companies. To recognize the importance of continually monitoring industry drivers and consumer preferences to assure competitiveness and currency with product and service offerings.

KMIL-6060 Personalization and Customization (3 hours)

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

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

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

KMIL-6080 Knowledge Administration (3 hours)

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

Leadership Courses

LDR-6010 The Pursuit of Leadership Excellence

In this course, concepts, skills and strategies for the enhancement of personal and professional leadership are examined. One's fundamental leadership beliefs and assumptions are explored along with organizational performance and achievement.

LDR-6020 Critical Issues in Leadership

This course is designed to provide students with an overview of the critical issues faced by leaders in every organization in the 21st century. Current, relevant, and timely resources are explored to provide students with opportunities to analyze both organizations and their leadership.

LDR-6030 Leadership Theories and Professional Practice

In this course, students explore and examine contemporary and classical leadership theories and their application to a variety of professional settings; students assess and evaluate organization's leadership platform, policies and professional practices.

LDR-6105 Research Design (3 hours) See RES-7900

LDR-6110 Quantitative Analysis (3 hours) See RES-7610

LDR-6115 Qualitative Analysis (3 hours) See RES-7700

LDR-6116 Survey/Instrument Development (3 hours)

LDR-7010 Developing the Organization's Human Capital

In this course, students examine and explore human resources policies and practices; administrative supervision strategies and effective communication techniques; job performance, employee development and deployment, diverse work force, employment law, training and development, harassment and health issues and disabilities and discrimination.

LDR-7020 Leading the Knowledge Enterprise

Leading the Knowledge Enterprise is a course that introduces students to the exciting and sometimes hard to define field of knowledge management. The role of the leader is emphasized, especially as it relates to identifying and leveraging the intellectual capital of an organization; promoting and facilitating knowledge sharing and innovation; intellectual assets, knowledge management strategy, knowledge management cycle and knowledge taxonomies.

LDR-7030 Promoting and Leading Change

Effective change leadership requires an understanding of the basic principles and practices underlying innovation, change processes and sustainability in organizations. The focus of LDR-7030 is initiating, implementing and ensuring continuation of change as a key leadership challenge. Various change theories and principles are examined with an emphasis on the leader's role in capacity building, creativity, organizational strengths and style. Participants are encouraged to develop a more situated and experience informed approach to change in the organizational front lines.

LDR-7040 Creating & Leading a Learning Organization

In this course, students explore and examine the five disciplines of learning organizations; characteristics of learning organizations, growth cycles, building capacity and sustainability.

LDR-7050 Strategic Forecasting and Planning

This course examines strategic planning models, forecasting methods, trend analysis, futuring, problem-based learning, return on investment, organizational health and effectiveness, cost/benefit analysis and research and planning

LDR-7500 Mixed Methods Research (3 hours) See RES-7800

LDR-7991 Dissertation Supervision (0 hours)

Management Courses

MGT-6100 Operations Management (3 hours)

Business processes, procedures and strategies used to transform various inputs into finished goods and services. Intensive study of the strategy, design and operation of productive systems.

MGT-6110 Competitive Strategy (3 hours)

Formulation and analysis of business strategy. Objectives and policies that collectively determine how a business positions itself to create economic value. A study of strategy models, competitive advantage, above average returns and the strategic management process. Analyze an industry's competitive landscape and how globalization and technological changes shape it. Prerequisite: Completed 27 hours of MBA coursework.

MGT-6200 Global Managerial and Organizational Behavior (3 hours)

Examine interpersonal behavior related to organizational performance. Behavioral science motivation, social perception, group decision making, ethical leadership and multicultural behavior.

MGT-6300 Corporate Finance (3 hours)

Develop a framework for analyzing a firm's investment and financing decisions. Topics covered include discounted cash flow, capital budgeting techniques, portfolio analysis and the Capital Asset Pricing Model, security market efficiency, corporate financing and optimal capital structure; familiarity with accounting and statistical tools.

MGT-6310 Investments (3 hours)

Foundation for understanding a firm's access to funding and markets, financial theory and techniques used in quantitative analysis of financial asset prices and their application to investment decisions. Portfolio allocation and models of capital market equilibrium.

MGT-6320 Entrepreneurial Finance & Private Equity (3 hours)

Challenges and opportunities involved in creating and managing a new enterprise. Recognition and evaluation of business opportunities. Development, preparation and presentation of a business plan, including short-term and long-term financial plans. Sources for funding and managing an entrepreneurial organization.

MGT-6400 Ethical Strategic Leadership (3 hours)

Decision making, negotiations and ethics. Cultural impact on management strategy. Create value, motivate resources, leading and creating high performance teams. Integrating performance across business units.

MGT-6500 Fund Development and Management (3 hours)

Development of current and long-range strategic plans. Research and development of actual grant application. Presentation and communication of strategic plan and grant application. Exploration of partnerships and social networks to further an organization's mission. Sources of funding beyond grants, project management and discussions of industry best practices.

MGT-6510 Management of Human Resources (3 hours)

The strategic role of human resource management in an organization. Hire, evaluate, train and manage employees to achieve organizational objectives. The impact of economic and legal issues on human resource management. Globalization and diversity in the workplace.

MGT-6520 Managers and the Legal Environment (3 hours)

The study of law from the perspective of current and future leaders. Practical knowledge of legal issues and principles. Strategies to minimize risk, create value and manage legal disputes.

MGT-6530 Introduction to Not-for-Profit Organizations (3 hours)

Not-for-profit organizations and the environment they operate in. A profile of the industry and an introduction to a not-for-profit's organizational purpose, governance and funding structures. Emphasis on ethics and social-economic issues and the difficult task of transforming an organization's purpose into action. A service learning project will incorporate theories into real-world applications.

MGT-6540 Topics in Board Governance and Management of Volunteers (3 hours)

Importance of volunteers to a not-for-profit enterprise or church. Recruiting and motivation of volunteers. Proper role of the board of directors. Leadership issues and topics. Study best practices in industry, identify industry weaknesses and recommend process improvements.

MGT-6600 Seminar in Descriptive Statistics (1 hour)

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

MGT-6990 Cases in Financial Analysis (3 hours)

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

Marketing Courses

MKT-6100 Marketing Design and Strategy (3 hours)

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

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

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

Mathematics Courses

MAT-6200 Topics in Statistics (3 hours)

Introduction to basic statistical concepts and applications to the classroom.

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

Major trends in mathematics from earliest times to the 17th century with a focus on the outstanding contributions and applications to the classroom.

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

Problem solving techniques with applications to natural phenomena, games and puzzles. Use of principles of Number Theory to solve problems. Prerequisite: MAT-1810.

MAT-6370 Topics in College Geometry (3 hours)

An introduction to the development of Euclidean and non-Euclidean geometries and their axiomatizations with applications to the classroom.

MAT-6500 Topics in Math for Teachers (1 hour)

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

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

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

Mathematics Education Courses

MAE-6230 Seminar in Elementary School Mathematics (3 hours)

Recognition and solutions of children’s difficulties in elementary school mathematics, the content of the new programs and the methods for reaching them. Prerequisite: One year of teaching experience.

MAE-6606 Teaching Math in the Middle & Secondary Schools (3 hours)

Curriculum, methods, and materials in mathematics at the secondary and middle school levels. Philosophy, structure, and operation of comprehensive American secondary and middle schools.

MAE-6616 Teaching Middle School Mathematics (3 hours)

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

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

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

Music Courses

MUS-6133 Analysis and Compositional Techniques (3 hours)

Identification and description of musical forms and analytic techniques. Investigation into techniques used by composers of various historical periods. Appropriate application of different analytical techniques for discussion of repertoire from each of these periods. Prerequisite: Admission to MCM or MA in Music program.

MUS-6143 Composing for the Liturgy (3 hours)

Choosing text, writing original music and arranging existing music for use in a variety of worship settings. Prerequisites: MUS-4133 and MUS-4153 or equivalent.

MUS-6153 Music Theory: Form & Analysis (3 hours)

Writing and analyzing aspects of late 19th century chromatic harmony. Introduction to musical forms and analytic techniques. Prerequisite: Acceptance into MCM or MA in Music program.

MUS-6163 Orchestration & Arranging (3 hours)

Study of the basic techniques in writing for instruments, scoring for both instrumental families and larger ensembles, and arranging music from one medium to another. Preparation of score and parts and reading sessions included. Prerequisite: Acceptance into MCM or MA in Music program.

MUS-6173 Music Theory: Counterpoint (3 hours)

Introduction to fundamentals of contrapuntal thought and species counterpoint; writing 16th century vocal counterpoint; analysis of 18th-century keyboard counterpoint; principles of 20th century instrumental counterpoint.

MUS-6213 The Literature of the Organ (3 hours)

Organ music from the Renaissance to the present and its relationship to general music history. Research project required. Prerequisite: MUSA-6621.

MUS-6223 Johann Sebastian Bach and the Baroque (3 hours)

Investigation of Western European art music from 1650 to 1750, culminating in representative works by J.S. Bach. Critical analysis of musical styles for church, chamber and theater in light of the prevailing theological, social, political and cultural climates. Prerequisite: MUS-3213 or equivalent.

MUS-6243 Music Research and Bibliography (3 hours)

Study and practice of the primary research methodology, techniques and materials in musicology, especially church music.

MUS-6253 Choral Literature (3 hours)

Survey of choral literature according to historical period and musical form.

MUS-6263 Twentieth-Century Music Literature and Techniques (3 hours)

History, literature, principal composers, and related compositional techniques of Western art music, as well as introductory studies in composition. Prerequisites: acceptance into MCM or MA in music program, passing grade on music history entrance exam.

MUS-6313 Baptism & Eucharist (3 hours)

Cross-listed with THY-6313.

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

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

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

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

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

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

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

Major development in Western European art music from 1520-1650 in light of theological, social, political and cultural climates. Critical analysis of musical styles with an emphasis on sacred repertoires of the Protestant church in Germany, France and England. Prerequisite: MUS-3213 or MUS-4362 or equivalent.

MUS-6353 Studies in Christian Worship: Theology and Music (3 hours)

Cross-listed with THY-6353.

MUS-6372 Musical Heritage of the Church (2 hours)

Survey of the history of music within the Christian church from the background of Old Testament times to the present day. Emphasis on how music developed in response to the needs of each age. Research into the music of a particular period/genre of the student’s choice.

MUS-6383 Current Issues in Church Music (3 hours)

Consideration of current issues and practice affecting worship and music in the Church. Identification and evaluation of concepts, procedures, techniques and materials related to these issues.

MUS-6391 Church Music Practicum (1 hour)

Directed and supervised experience in planning for a balanced parish music program and presenting such music in the congregation. Prerequisite: six hours of graduate study in MUS courses must be completed before practicum is undertaken.

MUS-6412 Methodologies of Music Learning (2 hours)

Exploration of methodologies for musical learning with emphasis on Dalcroze, Orff, Kodály, and Suzuki. Organized around the basic areas of singing, rhythm, listening, instruments, creative activity and music literacy. Research into one or more of the methodologies as it pertains to the emphasis and interest of the student. Field experience required.

MUS-6452 Children’s Choir: Techniques & Materials (2 hours)

Discussion and demonstration of techniques and approaches to working with children’s voices, organization of choirs, and appropriate literature. Emphasis on involvement of children in the church music program. Development of a choral plan based on recent research into the child voice. Clinical experience. Field trips. Co-requisite: MUSA-6631.

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

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

MUS-6483 Graduate Choral Conducting (3 hours)

Refinement of conducting techniques and the study of musical style. Exploration of choral ensemble issues as well as repertoire and materials. Choral Literature research. Prerequisite: grade of “C” or higher in MUS-3883.

MUS-6520 Graduate Recital (1 hour)

A musical recital in fulfillment of degree requirement. This course is chosen as a performance option for the Master’s Capstone Experience in either the MA or the MCM programs.

MUS-6521 Graduate Composition (1 hour)

Submission of original composition in fulfillment of degree requirement. This course is chosen as a performance option for the Master’s Capstone Experience in the MA program.

MUS-6543 Organ Design & Registration (3 hours)

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

MUS-6643 Literature of the Piano (3 hours)

A study of piano literature from the eighteenth century to the present with an emphasis on teaching the literature. Research in at least one style period. Prerequisite: MUSA-3601.

MUS-6652 Piano Pedagogy & Literature I (2 hours)

Methods and music materials used in beginning levels of piano study. Observation, participation in, and evaluation of individual and group instruction. Presentation of materials project. Field trips. Prerequisite: MUSA-3601.

MUS-6661 Practicum in Piano Pedagogy I (1 hour)

Practical application of methods covered in MUS-6652 through observation and supervised teaching in the Preparatory & Community Piano program. Preferably taken concurrently with MUS-6652. May not be taken without prior or concurrent credit for MUS-6652.

MUS-6672 Piano Pedagogy & Literature II (2 hours)

Methods and music materials used at the intermediate levels of piano study. Observation, participation in, and evaluation of individual and group instruction. Presentation of intermediate level materials project. Field trips. Prerequisite: MUS-6652.

MUS-6681 Practicum in Piano Pedagogy II (1 hour)

Practical application of methods covered in MUS-6672 through observation and supervised teaching in the Preparatory & Community Piano Program. Preferably taken concurrently with MUS-6672. May not be taken without prior or concurrent credit for MUS-6672.

MUS-6882 Instrumental Program and Repertoire (2 hours)

In-depth look at the structures of various instrumental programs in elementary, middle, and secondary school settings. Areas include both wind and string programs, individual instruction, chamber music, and performance ensembles, both the co-curricular and extra-curricular. Evaluation of repertoire and programming appropriate for each level. Assessment of musical learning. Prerequisite: MUS-3883.

MUS-6883 Graduate Instrumental Conducting (3 hours)

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

MUS-6950 Independent Study in Music (1-3 hours)

MUS-6970 Independent Research (3 hours)

Applied Music Courses

Applied music lessons on the graduate level are available for the following: piano, organ, harpsichord, voice, instruments, composition, improvisation and conducting. Applied music courses are numbered MUSA-6000 (graduate level). One hour of credit for 13 half-hour lessons is assigned to applied music courses except in composition for which the same credit requires one-hour lessons. Application of this credit to the Master of Church Music and M.A. degree in Music is delineated in the requirements for the degree program.

MUSA-6621: Applied Organ - 4-6 hours

Prerequisite: MUSA-0600 Applied Piano at 3000 level.

MUSA-6631: Voice - 4-6 hours

Prerequisite: MUS-1661 Class Voice or MUS-2402 Vocal Techniques for the Music Educator.

Music Ensembles Courses

MUSE-6900 Kapelle

MUSE-6905 Women's Chamber Choir

MUSE-6910 Chamber Choir

MUSE-6925 Men's Chamber Choir

MUSE-6930 Schola Cantorum

MUSE-6940 Wind Symphony

MUSE-6950 Jazz Band

MUSE-6960 University Band

MUSE-6970 Flute Ensemble

MUSE-6980 Chamber Orchestra

MUSE-6990 University Handbell Choir

Organizational Leadership Courses

OLDR-6000 Leadership & Excellence (3 hours)

Overview of leadership theories and leadership concepts; systems and organizational perspectives, organizational performance and effectiveness, learning organization concepts and strategies.

OLDR-6001 Strategic Leadership & Planning (3 hours)

The course is designed to prepare students with diverse perspectives, frameworks, skills and tools for executing effective strategy within mission driven organizations. Topics include effective mission driven organizations, role of strategic leadership, tools for developing and assessing strategic engagement, stakeholder concerns and opportunities for leading change initiatives and strategic planning.

OLDR-6002 Ethical & Social Leadership (3 hours)

Examine and explore ethical dilemmas of leadership, the context and foundations of moral choice, moral implications of decisions and ramifications of leader choices. Ethical challenges and decision making criteria, stewardship and social responsibility in an age of increased organizational accountability and transparency.

OLDR-6003 Knowledge Management Information Leadership (3 hours)

Strategic planning, implementation and management of information systems in the organizations. Terminology, management strategies and utilization of information systems as key components in the delivery and assessment of organizational issues and trends.

OLDR-6004 Leadership Capstone (3 hours)

This course serves a culminating experience in which students are expected to apply knowledge and insights gained from their graduate course experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity for closure and connection between courses. The purpose of this capstone course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice.

OLDR-6800 The Leader as Trainer, Mentor and Coach (3 hours)

This course is designed to provide students with an overview of the methods used by leaders to approach training, coaching and developing their organizational workforces. Faced with the constant of change and ever increasing global competition and pressures, organizations must find ways to develop the individuals, teams and leaders in their organizations if they are to remain relevant and competitive in today's marketplace. Students explore various means that can be used for development including various forms of training, mentoring and coaching. Ethical issues as they relate to development and coaching are also examined.

OLDR-6810 Leader Development: Cultivating, Sustaining and Renewing the Organization (3 hours)

This course is designed to provide an opportunity for exploration and critical examination of self in the context of leadership development and proficiency. The organizational leader is viewed as the lead learner whose responsibility is to cultivate, shape and sustain the development of the organization and personnel. Emphasis is placed on the practice of self-reflective leadership grounded in established theory and principles. Students are encouraged to self-assess and articulate their own generative capacities, professional renewal initiatives and leadership legacy. Purpose, intention and actionable plans for leadership growth and development are encouraged.

OLDR-6820 Leadership: Politics, Power and Applied Ethics (3 hours)

In this course students will examine the ethical dilemmas of leadership, the foundations and context of moral choice and the moral implications of decision making. In doing so, the purpose is to make visible the ethical challenges and decision criteria facing leaders, the role of politics and power in organizations and the leader's ability to promote and infuse organizational ethics and integrity into the culture.

OLDR-6830 Leadership Communication and Decision-Making (3 hours)

This course is designed to provide students with an overview of the key elements of communication and decision-making in 21st century organizations. Current, relevant and timely resources are explored to provide students with opportunities to analyze elements and functions of communication and decision-making. Significant emphasis will be on effective communication skill sets and competencies utilized in organizational communication and decision-making in the current global milieu, working in both real-world and virtual environments.

OLDR-6840 Agents of Change (3 hours)

In this course students will examine the various roles and processes in organizational intervention as they relate to identifying, implementing and sustaining change. Organizational culture, climate, communication practices, mental models and change theories will be explored.

Human Performance Courses

PES-6123 Nutrition for Human Performance (3 hours)

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

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

Techniques for conducting fitness assessments and developing exercise prescriptions. Prepares the practitioner to develop personal fitness programs based on the results of fitness assessments and other relevant information and apply those techniques to clients during the course of the semester. Computer applications. Prerequisite: PES-3400 or equivalent.

PES-6410 Biomechanics (3 hours)

Function of the skeletal, articular, and neuromuscular systems in producing efficient movement. Application of mechanical principles in performing sport skills, dance, and adaptive activities with an emphasis on developing a comprehensive literature review. Prerequisite: PES-3400 or consent of instructor.

PES-6420 Physiology of Exercise (3 hours)

Scientific basis for the development of physical fitness and conditioning programs. Bioenergetics of human movement; physiological adaptations during and following exercise with emphasis on developing a comprehensive literature review. Prerequisite: PES-3400 or consent of instructor.

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

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

PES-6605 Instructional Strategies for Human Performance (3 hours)

Learning theories, instructional styles and strategies for directing motor learning experiences with an emphasis on developing a comprehensive literature review of instructional strategies for physical education. This course satisfies the K-12, middle and secondary school methods requirement in Human Performance. Prerequisites: PES-4620, PES-4630, PES-4640 or permission of instructor; Admission to College of Education.

PES-6660 Curriculum Design (3 hours)

Theories and processes of curriculum development, implementation, and assessment for the middle and secondary school setting with an emphasis on developing a comprehensive review of current health curricula.

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

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

PES-6950 Independent Study (1-3 hours)

PES-6970 Independent Research (3 hours)

Philosophy Course

PHI-7000 Ways of Knowing (3 hours)

An analysis of the dominant practices of idea formation in society, particularly in the areas of natural sciences, social and behavioral sciences and religion. Course content will focus on the underlying assumptions of these practices with specific attention given to the compatibility of these assumptions and practices across these different paradigms.

Psychology Courses

PSY-6025 Assessment Techniques (3 hours)

History, purpose, principles and methods of assessment; techniques and instruments employed in measuring abilities, achievement, interests, and personality; statistical procedures, limitations of measurement, especially among children. Relationship of assessment to the objectives of the school and counseling procedures.

PSY-6030 Research in Psychology (3 hours)

Introduces the purpose, methods, and ethics for conducting and interpreting research in psychology and behavioral sciences. Emphasis on understanding research methods, statistical analysis, needs assessment and program evaluation allowing the development of necessary knowledge to critique research studies.

PSY-6040 Applied Psychopathology & Diagnosis (3 hours)

This course addresses the principles of diagnosis of normalcy and psychopathology through the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual* (DSM) and the current edition of the *International Statistical Classification of Diseases and Related Health Problems* (ICD). Introduction to principles and models of bio-psycho-social-spiritual assessments, case conceptualizations, and theories of human development.

PSY-6050 Adult Development & Aging (3 hours)

This course promotes integrity as students acquire attitudes and skills that promote the understanding of adult development with special attention paid to the aging process. It further promotes integrity as students learn to suspend judgment and draw various fields together in order to understand and provide quality care services to the aging population with sensitivity to cultural differences. Students obtain the knowledge of techniques and research while attaining competency in the timely use of various person-centered interventions. As knowledge and competency develop, a sense of confidence and leadership is cultivated.

PSY-6055 Developmental Psychology: Infancy and Early Childhood (3 hours)

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

PSY-6495 Administration of Human Services (3 hours)

Focus on structure of programs, financial and legal concerns, agency management, evaluation of services and planning.

PSY-6500 Cognitive Development: Theory and Implications (3 hours)

Major perspectives of cognitive development throughout the lifespan, including the developmental and information processing approaches. Implications for work with various age groups in educational and other settings.

PSY-6505 Psychological Theories and Educational Processes (3 hours)

Psychological theories and their impact on the learning process. Focus on theories of learning, motivation and intelligence. Review of current research in educational psychology.

PSY-6800 Advanced Research in Psychology (3 hours)

Provides students opportunities to demonstrate comprehension and implementation of research methodology by conducting a study in collaboration with a sponsoring faculty member. Participate in an ongoing study or construct a novel design. Literature review, research methodology in practice, sample selection, data collection, selection of appropriate statistics, data entry, analysis of results, development of discussion sections. Preparation for doctoral work in psychology and careers in academic or research settings.

PSY-6950 Independent Study: Psychology (1-3 hours)**PSY-6970 Independent Research (3 hours)****PSY-6990 Master's Thesis (0 hours)****PSY-6993 Internship: Psychology (3 hours)**

Supervised involvement in a work experience which utilizes psychology in a meaningful manner. Requires approval by the department.

PSY-6994 Internship: Human Services (3 hours)

Supervised experience (300 clock hours) in a community human services agency. Site to be approved by Concordia prior to semester. On-campus classroom component required. Consult internship manual for further information.

PSY-6995 Internship: Human Services Administration (3 hours)**PSY-7400 Advanced Learning Theory (3 hours)**

In-depth examination of significant past and relevant current theory in cognitive development and processing. Application and critique of theory in learning environments is emphasized. Admission to doctoral program required. Prerequisite: PSY-6500 or PSY-6505 or equivalent master's level course in learning theory.

Research Courses**RES-6600 Research in Education****RES-7600 Survey Research****RES-7610 Quantitative Analysis****RES-7620 Advanced Topics in Statistics****RES-7700 Qualitative Analysis****RES-7710 Advanced Topics in Qualitative Analysis****RES-7800 Mixed Methods Research****RES-7810 Methods of Act Research Inq Schools****RES-7820 Program Evaluation****RES-7900 Research Design****Reading, Language and Literacy Courses****RLL-7000 Trends & Issues in Literacy Research (3 hours)**

A historical and philosophical study of the major theories and the empirical research that describes the cognitive, linguistic, motivation, and sociocultural foundations of reading and writing processes, components, and development. Prerequisite: Admission to an approved terminal degree program or consent of instructor.

RLL-7010 Instructional Approaches in Reading, Writing and Language (3 hours)

This course examines the major perspectives, theories, and their impact on the learning process related to cognitive, physiological, and psychological development of reading and writing in P-Adult educational settings. Candidates will explore, analyze, and evaluate new instructional models and related assessment systems for reading, writing and language development. Prerequisite: Admission to approved terminal degree or consent of instructor.

RLL-7020 Development and Evaluation of Literacy Programs (3 hours)

Standards, curriculum, research, materials, and resources for state-of-the-art literacy programs. Analysis of issues, trends and current practices related to models and programs in diverse settings. Experiences in curriculum construction, program design, development, implementation, and evaluation. Prerequisite: RLL-7010 and consent of instructor.

RLL-7030 Policy & Politics of Reading, Language and Literacy (3 hours)

A study of the connections between policy, politics and reading and literacy is the focus of the course. Candidates will explore the empirical evidence related to foundational theories. Practices for communication with policy makers, public officials and community members will be an integral part of this course. Prerequisite: Admission to the Ed.D. in Reading, Language and Literacy program.

RLL-7040 Cultural and Socioeconomic Perspectives of Literature and Literacy (3 hours)

An exploration of the historic, current, and changing demographic factors that impact and influence literacy practices. Examination of literature and literacy successes as seen through the eyes of diverse learners (culturally, ethnically, economically, socially, gender, and linguistically). Prerequisite: Admission to the Ed.D. in the Reading, Language and Literacy program.

RLL-7050 Multiliteracies (3 hours)

Examination and comparison of theories and research in new literacies to create a literate environment that fosters reading, writing, information and communicative competencies in diverse contexts. This course will explore literacies in schools and in the wider scope of the world. Prerequisite: Admission to the Ed.D. in Reading, Language and Literacy program.

Social and Behavioral Sciences Course**SBS-6619 Teaching Social Science in Middle & Secondary Schools (3 hours)**

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

Science Education Course**SCE-6618 Teaching Science in Middle & Secondary Schools (3 hours)**

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

Servant Leadership Courses**SL-7000 Case Studies in Servant Leadership (3 hours)**

A contemporary, biographical analysis of the impact of servant leaders in for-profit and not-for-profit organizations, including a personal, reflective, self-study of servant leadership strengths and developmental goals.

SL-7010 Developing Human and Communal Capacity for Servant Leadership (3 hours)

Examination of how to be a healing influence in the lives of individuals and institutions; building communities in the workplace, commitment to the growth of self and others; the development of individual and communal service orientations.

SL-7020 Diversity Issues in Servant Leadership (3 hours)

Building networks, communities and organizations that highlight and emphasize relationships that are grounded in mutual respect, reciprocity, understanding and appreciation for differences.

SL-7030 Introduction to Servant Leadership Principles and Practices (3 hours)

An introductory exploration of the philosophical, religious, and spiritual beliefs underlying servant leadership as well as the meaning of service and applications of servant leadership in contemporary society. Required prerequisite to other servant leadership specialization courses.

SL-7040 Issues in Leadership Calling & Transformation (3 hours)

An in-depth exploration of the individual initiative and call to prepare as a servant to become a leader. Issues of intentionality, empathy, awareness, justice, forgiveness, personal commitment, and ongoing personal growth are investigated in the context of servant leadership.

SL-7050 Listening, Learning & Speaking as a Servant Leader (3 hours)

An exploration in the development of effective communication skills, including active listening and effective speaking with and to individuals and groups as a servant leader; development and persuasive communication of vision, purpose, direction, and accomplishments based on ongoing self and organizational assessments.

SL-7060 Purpose, Choice & Reflection in Servant Leadership (3 hours)

An examination of the meaning and practice of visioning, values, goal articulation, reflection, and choice as well as applications in the context of personal and professional servant leadership practices, mission and vision development.

SL-7070 Service through Stewardship (3 hours)

An exploration of the meaning of stewardship in organizational contexts, including issues in balancing caring, cognition and emotional intelligence, accountability, the availability of organizational resources and developmental needs in service of the greater good, assess human capacity, collaboratively grow relationships, anticipate consequences, develop, implement and sustain a leadership agency.

SL-7080 Spirituality in Servant Leadership (3 hours)

The meaning of spirituality and service in specific religious and spiritual developmental contexts in relationship to one's personal beliefs, convictions, and practices for the greater good. Finding one's place and purpose in the world.

SL-7090 Using Technology to Advance Servant Leadership (3 hours)

An exploration and application of current technological tools, innovative uses, and dissemination strategies locally and globally to serve others in need agriculturally, educationally, medically, and organizationally.

Social Work Courses**SOW-6100 Ethical Issues in the Helping Professions (3 hours)**

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

SOW-6310 Special Topics: Loss & Mourning (3 hours)

Examination of selected topics relative to losses experienced over the life cycle. Special emphasis on physical, emotional, social, and spiritual dimensions. Discussion of skills and strategies for counseling and support.

SOW-6400 Marital and Family Counseling (3 hours)

Principles and concepts in marital and family counseling; specific strategies and techniques in the interview process. Examination of ethical issues and relevant research in the field.

SOW-6500 Public Policies and Aging (3 hours)

Analysis of the policy making process and policy initiatives as these affect the elderly in society. Cross-listed with SOC-6500.

SOW-6510 Social Services for the Elderly (3 hours)

Special needs and problems of the elderly. The role of the professional helper in various services and levels of care.

SOW-6950 Independent Study (0.5-3 hours)**Sociology Courses****SOC-6100 Methods of Evaluation Research (3 hours)**

Purposes, formulation, design, context, issues, constraints and uses of evaluation research. Illustrations from business, education, religious and social service studies.

SOC-6110 Socialization Processes (3 hours)

Theories and research pertaining to the processes by which an individual becomes a social being and participant in this society. Groups and institutions and the context of the acquisitions of motives, attitudes and functional role skills.

SOC-6120 Social Thought and Contemporary Issues (3 hours)

An examination of selected social theories and their application to contemporary issues of inequality, educational practices, religious belief, the self.

SOC-6140 Sociology of Health Care (3 hours)

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

SOC-6160 Sociology of Aging (3 hours)

Examination of aging on individuals and societies-including social, cultural, and individual reactions to the aging in the society and the diversity of reactions to aging. Theoretical frameworks for aging and involvement will be presented, examined, and integrated. Field trips may be required.

SOC-6300 Contemporary Family Patterns (3 hours)

Patterned differences among families in the United States, including ethnic, racial, religious and class differences; variation in socialization practices; relationship between families and other agents of socialization.

SOC-6330 Death & Dying (3 hours)

Attitudes, customs, and beliefs regarding death; psychological, social, physical and spiritual issues; ministry to the dying and grieving.

SOC-6500 Public Policies & Aging (3 hours)

Cross-listed with SOW-6500.

SOC-6510 Diversity in Aging (3 hours)

Part of the Masters in Gerontology courses that focuses on the differences and diversity of the aging population from a national perspective. Topics include race, ethnicity, gender, social class, spiritual and economic issues.

SOC-6600 Sociology of Education (3 hours)

Sociological analysis of formal educational structures, their relationship to other social institutions, their internal functioning and effect on student-life chances.

SOC-6620 Cross-Cultural Studies:Teaching Limited English Proficient Students (3 hours)

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

SOC-6900 Seminar in Gerontology (3 hours)

Observation of and supervised practice in a community agency. Literature review and applied research. Prerequisite: 18 semester hours of graduate credit in the program, including SOC-6160.

SOC-6950 Independent Study in Sociology (0.5-3 hours)**SOC-6970 Independent Research (3 hours)****SOC-6980 Practicum in Gerontology (0-3 hours)**

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

Sports Management & Leadership Courses**SPML-6000 Organization & Administration of Recreation & Leisure Programs (3 hours)**

This course provides an overview of principles and practices related to effectively managing a recreation and leisure program. Issues of branding, marketing, media, and personnel selection and development are considered.

SPML-6010 The Essentials of the Law in Sports (3 hours)

This course introduces legal issues, and professional ramifications in field of sports management through the examination of regulations, government intervention, and ethically pertinent scenarios. This course allows learners to acquire a thorough understanding of legal considerations, which affect the interaction of league officials and athletes, their professional behavior, and what laws are established to protect their rights and assure they accountable for their actions.

SPML-6020 The Economics of Sports (3 hours)

The domain of sports, most notably, professional sports, has been elevated to one of the highest rungs of the financial ladder by having entered the world of professional entertainment industry. In the 21st century, sport has secured its place as one of the paramount forms of entertainment from Friday night high school football games to the Olympic venues. To function as an administrator within this profession, it is imperative to have a comprehensive understanding of the dynamic role of economics. In this course, students explore and examine the concepts and models of micro and intermediate economics as related to the business of sport.

SMPL-6030 Sports Leadership and Ethics (3 hours)

Sports Leadership and Ethics is designed to prepare learners to evaluate business principles, theories and responsibilities in the field of sports management, with an increased understanding of acceptable practices, human capital, and professionalism. In addition, this course provides learners with an understanding societal reasonability, common moral and ethical values, and how they are applied to varying sports leadership scenarios.

SPML-6040 Sports Finance (3 hours)

In this course, students develop a framework with an in-depth analysis of the various tools, techniques, ratios, formulas, and other finance-related information, complex financial concerns in the sports workplace.

SPML-6050 Leading in a Time of Change (3 hours)

This course introduces students to the valuable change management process in the dynamic world of sports leadership and management, preparing them to use and apply these skills practically with an understanding of varying concepts, theories and opinions.

SPML-6060 Level the Playing Field: Diversity in Sports (3 hours)

This course is designed to teach students what diversity is and how it applies to sports in general and more specifically to gender, race, and various cultures. The course will help Learners understand the unique challenge for sports leaders to better understand diversity and through this understanding help “level the playing field.”

SPML-6070 Sports Promotion (3 hours)

Explore and examine the relationship between the mass media and the sports industry. Topics include sports broadcasting, print media and the development of public relation tools such as media guides and press releases, effective principles, theories, practices and methods involved with all aspects of sports communications.

SPML-6080 Sports Communications (3 hours)

Explores and examines the core concepts and fundamental theories of effective communication and best practices in sports domain.

SPML-6090 Sports Administration (3 hours)

This course is designed to emphasize the practical application of concepts, principles, and practices between sports organizations and community associations as it relates to the role of sport leader and administrator. Students will be required to review course materials, participate in discussion forums, and conduct research to acquire a thorough understanding of sports administration principles and theories.

SPML-6100 Sports Leadership Master’s Project (3 hours)

Participation in this course is an opportunity to demonstrate professionalism as well as the integration and application of sport leadership knowledge, skills, and competencies through the identification and in-depth analysis of a contemporary sport management research issue. Students are required to analyze, critically evaluate, and synthesize published research in order to articulate actionable scientific knowledge in the form of a review article worthy of publication.

SPML-6110 Facilities and Events Management (3 hours)

Examines the principles and practices necessary to plan, develop, promote, operate and maintain sporting events, athletic centers and recreational facilities. Emphasis is on issues concerning personnel, finance, profitability, security, concessions, convention centers, event scheduling, equipment management, facilities maintenance and topics related to liability and risk management.

SPML-6120 Dynamics of Coaching (3 hours)

Coaching requires leadership abilities, social awareness, expertise in athletic components, and the ability to transcend these principles through recognized methodologies. This course focuses on the major coaching theories and models, methods, practices, and outcomes. Topics include study of first principles in coaching, coaching cases and analyses, great coaches, coaching decision making, and other contemporary issues.

SPML-6130 Social and Historical**Foundations of Modern Sport (3 hours)**

Sports are integrated into society and enjoyed throughout the world on a cultural and competitive level. This course examines the social, political, cultural, philosophical, psychological, historical and practical aspects of sport history and evolution.

SPML-6140 Research in Sports Studies (3 hours)

This course is designed as an introductory examination of the research process and the main methodological approaches used to conduct research on contemporary issues in the sport industry. Fundamental research concepts and strategies are presented in order to prepare students to interpret, analyze, plan, design, and report the results of sport research projects. Students are required to review course materials, participate in discussion forums, analyze published research, identify a research topic, and complete the initial steps of a literature review.

SPML-6150 Philosophy & Educational Value of Sport (3 hours)

This course will build on Foundations & Theoretical Perspectives and provide students academic opportunities to identify and establish their personal and professional ideals and dispositions in relation to the academic literature and the mission/vision of their educational, recreational, and professional setting. Academic/co-curricular connectivity of sport and society.

SPML-6160 Assessment & Evaluation of**Recreation & Leisure Programs (3 hours)**

This course explores and examines the purpose and added value of assessment and evaluation in the recreation/leisure settings. Basic procedures and designs are used to develop a professional program evaluation/assessment plan. Cycle of evaluation/assessment, needs assessment, program planning and design, outcomes, objectives, findings, reporting for data driven decision-making.

SPML-6170 Current Issues in Recreation & Leisure (3 hours)

Trends in recreation and leisure sport industry of the 21st century are examined in order to facilitate effective planning and implementing of programs designed to meeting the recreational needs of the general public from 5-85 years of age. Critical review and analysis of sport as a social phenomena and the impact on delivery of and participation in recreation and leisure activities.

SPML-6180 Foundations & Theoretical**Perspectives of Recreation & Leisure (3 hours)**

This course will provide the framework for the specialization by reviewing and applying recreation/leisure theory to the private, public, and/or entrepreneurial setting. Theoretical and conceptual foundations of recreation and leisure, sports, play. A review of historical ideas and practices in the recreation and leisure with an examination to the relationship to present day professional and social sports issues.

Theatre Courses**THR-6201 History of Theatre: Greek through Renaissance (3 hours)**

Study of Western theatre from ancient Greek and Roman societies through the Renaissance. Reading of significant play scripts in the context of their original productions. Attendance at plays as available. Student is responsible for the cost of the ticket.

THR-6202 History of Theatre: 18th Century to Contemporary (3 hours)

Study of Western theatre from 18th century societies to contemporary theatre and non-Western theatre as it influenced Western theatre. Reading of significant play scripts in the context of their original productions. Attendance at plays as available. The student is responsible for the cost of the ticket.

THR-6210 Contemporary Theatre (3 hours)

Theatrical trends of the past two decades as seen through scripts and play productions. Attendance at area plays. Student is responsible for ticket cost.

THR-6240 The American Musical (3 hours)

Study of the growth and influence of the musical as a form of theatre and music. Study of representative scripts and music. Possible field trips. Student is responsible for ticket cost.

THR-6302 Advanced Acting (3 hours)

Equips the actor with advanced techniques and familiarizes them with major acting theories. Prerequisite: a beginning acting course.

THR-6304 Directing (3 hours)

Introduces the student to directing for the stage. Prerequisite: a beginning acting course.

THR-6310 Directing a One-Act (3 hours)

Selection and production of a one-act play under supervision. Prerequisite: a directing course and consent of department chair.

THR-6400 Stagecraft (3 hours)

Familiarize the student with the broad technical aspects of theatre, focusing on stage safety, set construction techniques, scenic painting techniques, special effects, lighting, wiring, and rigging.

THR-6401 Theatre Design (3 hours)

Overview and actual application of all major elements of theatrical design with particular focus on set, lights, properties, sound, and costume. Prerequisite: THR-6400 or permission of instructor.

THR-6609 Teaching Theatre in Middle & Secondary Schools (3 hours)

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

THR-6700 Playwriting (3 hours)

The art of dramatic writing for the stage. Turning personal and creative narratives into performable scripts with production in mind. Learning the major parts of a well-constructed play including effective exposition, plot as event, character development, and theatrical writing. Numerous opportunity to workshop plays.

THR-6710 Creative Dynamics (3 hours)

Potential uses of dramatic activity in the classroom, rehearsals and workshops, including the use of puppets.

THR-6810 Administration & Management:Theatre (3 hours)

Examination and integration of issues and policies specific to theatre administration. Field trips. Fee required.

THR-6910 Topics in Theatre (3 hours)

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

Theology Courses**THY-6020 Psalms (B-OT) (3 hours)**

The hymnal of ancient Israel and its interpreters. Historical context, enduring liturgical and theological value.

THY-6021 Wisdon Writings (B) (3 hours)

An examination of the wisdom literature of the Old Testament: Job, Proverbs, Ecclesiastes and the Song of Songs. Biblical poetry, devotional literature and the major questions of life. A writing intensive course. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

THY-6030 Messianic Prophecies (B-OT) (3 hours)

The development of the Old Testament faith in the coming Messiah. Principles of interpretation and sources of alternate viewpoints. Detailed examination of selected prophecies.

THY-6031 The Pentateuch (3 hours)

An examination of the major themes and events in the foundational books of the Old Testament including creation, sin, divine mercy, the messianic promise, the patriarchs, the early history of the people of Israel, the covenant and the Levitical priesthood and sacrificial system. Prerequisite: THY-1100 or THY-2000 or consent of instructor.

THY-6040 The Intertestamental Period (B) (3 hours)

Covers the political, cultural and religious forces which molded Judaism in Palestine and in the Diaspora in the Greek and Roman periods. Includes reading primary sources in the Apocrypha, Pseudepigrapha, Talmud and Dead Sea Scrolls.

THY-6050 History of Israel (B) (3 hours)

The origin and development of the Old Testament nation of Israel. Historical methodologies, the Ancient Near Eastern context, recurrent themes. Field trip. Prerequisite: THY-1100 or THY-2000 or consent of instructor

THY-6100 The Parables of Jesus (B-NT) (3 hours)

The synoptic parables in their cultural context, their use in Jesus' teaching, their interpretation and their application in contemporary Christian education.

THY-6110 New Testament and Early Christian Worship (B-NT, CS, H) (3 hours)

The New Testament in the light of the influence of early Christian worship on the form and content of the various writings.

THY-6120 The General Epistles (B-NT) (3 hours)

Study of theology and theological method found in the Catholic epistles including Hebrew; James; 1 & 2 Peter; 1, 2, & 3 John; and Jude, within the wider context of the history and the theology of the early church. Prerequisite: THY-3100.

THY-6125 Mediterranean Perspectives (3 hours)

A two-week field trip outside the United States. Investigation of historical, geographical, artistic, and theological aspects of the lands surrounding the Mediterranean Sea. May serve independent studies in history, geography, art or music.

THY-6150 The Four Gospels (3 hours)

The structure, purpose, and perspective of each of the New Testament gospels. The portrayal of Jesus by each evangelist. The literary relationship of Matthew, Mark, and Luke. The distinctive features of John.

THY-6160 Paul the Apostle (3 hours)

Study of Paul's life, apostleship, theology, and theological method on the basis of one or a group of Paul's letters, particularly Galatians, Romans and 1 and 2 Corinthians, within the wider context of the history and the theology of the early church.

THY-6170 Studies in New Testament Writings (3 hours)

The historical context, literary features, and theological perspectives of a variable group of New Testament writings outside the major Pauline letters, the four gospels and Acts, e.g., the letters from prison, catechetical documents and the Johannine writings.

THY-6210 Lutheran Confessional Theology (S) (3 hours)

The study of the discipline of Systematic Theology with a special focus on the "Confessing" approach of the Lutheran tradition. Exploration of differing approaches to the task of theology along with the different approaches to Holy Scripture and the questions of faith and reason. Emphasis will be given to the formation and function of the three ecumenical creeds, the Augsburg Confession and its Apology, and the two catechisms of Luther.

THY-6220 Baptism and Eucharist (S & CS) (3 hours)

Study of the theology and practice of the sacraments of Baptism and the Eucharist. Emphasis on how the differences between the major Christian traditions in understanding these two sacraments reflect their differences in theological methodology and worldview and on how these differences reflect differences in understanding the Gospel of Jesus Christ.

THY-6240 The Church and its Ministry (S) (3 hours)

Examination of the nature of the Church and its Ministry with particular attention to its offices and their duties in relationship to the vocation of the Church and Christian service in the world.

THY-6313 Baptism and Eucharist (S, CS) (3 hours)

Study of the rites and practice of the sacraments of Baptism and Eucharist from a biblical, theological and liturgical perspective. Emphasis on the development of an appropriate parish practice for the goal of an enriched congregational life. Cross-listed with MUS-6313.

THY-6320 Early Christian Fathers (H) (3 hours)

Theological and historical analysis of the doctrines and practices of select early Christians such as Ignatius of Antioch, Irenaeus and Tertullian.

THY-6330 Topics in the History of Christianity (H) (3 hours)

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

THY-6350 Martin Luther (H, S) (3 hours)

Historical introduction to Luther as theologian, churchman, and polemicist for 16th century Evangelicalism. Enduring images of Luther inside and outside Protestantism. Luther's significance to contemporary theology. Readings from primary sources.

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

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

THY-6360 Women in the History of Christianity (H) (3 hours)

A study of the contributions of select female agents to the Christian tradition, typically including such diverse figures as Mary, the early Christian martyrs and ascetics, Hildegard of Bingen, Julian of Norwich, Katherina von Bora, Teresa of Avila, Madame Guyon and Elizabeth Cady Stanton. Readings from primary sources.

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

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

THY-6410 World Religions (3 hours)

Exploration into the nature of religion providing a survey of history, teachings, and practices of selected religious groups, with attention to ethnic and cultural features associated with major world religions.

THY-6420 Worship and Witness (CS) (3 hours)

The historical and theological foundations of worship and witness, the inter-connection of worship and witness and the influences of sociological and cultural change.

THY-6490 Research in Theology (3 hours)

A study of the objectives, procedures and bibliographical resources for research and writing in the discipline of theology. Emphasis upon library resource orientation and the actual process of committing theological research to formal writing.

THY-6500 Moral, Ethical, and Spiritual Development of the Child (RE) (3 hours)

Development of spiritual formation and its relation to the life of the child. Principles and means involved in the process.

THY-6515 Spiritual Nurture of the Adolescent (3 hours)

Principles, organization, materials and practices of nurturing the faith of the adolescent in the Lutheran high school, a review of the history of Lutheran education and the office of the Lutheran teacher. Prerequisites: THY-2010 or THY-3105 and THY-2210 or consent of instructor.

THY-6520 Spiritual Maturity and the Adult Life Cycle (RE) (3 hours)

A review of factors contributing to spiritual maturity during the adult life cycle.

THY-6530 Spiritual Nurture of the Young Child (3 hours)

Development of concepts and skills for the nurture of spiritual growth in the young child, with attention to the central truths of the Christian faith, child development, curriculum resources, parental responsibilities and the ministry of the Lutheran teacher. Prerequisites: THY-2010 or THY-3105; and THY-2210 or the consent of the instructor.

THY-6600 Deaconess Foundations (H, CS) (3 hours)

The office of the Lutheran deaconess: history, call, roles and ethics. The history and structure of the LCMS particularly in relationship to the deaconess. Field trips. Fee required. Prerequisite: THY-6240.

THY-6620 Deaconess Capstone Seminar (CS) (3 hours)

Integration of theological knowledge, professional skills, and competencies in deaconess ministry. Evaluation and analysis of the internship experience and preparation for the call into deaconess ministry. In-depth analysis of a deaconess ministry issue. Prerequisite: two semesters of THY-6991 or permission of instructor.

THY-6630 Deaconess Field Experience (CS) (0 hours)

Beginning experience in the ministry of the Lutheran Deaconess. Minimum of 40 hours of supervised practicum in a congregation or agency. Participation in seminars to review students' reports and discuss ministry issues. Prerequisites: Acceptance into the Deaconess program, three THY courses. Fee required. Transportation required. Pass/fail.

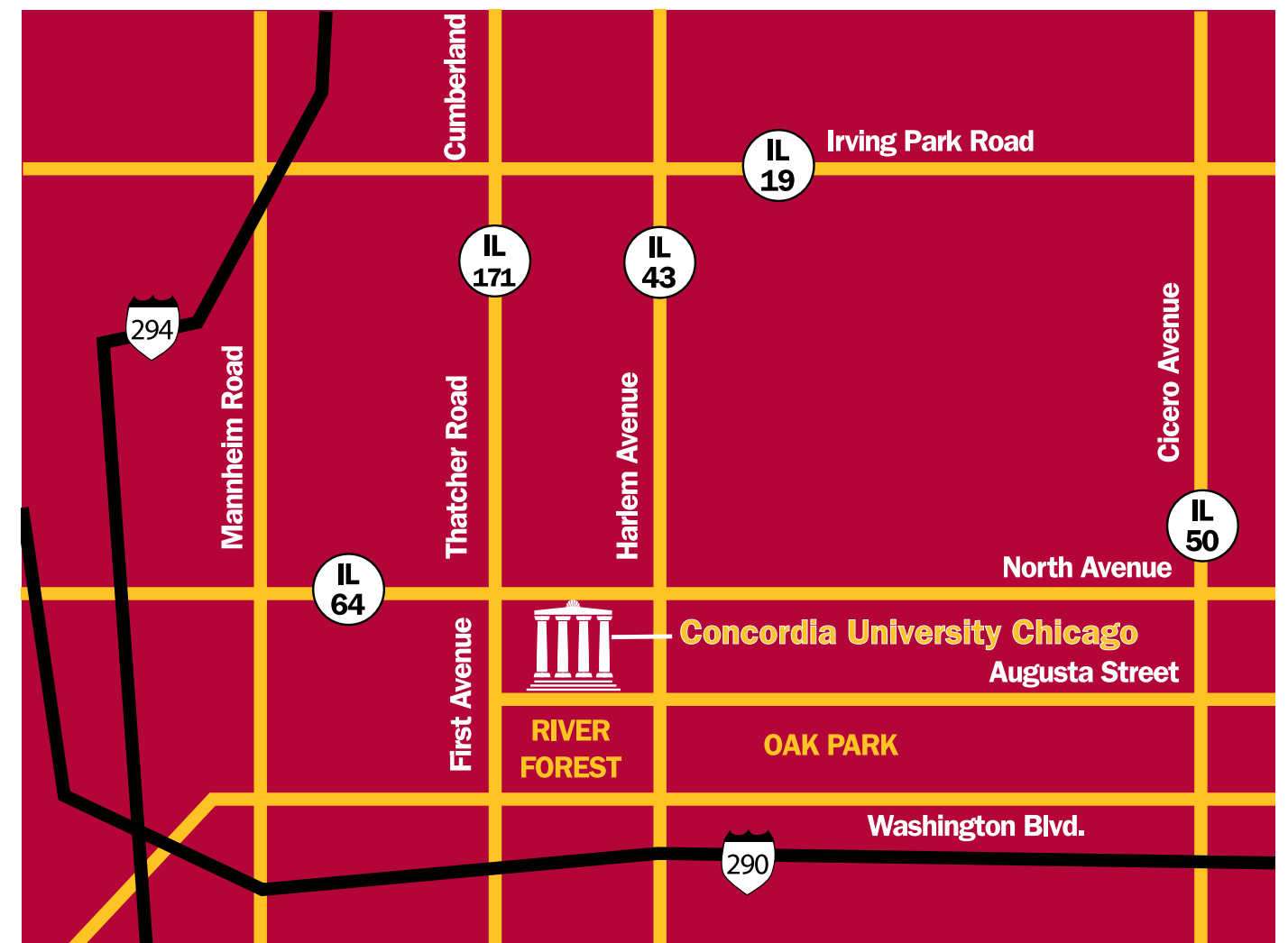
THY-6641 Ministry to Women (CS) (3 hours)

Focus on spiritual care giving, especially in dealing with issues faced by women. Practice in application of Law/Gospel, volunteer coordination and mercy ministries. Field trips. Fee required. Recommended Prerequisites: THY-6600, THY-6240, CED-6015.

THY-6950 Independent Study (0-3 hours)**THY-6970 Independent Research (3 hours)****THY-6990 Master's Thesis (0-6 hours)****THY-6991 Internship: Deaconess (CS) (0 hours)**

Relating classroom concepts to the practical ministry of the deaconess. Minimum of five months of full-time supervised practicum in a LCMS sponsored congregation or agency. Prerequisites: cumulative GPA of 2.75 in theology courses and deaconess specialization courses, with a grade of "C" or better in each course; acceptance into the Deaconess program; THY-6600; THY-6610; two semesters of THY-6630 or permission of instructor. Pass/Fail. Deaconess students normally complete two semesters of internship. Fee: \$1000 per semester. Additional costs for international internships. Contact Deaconess Office for current rates.





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.

Driving Directions 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 I-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:

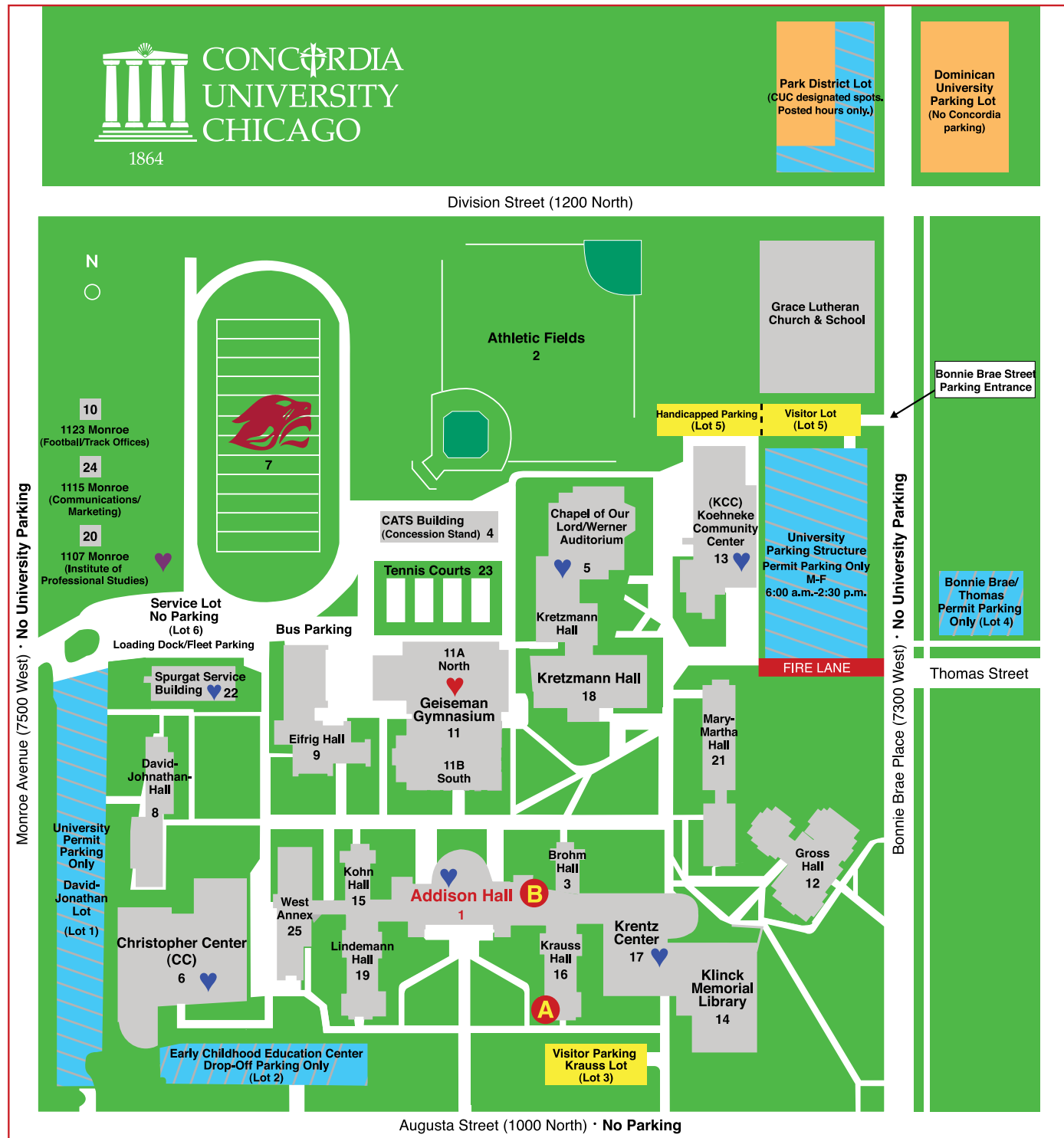
Take I-55 north toward Chicago. Exit north onto First Avenue. Follow First Avenue to Roosevelt Road (Ill. 38). Take Roosevelt east to Harlem Avenue (Ill. 43). Take Harlem north to Augusta Street. Turn west on Augusta Street to the campus.

Campus Map

Concordia University Chicago

Main address: 7400 Augusta Street, River Forest, Illinois 60305-1499

Main telephone: 708-771-8300 • www.CUChicago.edu



A Undergraduate Admission and Financial Aid **B** Graduate Admission and Enrollment Services

- 1 **Addison Hall (AD)**
Academic Advising
Graduate Admission and Enrollment Services
Human Resources
Office of the President
Office of the Registrar
Public Safety and Security
Student Business Services
University Lobby and Switchboard
 - 2 **Athletic Fields, Baseball and Softball (AF)**
 - 3 **Brohm Hall (BR)**
College of Business
Communications/Theatre
Residence Hall
 - 4 **Concordia Athletic Training & Support Building/Concession Stand (CT)**
 - 5 **Chapel of Our Lord (CA)**
Werner Auditorium
 - 6 **Christopher Center (CC)**
College of Education
College of Graduate and Innovative Programs
Early Childhood Education Center
Resource Center
Lobby Café
 - 7 **Cougar Stadium**
Football/Soccer Field
Walking/Running Track
 - 8 **David-Johnathan Hall (DJ)**
Residence Hall
 - 9 **Eifrig Hall (EI)**
Natural Sciences and Geography Department
 - 10 **Football/Track Offices, 1123 Monroe (ON)**
 - 11 **Geiseman Gymnasium (GM), North and South**
Physical Activity and Wellness Center (PAW)
 - 12 **Gross Hall (GR)**
Residence Hall
 - 13 **Koehneke Community Center (KCC)**
Alumni Room
Bookstore
Charlie T's (café)
Conference Services and Facilities
Crossroads Cafeteria
Cougar Den
Oak Park-River Forest Room
Office of Student Leadership and Involvement
 - 14 **Klinck Memorial Library (KL)**
Library Café
CougarNet (Information Technology Services)
 - 15 **Kohn Hall (KO)**
Residence Hall
LEA (Lutheran Education Association)
 - 16 **Krauss Hall (KR)**
Career Services
Student Financial Planning
Student Services and Residence Life
Undergraduate Admission
Residence Hall (3rd Floor)
 - 17 **Krentz Center (KZ)**
Bergmann Theatre
Development and Alumni Relations
Krentz 100
 - 18 **Kretzmann Hall (KM)**
Art Department
Ferguson Art Gallery
Music Department
 - 19 **Lindemann Hall (LN)**
Residence Hall
 - 20 **Institute of Professional Studies, 1107 Monroe (OS)**
 - 21 **Mary-Martha Halls (MM)**
Residence Halls
CAIS (Concordia Administrative Information System)
 - 22 **Spurgat Service Building (SB)**
 - 23 **Tennis Courts (TC)**
 - 24 **University Communications & Marketing, 1115 Monroe (OC)**
 - 25 **West Annex (WA)**
College of Arts and Sciences
- PARKING**
- Free Visitor Parking (in yellow)
 - KCC North Lot (Lot 5)
 - Krauss Lot (Lot 3)
 - University Permit Parking (restricted, in blue)
 - David-Jonathan Lot (Lot 1)
 - Service Lot (Lot 6)
 - University Parking Structure
 - Bonnie Brae/Thomas (Lot 4)
 - Park District Lot
 - Hang-Tag Parking (restricted, in blue)
 - Early Childhood Education Center Lot (Lot 2)
 - No CUC Parking
 - University Permit Parking
 - Visitor Parking
 - Automatic External Defibrillators (AED)
 - AED, March-Nov. only in this location
 - AED, Geiseman Lower Level & 1st Floor

The Graduate Faculty

Anderson, Karin: Associate Professor of Psychology

B.A. Judson University, Elgin, Ill.; M.A. Wheaton College, Wheaton, Ill.; Ph.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2008.

Athar, Naveeda: Visiting Assistant Professor of Counselor Education

B.A. National Louis University, Lisle, Ill.; M.A. National Louis University, Lisle, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2008.

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.

Bishop, Dan: Associate Professor of Psychology

B.A. Carthage College, Kenosha, Wis.; M.S. Concordia University, River Forest, Ill.; Psy.D., Argosy University, Chicago, Ill. At Concordia since 2005.

Blaess, Donna A.: Associate Professor of Leadership

B.A. University of Tampa, Tampa, Fla.; M.A. University of South Florida, Tampa, Fla.; Ph.D. University of Iowa, Iowa City, Iowa; A.A. Florida Culinary Institute, West Palm Beach, Fla. At Concordia since 2009.

Bonnar, Kathy M.: Assistant Professor of Counselor Education

B.A. University of Illinois Chicago, Chicago, Ill.; M.A. Concordia University, River Forest, Ill. At Concordia since 2010.

Brandon, Kevin: Associate Professor, Dean/Teacher Education

B.A. Oakland University, Rochester, Mich.; MIS University of Michigan, Ann Arbor, Mich.; Ed.D. Concordia University, Mequon, Wis.; M.E. University of Wisconsin, Milwaukee, Wis.; MBA Dominican University, River Forest, Ill. At Concordia since 2009.

Bridge, Sue: Associate Professor of Leadership

Ed.D., Loyola University, Chicago, Ill., M.A., University of Virginia, Charlottesville, Va., B.A., University of Illinois, Champaign, Ill. At Concordia since 2007.

Bucchi, Paul: Visiting Assistant Professor of Leadership

B.S. University of Florida, Gainesville, Fla.; MBA Northcentral University, Prescott, Ariz.; Ph.D. Northcentral University, Prescott, Ariz. At Concordia since 2010.

Dellegrazie, Beth: Assistant Professor of Business

B.A., Loyola University, Chicago, Il., M.B.A., Loyola University, Chicago, Ill. At Concordia since 2009.

Doering, Sandra: Professor of Education

B.A. Concordia Teachers College, River Forest, Ill., M.Ed. Phillips University, Enid, Okla., Ed.D. Oklahoma State University, Stillwater, Okla. At Concordia since 2008.

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.

Eschelbach, Michael: Associate 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.

Espinosa, Israel: Assistant Professor of Counselor Education

B. A. Elmhurst College, Elmhurst, Ill.; M.A. Illinois School of Professional Psychology, Chicago, Ill.; Psy.D. Illinois School of Professional Psychology, Chicago, Ill. At Concordia since 2010.

Gaul, Carol: Associate Professor of Teacher Education

B.A. Mundelein College, Chicago, Ill.; M.Ed., Ed.D. Loyola University, Chicago, Ill. At Concordia since 2005.

Gibson, Nancy P.: Associate Professor of Leadership

B.S. University of Illinois, Urbana, Ill.; M.S. University of Illinois, Urbana, Ill.; Ph.D. Illinois State University, Normal, Ill. At Concordia since 2010.

Graham, Brenda: 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.

Grant, Cynthia, Assistant Professor of Research

B.A. University of North Carolina, Chapel Hill, N.C.; MSW Loyola University, Chicago, Ill.; Ph.D. Loyola University, Chicago, Ill. At Concordia since 2009.

Grigsby, Yurimi: Assistant Professor of Education

B.A. East Tennessee State University, Johnson City, Tenn.; M.A.T. East Tennessee State University, Johnson City, Tenn. At Concordia since 2006.

Harder, Heather: Associate Professor of Education

B.S. Indiana University, Bloomington, Ind.; M.S. Indiana University, Bloomington, Ind.; Ph.D. Indiana State University, Terre Haute, Ind. At Concordia since 2009.

Hildebrand, John: Visiting Assistant Professor of Business

B.A. University of Scranton, Scranton, Pa.; M.Ed. DePaul University, Chicago, Ill. At Concordia since 2010.

Hollins, Louvenia: Assistant Professor of

Instructional Design & Technology

B.A. Grinnell College, Grinnell, Iowa; Ms.Is. Roosevelt University, Chicago, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2010.

Hollywood, Kathryn: Associate Professor of Educational Leadership

Director of Partnerships and Distance Learning

B.A. St. John's University, New York, N.Y.; M.A. St. John's University, New York, N.Y.; Ed.S. Fordham University, New York, N.Y.; Ph.D. Fordham University, New York, N.Y. At Concordia since 2008.

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.

Konkol, Pamela J.: Assistant Professor of Teacher Education

B.S. Northwestern University, Evanston, Ill.; M.Ed. University of Illinois, Chicago. At Concordia since 2006.

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B.S., M.S. Massachusetts Institute of Technology, Cambridge, Mass.; Ph.D. Northwestern University, Evanston, Ill. At Concordia since 2010.

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 Education Leadership

B.S., M.S. East China Normal University, Shanghai, China; Ph.D. Texas A&M University, College Station, Texas. At Concordia since 2005.

Lusthoff, Craig, J.D., Associate Professor of Business

B.A. Valparaiso University, Valparaiso, Ind.; J.D. DePaul University, Chicago, Ill. At Concordia since 2009.

Maddocks, Amanda: Associate Professor of Leadership

B.S. Principia College, Elsau, Ill.; M.A. St. Xavier University, Chicago, Ill.; Ph.D. Loyola University, Chicago, Ill. At Concordia since 2005.

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Michie, Gregory S.: Professor of Foundations,

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B.A. University of North Carolina, Chapel Hill, N.C.; M.Ed. University of Illinois at Chicago, Chicago, Ill.; Ph.D. University of Illinois at Chicago, Chicago, Ill. At Concordia since 2010.

Mizelle, Isaac Timothy: Associate Professor of Education 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.

Nunez, Isabel: Assistant Professor of Teacher Education

B.A. University of Southern California, Los Angeles, Calif.; J.D. University of California, Los Angeles, Calif.; M.A. University of Birmingham, Birmingham, United Kingdom. At Concordia since 2006.

Pate, Ardelle: Associate Professor of Instructional Design

& Technology

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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.

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Ricketts, Ursula: Associate Professor of Education

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Safer, L. Arthur: Professor of Leadership

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Executive Director of Partnerships & Distance Learning

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Schefelbein, Carol: Associate Professor of Teacher Education

B.S. Bradley University, Peoria, Ill.; M.Ed. National Louis University, Evanston, Ill.; Ed.D. Loyola University of Chicago, Chicago, Ill. At Concordia since 2005.

Schilling, Craig, A.: Associate Professor of Leadership

B.S. University of Maryland, College Park, Md.; M.S. Boston University, Boston, Mass.; C.A.S. Northern Illinois University, DeKalb, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2009.

Simon, Alan: Associate Professor of Education 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 Leadership

B.A. University of Waterloo, Ontario, Canada; M.Div. Aquinas Institute of Theology, St. Louis, Mo.; M.Ed. DePaul University, Chicago, Ill.; Ph.D. Loyola University, Chicago, Ill. At Concordia since 2009.

Skorek, Judy: Assistant Professor of Psychology

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Smith, Amanda: Associate Professor of Education

B.A. University of Colorado, Boulder, Colo.; M.A. University of Akron, Akron, Ohio; Ph.D. University of Denver, Denver, Colo. At Concordia since 2010.

Soljaga, Dara: Associate 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.

Steinmann, Andrew E.: 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.

Stumme, Simeon: Assistant Professor of Education

B.A. Wittenberg University, Springfield, Ohio, M.A. Chapman University, Orange, Calif. At Concordia since 2008.

Theard-Griggs, Carolyn: Associate Professor of

Curriculum, Language & Literacy

B.S. University of Illinois Champaign-Urbana, Champaign, Ill.; M.Ed. National-Louis University, Evanston, Ill.; Ed.D. Loyola University, Chicago, Ill. At Concordia since 2010.

Tomal, Daniel R.: Professor of Educational 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 Education 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.

Vlasak, Linda: Associate Professor of Education

A.A. Elgin Community College, Elgin, Ill., B.S., Southern Illinois University, Carbondale, Ill., M.A. DePaul University, Chicago, Ill., EdD. Loyola University, Chicago, Ill. At Concordia since 2008.

Warwick, Ronald: Professor of Educational Leadership

B.S. Loyola University, Chicago, Ill., M.Ed., Loyola University, Chicago, Ill., Ed.D. Indiana University, Bloomington, Ind. At Concordia since 2008.

Wellen, Lauren: Associate 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.

Wilhite, Robert: Associate Professor of Educational Leadership

B.A. Southern Illinois University, Carbondale, Ill.; M.Ed. Loyola University, Chicago, Ill., Ed.D. Loyola University, Chicago, Ill. At Concordia since 2008.

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.

Zimmerman, Pamela: Associate Professor of Education

B.S. University of Illinois, Urbana, Ill.; M.S. Northern Illinois University, DeKalb, Ill.; Ed.D. Northern Illinois University, DeKalb, Ill. At Concordia since 2010.

Emeriti Faculty**Bartell, Marvin H., B.S. Ed., M.S., Ph.D.**

Distinguished Professor of Natural Science and Geography. At Concordia from 1968 to 2003.

Brockberg, Harold F.

Professor of Physical Education. At Concordia from 1956 to 1990.

Busse, Robert L., B.Mus., M.Mus.

Associate Professor of Music. At Concordia from 1957 to 1993.

Domroese, Kenneth A., B.S., M.S., Ph.D.

Professor of Natural Science. At Concordia from 1958 to 1997.

Dumler, Marvin J., A.B., M.S., Ed.D.

Professor of Psychology. At Concordia from 1958 to 1984.

Fahrenkrog, Darlene M.

Professor of Art. At Concordia 1963-69 and from 1978-2001.

Faszholz, Thomas O., B.A., M.Div., M.A.

Associate Professor of Physical Education. At Concordia from 1964 to 1999.

Flandermeyer, Roger H., A.B., A.M., Ph.D.

Professor of Geography. At Concordia from 1976 to 2001.

Froehlich, Charles D., B.A., B.D., S.T.M.

Professor of Theology and Classical Languages. At Concordia from 1962 to 1997.

Grotelueschen, Paul G., B.S., M.A.

Professor of Communication and Theatre. At Concordia from 1953 to 1999.

Heinitz, Kenneth L., B.A., M.Div., M.A., Ph.D., S.T.M.

Distinguished Professor of Theology. At Concordia from 1957 to 1993.

Hennig, Julia A., B.Mus., Deaconess, D.M.A.

Professor of Music. At Concordia from 1956 to 1996.

Herman, Alfred, B.S. Ed., M.Ed.

Associate Professor of Human Performance. At Concordia from 1968 to 2003.

Hillert, Richard, B.S.Ed., M.Mus., D.Mus. L.L.D.,

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

Jenne, Natalie R., B.A., M.A., D.M.A.

Professor of Music. At Concordia from 1960 to 1999.

Kirchenberg, Ralph J., M.S.

Professor of Natural Science and Geography. At Concordia from 1963 to 2003.

Klatt, Lois A., B.A., M.A., Ph.D.

Distinguished Professor of Human Performance. At Concordia from 1963 to 2003.

Kreiss, Paul T., B.S., Ed.M., Ph.D.

Professor of Foreign Language. At Concordia from 1960 to 1997.

Krentz, Eugene L., B.Th., B.D., M.Div., M.A., Ph.D.

President, Professor of Social Science. At Concordia from 1983 to 1995.

Kretzschmar, Judith C., B.S. Pe., M.P.E.

Associate Professor of Human Performance. At Concordia from 1968 to 2003.

Kurth, Lyle J., B.S., M.S., Ed.D.

Professor of Teacher Education. At Concordia from 1974 to 1998.

Kurth, Ruth, B.S., M.S., Ph.D.

Professor of Education. At Concordia from 1993 to 2003.

Laabs, Charles W., B.S.Ed., M.A.Ed.

Professor of Education. At Concordia from 1968 to 1994.

Latzke, Henry R., B.S.Ed., M.S.L.S., Ed.D.

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

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

Distinguished Professor of Philosophy & Humanities. At Concordia from 1955 to 1993.

Lucht, Wayne E., B.S., M.Ed., Ph.D.

Distinguished Professor of Psychology. At Concordia from 1963 to 1991.

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

Professor of Art. At Concordia from 1957 to 1995.

Mueller, Delbert W., B.S., M.A., Ph.D.

Professor of Education. At Concordia from 1978 to 1993.

Nielsen, George R., B.S., M.A., Ph.D.

Distinguished Professor of History. At Concordia from 1959 to 1997.

Palmer, Rachel, B.S., M.S., Ed.D.

Associate Professor of Education. At Concordia from 1995 to 2003.

Pieper, Robert, B.S., M.A.

Registrar. At Concordia from 1979 to 1991.

Radke, Merle, B.S., LL.D., M.A., Ph.D.

Distinguished Professor of English. At Concordia from 1957 to 1987.

Rietschel, William C., B.S., M.Ed., Ed.D.

Professor of Education. At Concordia from 1974 to 2004.

Rimbach, Evangeline L., B.A., M.M., Ph.D.

Professor of Music. At Concordia from 1964 to 1997.

Schalk, Carl F., B.S.Ed., M.Mus., M.A.R., LL.D., L.H.D.

Distinguished Professor of Music. At Concordia from 1965 to 1993.

Schoepp, Leonard H., B.S., M.A., Ph.D.

Professor of Art. At Concordia from 1965 to 1997.

Smith, Curtis A., B.Ed., M.A., Ed.D.

Associate Professor of Educational Leadership. At Concordia from 1993 to 2001.

Spurgat, Frederick A., B.S.Ed., M.B.A., Ph.D.

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

Toepper, Robert, B.S., M.A., AG.C., Ph.D.

Professor of Education and Business. At Concordia from 1979 to 2002.

Wilkie, Wesley, H., B.A., M.Div.

Associate Professor of Theology. At Concordia from 1964 to 1968, 1971 to 2003.

Young, Norman E., B.S.Ed, M.S. Ed.D.

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

Zimmer, R. Allen, B.S.Ed., M.A.Ed., Ed.D.

Distinguished Professor of Education. At Concordia from 1968 to 1995.

Zimmerman, Paul A., A.B., M.Div., D.D.

President. Professor of Theology and Science. At Concordia from 1973 to 1984.



Degrees Conferred

Doctor of Education December 18, 2010

Jeffrey M. Lesser

May 2, 2011

Joan L. Libner

Ryan H. Olson

Master of Arts August 7, 2010

Sarah Adkins
Michelle K. Aevertmann-Streit
Amber M. Alvarado
Anita Alvarez
Yolanda Amaro
Molly J. Angove
Michael J. Arensdorff
Kaydi A. Arneson
Chanice M. Artis
Crystal L. Arvia
Tracy M. Avignone
Chad D. Baganz
Cesar A. Balcazar
Willie J. Banks
Megan K. Barrow
Christina M. Becker
Karen A. Behrns
Brandi L. Bellow
Brittney C. Belsan
Caroline E. Benjamin
Laura J. Benning
Megan M. Berthoud
Heather J. Bettenhausen
Daniel R. Billish
Michael P. Biondo
Jared E. Blackstone
Amanda G. Blevins
Lauren J. Bonfitto
Cara M. Borelli
Randall S. Borgardt
Julie A. Borgman
Natalie M. Boszko
Thomas M. Bratt
Tonya R. Bridges
Vickie L. Brillisour
Allison L. Brown
Pamela J. Brown
Victoria V. Brown
Joanna D. Brumbaugh
Ashley M. Burg
Renee M. Burwell
Sarah Cammarata
Laura C. Capparelli
Lauren E. Carmichael
Julie A. Carnes
Maria D. Carreon
Debra Carriere-Lomax
Benjamin Carrillo
Michelle L. Carvajal
Denise E. Caton
Dexter A. Chaney II
Deanna L. Cheadle
Lynette P. Christenson
Amanda M. Claus
Gabrielle M. Clow
Steven J. Coglianesse
Barbara L. Colandrea
Krista A. Colborn

Joseph R. Collins
Dragica Colon
Ashley A. Condon
Rafael Contreras
Kathleen M. Coopman
Kevin G. Coppage
Janet E. Costello
Beth M. Cramer
Sally A. Cruger
Molly J. Czeslawski
Stacy L. Dahlman
Nicole A. Daigle
Joan E. David
Heather N. Davis
Jennifer S. DeBlock
Amanda M. DeDecker
Jill M. Deets
Anthony D. DeFeo
Jaime L. DeGonia
Christopher M. Dempsey
Katie Depasquale
Laura J. Devick
Renee M. Di Novo
Adriana O. Dineen
Anthony P. Dinolfo
Amanda M. Doornbos
Kristine M. Drankiewicz
Taylor E. Drefcinski
Erin L. Dunwell
Corey E. Duzan
Daisy I. Easton-Newell
Tina M. Edging
Margaret F. Egner
Sarah E. Eilerling
Carlota M. England
Johanna L. Enright
Marty C. Erickson
Bertha E. Estrada
Inga Ezerins
George E. Fear
Bonnie E. Fergelec
Amanda A. Fernandez
Nicole M. Figi
Meghan M. Figiel
Christina R. Finnen
Kerry E. Fitzgerald
Gretchen M. Fitzharris
Suzy J. Flack
Julie L. Fleisch
Bridget M. Flood
Janie C. Flores
Amy L. Foster
Andrea M. Frandria
Elizabeth A. Freeman
Shantel L. Freeman
Katelyn A. Friedel
Yolanda M. Fuentes
Michael T. Fumagalli
Kristy A. Fuss
Yesenia C. Gamache
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Pamela J. Guy
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Viviana Gyori
Ralene N. Hall
Ryan D. Hall
Shirley M. Hall-Belisle
Emily R. Hanlon
Shelley L. Hansen
Stephanie A. Hansen
Tasha L. Harmon
Darren R. Haus
Cherie L. Hawkins
Candace D. Haywood
Jessica F. Heesacker
Annisia Y. Henderson
Carlos Hernandez
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Jill M. Heyes
Cyndi J. Higgins
Jacqueline M. Hill
Meghan M. Hoff
Kristy M. Holben
Matthew M. Holben
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James D. Hultgren
Divenderjit K. Hundal
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Kelly J. Iturbide
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Carrie K. Jilek
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Lori A. Jimenez
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Kristine A. Jousma
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Bryan C. Kearney
Meghan R. Keefer
Susan E. Keller
Kevin P. Kennedy
Ryan M. Kenney
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Julianne M. King
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Amanda K. Knysak
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Deborah J. Kost
Erin R. Kranz
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Lindsey K. Krenn
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Mary Janice Mc Namara
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Timothy J. Mc Dermott
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Jodi R. McLawhorn
Daniel E. McLernon Jr
Dawn M. McMahan
Megan T. McNerney
Erica D. McQueen
Mary C. Medina
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Wendy Miranda

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Tanya N. Nolan
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Zoe E. Novak
Laura Nowak
Gary L. Obaob
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Whitney D. Orlow
Sarah E. Ostrowski
Lisa J. Owen
Lynn M. Palomo
David E. Parolin
Terese A. Parr
Bijal L. Patel
Kristina M. Patrey
RoseAnn M. Pavelka
Italia M. Perrone
Michelle K. Philippides
Eddie J. Phillips
Samantha L. Phillips
Sherrie E. Phillips
Jennifer L. Piekarski
Jadon A. Poindexter
Kristin T. Poremba
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Angela M. Pudzimis
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Demetra D. Richardson-Starks
Margaret Ricker
Edgar Rivera
Edith Rivera

Patrick C. Robinson
Lourdes M. Rodriguez
Sarah H. Rodriguez
Michael E. Rosenstiel
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Richard L. Ruel
Chad Rusk
Kimberly M. Ryan
Sheryl L. San Juaquin
Tina M. Sanchez
Kazzi L. Saroni
Deborah M. Scaletta
Ginamarie Scatena
Caroline M. Schaab
William K. Schaaf
Becca L. Schaefer
Ryan G. Schiltz
Allison B. Schmitt
Julie L. Scott
Jennifer L. Sego
Christine V. Seilheimer
Kathleen M. Senn
Magnolia Shaffer
Shaista Sharif
Mirian L. Shavers
Edward Sikora
Patricia H. Silvey
Jennifer L. Simkins
Allyson L. Simpson
Christina L. Smith
Savannah F. Smith
Amy L. Snead
Michelle A. Sofakos
Alicia Song
Ami J. Soni
Athanasia Sotiropoulos
Christine M. Soulian
Karli J. Stamer
Kiley R. Stanek
Carole Staunch
Jennifer A. Stern
Sherry K. Stewart
Alicia M. Stien
Alison M. Stojak
Heather R. Stomberg
Timothy F. Swade
Nancy A. Swanson-Lagesse
Karen Symonanis
Kamila K. Szwaliak
Matthew Tabbert
Jenna C. Tabor
Donna M. Tennis
Nicole M. Thomas
Katherine A. Tierney
Michelle R. Tiller
Allison M. Traven
Amy J. Treadwell
Bridgette L. Tucker
Wanda A. Turner
Danielle L. Tyson
Tiffani R. Upshaw
Gloria A. Varlotta
Amy K. Venable
Katie S. Veronico
Lauren M. Vitiello
Toya L. Walker
Michelle A. Wallenberg

Cheri L. Walsh
Mary C. Walsh
Paula Warner
Brittany D. Washington
Claretha Washington
Argia B. Watson
Jennifer M. Wawrzyniak
Michelle L. Weber-Carroll
Kathleen D. Weil
Deborah L. Wholey
Alisa K. Wiedenski
Melissa L. Wilhelmi
Michelle E. Wilk
Antoinette E. Williams
Shavonne M. Williams-Brown
Kathryn R. Willis
Richard Withers
Christopher C. Wolak
Brian H. Wolf
Teresa A. Wolf
Thomas R. Wolfe
Debbie L. Woods
Eduardo J. Yanez
Jessica A. Yborra
Regina N. Zager
Ryan P. Zanetti

December 18, 2010

Carine Acks
Margaret C. Adams
Jeannie M. Adaszak
Adekunle A. Adegbemi
Nickolas M. Adekomaya
Nicole C. Alvear
Michael K. Amrhein
Divya M. Anchan
Jennifer L. Anderson McAcy
LaTanya E. Anderson-Gamble
Teo Andrade
Ellyn M. Antonucci
Amy E. Armstrong
LaToya M. Asad
Eliana W. Asebey
Heather C. Aspen
Stefano A. Avallone
Melissa Ayala
Carrie L. Bailey
Maureen H. Bailey
Tamara K. Balciunas
Elizabeth R. Ball
Candice M. Bargo
Kelly A. Bateman
Meghan L. Beard
Renee Benefiel
Kevin E. Berger
Jessica D. Block
Kerri A. Boemmel
Antonino L. Bondi
Lynn A. Boner
Lauren E. Bovis
Jason R. Brauer
Jennifer M. Brauer
Amy K. Brinkman
Allison R. Bronder
Greta M. Brown
Margaret M. Brummel
Jenna M. Buckholtz

April L. Bukowski
Meliea K. Burns
Nancy C. Cagney
Tammy L. Cain
Alma Calderon
Andrea Calderon
Kristen L. Cardinal
Bradley A. Carlson
Anne M. Chanclor
Dana E. Chism
Michelle B. Chrul
Carly M. Comiskey
Denice L. Conley
Kristen M. Counihan
Megan E. Criswell
Theresa A. Dabney
Lashanda L. Davis
Marisa De Astis
Christina DeGiulio
Gina M. DeSio
Clare E. Devine
Michael T. Dexheimer
John M. Dextl
Kelly M. Diaz
James R. DiDomenico
Jean M. DiNatale
Melissa Domino
Maureen P. Donahue
Diana M. Dongarra
Steven M. Driscoll
Diane I. Dungca
Barbara L. Ebersold
Marla A. Elitzer
Jamie M. Erlenbaugh
Eliana N. Espana
Bridget Fahrner
Robert S. Fichter
Susan A. Finan
Marcie J. Fischer
Heather R. Fitzgerald
Danielle Flores
Jacqueline A. Foley
Sheila E. Foster
Todd R. Fowler
Billie J. Franger
Meghan E. Fruth
Grace Gallegos
Andrea E. Garnett
Kelly J. Garrison
Jennifer M. Gast
Jacqueline K. Gerard
Cheryl A. Gibson
Elizabeth J. Gilkes
Stephanie J. Globberger
Jenny L. Goodell
DeShaun L. Goodwin
Cynthia M. Gordon
Maureen E. Gorman
Contessa M. Green
Linda I. Greene
Ashley S. Grosshuesch
Victoria Grundner
Joseph G. Hansa
Shira R. Harris
Nancy J. Haske
Vincent T. Hathhorn
Teresa A. Haworth

Rochelle A. Hayes-Jeffries
Adam P. Heenan
Nicole M. Heinzl
Barbara R. Hemme
Victoria L. Hemme
Caren L. Hennessy
Megan L. Hennessy-Seguín
William A. Hepperle
Faviola Hernandez
Patricia Herrera
Ashley E. Holland
Margaret M. Holmes
Famous R. Hulbert
Julie L. Hull
Stephanie Iafate
Jennifer D. Jackson
Daniel L. Jaczak
Michelle A. James
Lindsey A. Jamieson
Melinda A. Jean-Baptiste
Natalie A. Jimenez
Sandra D. Johns
Deborah A. Johnson
Nicole A. Jones
Retha L. Jones
Sylvia A. Jones
Suzanne M. Jonota
Crystal Juarez
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Diane M. Kaneshiro
Thomas P. Karolewski
Kimberly S. Kayat
Margaret M. Kenney
Asra F. Khan
Carlene A. Kinzie
Charles N. Kipp
Sarah E. Kline
Jessica L. Kolenda
Luke H. Konieczka
Kristine E. Konrad
Beata Koperdowski
Catherine L. Kopka
Audra D. Kovaka
Kristine A. Kraft
Kristy M. Kratochvil
Michelle L. Krogh
Emily J. Kronlage
Kevin J. Kucharczyk
Marilyn Kulak
Sharon L. Laper
Regina D. Latimer-Lake
Michelle M. Laughlin
Yoon Lee
Karen A. Leimberer
Mary E. Lesniak
Michelle L. Line
Kathryn G. Locigno
Judith E. Locke
Maria Lopez
Robert W. Ludlow
Christina A. Lukasiewicz
Samantha Lutz
Katrina Lyles
Nora T. Lynch
Rabab H. Magid
Mary Anne Malone
Anne Marie Margaritondo
Yvonne I. Marler
Heather L. Martin
Evelyn M. Martinez

Nicole A. Mason
Devin A. Massey
Laura B. Matug
Kathleen M. McCarte
Matthew A. McConnell
Patrice M. McCoy-Booth
Kelly M. McElligott
Barbara McIntyre
Megan A. McSweeney
Jessica L. Meinert
Rachel K. Mele
Kathleen M. Merz
Mandy L. Monroe
Jennifer R. Moore
Lisa P. Morello
Maureen E. Mott
Ruth A. Muhlberger
Kelli D. Murphy
Lauren N. Myer
Nicole A. Nabor
Brittney N. Nawrot
Sandra D. Johns
Sara L. Nicholson
Daniela Noto
Sandra Nuno
Meghan E. O'Connell
Raphael A. Olague
Erin C. Olsen
Jennifer A. O'Neill
Dominique T. Pacini
Nicole M. Pagan
Alaina J. Pasquesi
Doug L. Pearson
Mary R. Pellin
Norma L. Perez
Deborah Perkins
Melanie M. Peterson
Kelly D. Pollack
Sarah M. Pollock
Jack M. Pond
Mary L. Poremba
Cara M. Powers
Caroline E. Pratt
Angela M. Rahilly
Melanie L. Rapp
Salena M. Rayside
Laura A. Reeves
Jennifer N. Reible
Catherine A. Reinert
Elizabeth Ribich
Jennifer L. Rieck
Anissa L. Robinson
Lena Robinson
Lauren M. Robinzine
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Michelle A. Rooks
Colleen M. Rooney
Milagros Rosario
Elizabeth Rossiter
Jason A. Rubo
Heather A. Runge
Sheila M. Russell
Patricia Russow
Sara J. Ryder
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Rosabel Sanchez
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Ferlinda Saveas
Lydia M. Scher

Sharon M. Schmidt
Warren C. Scott
Lisa N. Serritella
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Rachel M. Sharp
Chassie M. Sherretz
Lauren M. Shoub
Barbara McIntyre
Geovanna Y. Silva
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Miriam Siriani
Kathryn L. Sivik
Amy R. Sizemore
Raffaella M. Spilotro-Guida
Carly M. Spina
George Stefanos
Katherine M. Steinhaus
Kara A. Stern
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Karen L. Sullivan
Laura Sullivan
Tanya A. Surdick
Allison K. Swanson
Michael J. Swiatkiewicz
Paul T. Switzer
Bryan W. Szweda
Hamida Tariq
Joseph E. Tedeschi
Eden Tekle
Ashley J. Thielsen
Carla C. Thompson
Holly W. Thrash
Susan L. Tiemstra
Jamie C. Tinucci
Kathy G. Tomaras
Colleen M. Tomich
Cherise L. Treadwell-Stanford
Katharine M. Trier
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Susannah E. Wagner
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Jennifer A. Weidner
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Laura E. Wright
Richard E. Wyskiel
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Lori J. Yu
Jane A. Zack
Alveda M. Zahn
Mark S. Zak
Nadima I. Zegar
Daina M. Zemaitis
Erin K. Zettinger

Elizabeth Zgardzinski
Rebecca D. Ziegler
May 7, 2011
Lindsey R. Abbasy
Martin Acevedo
Kristy L. Adkins
Allisa A. Adler
Edith Aguilar
Danielle Y. Aiken
Sammy Al-Ali
Zyeala Q. Allen-Marshall
Candace Almore
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Alfredo Alvarez
Lindsay A. Amezotchi
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Derek C. Augustynowicz
Nneka S. Austin
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Andrea E. Baker
Marisa L. Ball
Betsy A. Barlow Bushuiakovish
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Susan E. Bartuska
Maura R. Baskovich
Laura A. Bates
Jill K. Batson
Erica L. Battle
Charise C. Bauer
Christopher D. Bays
Elizabeth A. Bazukas
Kristen J. Bearwald
Scott A. Becker
Rosa G. Beckon
Joseph A. Behun
Tim C. Beishir
Jenna A. Bell
Nancy M. Bellish
Peter W. Berauer
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Paul D. Collins
Mary C. Girard
December 18, 2010
Felix L. Anderson
David R. Barker
Kristin J. Greer
Irene Guzman
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Aracely Sanchez
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Christine M. Silva

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Hannah Wright

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August 7, 2010
Bing Hou

December 18, 2010
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Lynn N. Angeloni
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Julian G. Ferguson
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Hao He
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Ge Yu

May 7, 2011
Rhonda A. Bollinger

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 on the following pages. The offices mentioned also maintain a Directory of Records which lists all education records maintained on students by this institution.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar. Date of publication: March, 1988.

Institutional Policy

Re: The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a federal law which states that

- A written institutional policy must be established and
- A statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Concordia University Chicago accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to, nor will the institution disclose any information from a student's education records, without the student's written consent except to personnel within the institution, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing student's financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of the student or other persons. All these exceptions are permitted under the act.

Within the Concordia University Chicago community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar, Office of Financial Aid, Office of Admission, Office of the Dean of Students and academic personnel within the limitations of their need to know.

At its discretion the institution may provide directory information in accordance with the provisions of the Act to include: Student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may

withhold directory information by notifying the Registrar in writing within the first five class days of each academic year.

Request for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Office of the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Concordia University Chicago has been designated by the institution to coordinate the inspection and review procedures for academic, cooperative education, and placement records. Students wishing to review their education records must make written requests to the Registrar, listing the items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions; e.g., a copy of the academic record for which a financial hold exists, or a transcript of an original or source document which exists elsewhere. These copies would be made at the student's expense at prevailing rates. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; records of the law enforcement unit; student health records; employment records; or alumni records. Health records, however, may be reviewed by a physician of the student's choosing.

Students may not inspect and review the following as outlined by the Act: Financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar of their rights to a formal hearing. Student requests for a formal hearing must be made in writing to the University Provost who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing panels which will adjudicate such challenges will be the Provost, the Dean of Students and the Registrar.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the hearing panels. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing assistance from the President of the institution. Further, students who believe that their rights have been abridged may file complaints with the

Family Educational Rights and
Privacy Act Office (FERPA),
Department of Health, Education and Welfare,
Washington D.C. 20201

concerning the alleged failures of Concordia University Chicago to comply with the Act. Revisions and clarifications will be published as experience with the law and institutional policy warrants.

Public Notice Designating Directory Information

Concordia University Chicago hereby designates the following categories of student information as public or directory information. Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I: Name, address, telephone number, email address, dates of attendance, class, photo.
- Category II: Previous institution(s) attended, major field of study, awards, honors (including Deans list), degree(s) conferred (including dates).
- Category III: Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms requesting the withholding of directory information are available in the Office of the Registrar.

Concordia University Chicago assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

Nondiscrimination Policies

Concordia will consider for admission any man or woman of character who is in sympathy with the objectives of the University and who shows evidence of ability to benefit generally from college educational experiences and life. It is the policy of Concordia University Chicago not to exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student or an individual enrolled as a student in the terms, conditions and privileges of Concordia because of age, sex, creed, race, color, national or ethnic origin, or disability.

Concordia University Chicago does not discriminate on the basis of disability (c.f. Section 504 of the Rehabilitation Act of 1973) and has designated a Coordinator of Programs for the Disabled.

Illinois Office of Education Approved Teacher Education Programs

Early Childhood Education
Elementary Education (K-9)
Middle School Endorsement
Special Education Endorsement
Secondary (6-12):

Art
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

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Cindy Simpson, C.F.R.E.	Senior Vice President for Development and Alumni Relations
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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 and Leadership, and Dean of Students
Deb Serra, Ph.D.	Assistant Vice President for Academics
Eric Matanyi	Assistant Vice President for University Communications & Marketing
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Kevin Brandon, Ph.D.	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 and Enrollment Services
Mary Hess, M.A.	Director of Facilities Management, Graduate Student Services
Yana V. Serdyuk, M.L.S.	Director of Library and Media Services
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Glen Steiner, M.A.	Dean of Administration
Carol Gilbert, M.Ed.	Director of Multicultural Affairs, and Director of Learning Assistance
Anne Marie Farmer	Director of Student Business Services
Jennifer M. Bonarek	Director of Student Leadership and Involvement
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