



## Program Objectives

- Understand the complexities of educational settings in relation to adult learning and development, culture and organizational change, student achievement, assessment and data-driven decision making, and community outreach and collaboration
- Apply and analyze learning solutions that support and drive schools and educational settings for improved student achievement and success
- Strategically support the various stakeholders with informed and judicious decisions
- Identify and integrate leadership orientations that align with school improvement practices
- Exercise professional ethical behavior that supports the institutional mission and allocation of resources to support and achieve institutional objectives

## Areas of Study

| Course                | Course Name  |
|-----------------------|--|
| EDL 7110              | Strategies of Ed. Leadership                           |
| EDL 7140              | Organizational Change                                  |
| EDL 7120              | Research Based Decision-Making                         |
| RES 7605              | Quantitative Analysis                                  |
| <b>Doctoral Track</b> |  |
| FPR 7011              | Phil. and Theor. Foundations of Leadership             |
| <b>Ph.D. Track</b>    |  |
| FPR 7300              | Philosophy of Scientific Knowledge                     |
| EDL 7210              | Policy Analysis  |
| EDL 7300              | Ethics for Ed. Leaders                                 |
| EDL 6715              | Providing Instructional Support                        |
| EDL 7240              | Supervisory Theory and Practice                        |
| EDL 7260              | School/District Imp. Using Data Analysis               |
| EDL 6775              | Leading School-Based Professional Learning Communities |
| EDU 7500              | Instructional Coaching for Effective Teaching          |
| EDU 7100              | Curriculum Theory and Design                           |
| EDL 6988              | Illinois Teacher Leader Practicum                      |
| EDL 7310              | Organization and Community Partnerships                |
| RES 7700              | Qualitative Research                                   |
| <b>Ph.D. Track</b>    |  |
| RES 7800              | Mixed Methods Research                                 |
| RES 7600              | Survey Research  |
| RES 7900              | Research Design  |
| COMP 7000             | Comprehensive Exam (fee-based)                         |
| DISS 7010             | Dissertation   |
| DISS 7020             | Dissertation   |
| DISS 7030             | Dissertation   |
| DISS 8000             | Dissertation Supervision (fee-based)                   |

## Program Objectives

- Prepares candidates for public or non-public district-wide administrative responsibilities
- Promotes the success of all students through developing and implementing a shared vision of learning which supports the learning process
- Develops 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.

## Areas of Study

| Course                | Course Name                                |
|-----------------------|--|
| EDL 7110              | Strategies of Ed. Leadership               |
| EDL 7140              | Organizational Change                      |
| EDL 7120              | Research Based Decision-Making             |
| RES 7605              | Quantitative Analysis                      |
| <b>Doctoral Track</b> |  |
| FPR 7011              | Phil. and Theor. Foundations of Leadership |
| <b>Ph.D. Track</b>    |  |
| FPR 7300              | Philosophy of Scientific Knowledge         |
| EDL 7210              | Policy Analysis                            |
| EDL 7300              | Ethics for Ed. Leaders                     |
| EDL 7250              | Legal Issues for School Districts          |
| EDL 7240              | Supervisory Theory and Practice            |
| EDL 7260              | School/District Imp. Using Data Analysis   |
| EDL 7230              | Ed. Finance                                |
| EDL 7220              | HR Admin and Bargaining                    |
| EDL 7100              | The Superintendency                        |
| EDL 7891              | Internship: Superintendent                 |
| EDL 7310              | Organization and Community Partnerships    |
| RES 7700              | Qualitative Research                       |
| <b>Ph.D. Track</b>    |  |
| RES 7800              | Mixed Methods Research                     |
| RES 7600              | Survey Research                            |
| RES 7900              | Research Design                            |
| COMP 7000             | Comprehensive Exam (fee-based)             |
| DISS 7010             | Dissertation                               |
| DISS 7020             | Dissertation                               |
| DISS 7030             | Dissertation                               |
| DISS 8000             | Dissertation Supervision (fee-based)       |

## Program Objectives

- Designed for educational experts who desire to design, implement, evaluate, and manage curriculum and instruction programs in K-12 schools
- Develop the abilities for research and critical thinking in the field of curriculum and instruction with a theoretical and practical knowledge
- Develop competency in curriculum evaluation, development, and mapping; to improve understanding in the teaching and learning process
- Build a strong professional background in areas related to curriculum and instruction
- Support and lead reform and change efforts related to teacher development in schools
- Assist in facilitating the exploration, discussion, and understanding of the challenges and possibilities of teacher education

## Areas of Study

| Course                | Course Name   |
|-----------------------|---|
| EDU 6135              | Fundamentals of Learning Theory                             |
| EDL 7140              | Organizational Change                                       |
| EDL 7120              | Research Based Decision Making                              |
| EDU 7100              | Curriculum Theory and Design                                |
| <b>Doctoral Track</b> |   |
| FPR 7011              | Philosophical and Theoretical Foundations of Leadership     |
| <b>Ph.D. Track</b>    |   |
| FPR 7300              | Philosophy of Scientific Knowledge                          |
| EDL 7210              | Policy Analysis   |
| EDU 7XXX              | Political and Social Contexts of Curriculum and Instruction |
| EDU 7XXX              | Multicultural Education                                     |
| EDL 7300              | Ethics for Educational Leaders                              |
| EDU 6380              | Assessment, Evaluation, and Data Driven Decision Making     |
| EDT 6010              | Integrating Technology Across the Curriculum                |
| GME 6300              | Introduction to Grants                                      |
| RES 7605              | Quantitative Analysis                                       |
| RES 7700              | Qualitative Analysis  |
| RES 7820              | Program Evaluation  |
| EDU 7XXX              | Curriculum Leadership                                       |
| <b>Ph.D. Track</b>    |   |
| RES 7800              | Mixed Methods Research                                      |
| RES 7600              | Survey Research   |
| -or-                  |   |
| RES 7620              | Advanced Topics in Statistics                               |
| -or-                  |   |
| RES 7710              | Advanced Topics in Qualitative Analysis                     |
| RES 7900              | Research Design   |
| DISS 7010             | Dissertation  |
| COMP 7000             | Comprehensive Examination (fee-based)                       |
| DISS 7020             | Dissertation  |
| DISS 7030             | Dissertation  |
| DISS 8000*            | Dissertation Supervision (as needed, fee-based)             |

\* Students must register for DISS 8000 repeatedly (as needed) to maintain continuous enrollment until program completion.

## Program Objectives

- Designed for candidates who desire to continue their education as educators and scholars prepared for leadership roles in the area of special education in public or private institutions
- Develops special education experts who can design, implement, evaluate, and manage programs in a variety of public and private settings
- Enhances the abilities for research and critical thinking in the field of special education, with a theoretical and practical knowledge
- Increases competency in special education leadership, curriculum modification and program evaluation
- Improve understanding of the needs of families as it relates to special services
- Understand the role of advocacy in supporting key stakeholders
- Support and lead reform and change efforts related to teacher development in special education

## Areas of Study

| Course   | Course Name  |
|--|--|
| EDL 6250   | Special Education Law and Policy   |
| EDL 7140   | Organizational Change  |
| EDL 7120   | Research Based Decision Making   |
| SPED 6375  | Supervision of Programs for Children with Disabilities   |
| <b>Doctoral Track</b>                            |  |
| FPR 7011   | Philosophical and Theoretical Foundations of Leadership  |
| <b>Ph.D. Track</b>                               |  |
| FPR 7300   | Philosophy of Scientific Knowledge   |
| EDL 7210   | Policy Analysis  |
| EDL 6310   | Schools, Families and Trends in Special Education  |
| SPED 7XXX  | Principles of Applied Behavior Analysis  |
| EDL 7300   | Ethics for Educational Leaders   |
| SPED 7XXX  | Assistive Technology for Students with Disabilities  |
| SPED 7XXX  | Current Issues and Trends in Special Education   |
| GME 6300   | Introduction to Grants   |
| RES 7605   | Quantitative Analysis  |
| RES 7700   | Qualitative Analysis   |
| SPED 7XXX  | Seminar in Low Incidence Disabilities  |
| SPED 7XXX  | Seminar in High Incidence Disabilities   |
| <b>Ph.D. Track</b>                               |  |
| RES 7800   | Mixed Methods Research   |
| RES 7600<br>-or-<br>RES 7620<br>-or-<br>RES 7710 | Survey Research<br><br>Advanced Topic in Statistics<br><br>Advanced Topics in Qualitative Analysis |
| RES 7900   | Research Design  |
| COMP 7000  | Comprehensive Examination (fee-based)  |
| DISS 7010  | Dissertation   |
| DISS 7020  | Dissertation   |
| DISS 7030  | Dissertation   |
| DISS 8000*                                       | Dissertation Supervision (as needed, fee-based)  |

\* Students must register for DISS 8000 repeatedly (as needed) to maintain continuous enrollment until program completion.



## Program Objectives

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

## Areas of Study

| Course                | Course Name   |
|-----------------------|---|
| ECE 7010              | Child Development and the Educational Process                           |
| ECE 7020              | The Leadership/Supervision of Early Childhood Centers and Programs      |
| FPR 7011              | Philosophical and Theoretical Foundations of Leadership                 |
| ECE 7030              | Trends, Issues, and Research in Early Childhood Education               |
| ECE 7040              | Cultural and Socioeconomic Influences Affecting Diverse Learners        |
| EDL 7140              | Organizational Change   |
| ECE 7050              | Models of Assessment  |
| ECE 7060              | Curriculum Models in Early Childhood Education                          |
| ECE 7070              | Language, Literacy and Reading Instruction in Early Childhood Education |
| EDL 7210              | Policy Analysis   |
| ECE 7080              | Legal Issues in Early Childhood Education                               |
| EDL 7300              | Ethics for Educational Leaders  |
| ECE 7090              | Family and Community Relationships and Advocacy                         |
| ECE 7110              | Early Childhood Education Internship                                    |
| RES 7605              | Quantitative Analysis   |
| RES 7700              | Qualitative Research  |
| <b>Doctoral Track</b> |   |
| RES 7900              | Research Design   |
| <b>Ph.D. Track</b>    |   |
| RES 7800              | Mixed Methods Research  |
| <i>Choose One:</i>    |   |
| RES 7600              | Survey Research   |
| RES 7620              | Advanced Topics in Statistics   |
| RES 7710              | Advanced Topics in Qualitative Analysis                                 |
| RES 7900              | Research Design   |
| COMP 7000             | Comprehensive Exam (fee based)  |
| DISS 7010             | Dissertation  |
| DISS 7020             | Dissertation  |
| DISS 7030             | Dissertation  |
| DISS 8000*            | Dissertation Supervision (as needed, fee based)                         |

\* Students must register for DISS 8000 repeatedly (as needed) to maintain continuous enrollment until program completion.

## Program Objectives

- Understand theoretical and evidence-based foundations of reading and writing processes and instruction.
- Use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing.
- Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Create and engage students in literacy practices that develop awareness, understanding, respect and valuing of differences in our society.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and appropriate use of assessments.
- View professional learning and leadership as a career-long effort and responsibility. (Adapted from IRA Professional Standards, 2010)

## Areas of Study

| Course                       | Course Name  |
|------------------------------|--|
| RLL 7000                     | Trends and Issues in Literacy Research                                   |
| RLL 7010                     | Instructional Approaches Related to Reading, Writing & Language          |
| EDL 7140                     | Organizational Change  |
| RLL 7020                     | Development and Evaluation of Literacy Programs                          |
| EDL 7210                     | Policy Analysis  |
| RLL 7030                     | Policy and Politics of Reading, Language, and Literacy                   |
| EDL 7300                     | Ethics of Educational Leaders  |
| RLL 7040                     | Cultural and Socioeconomic Perspectives of Literature & Literacy         |
| RLL 7200                     | Literacy Supervision, Leadership and Coaching                            |
| RLL 7050                     | New Literacies and Multiliteracies in Education                          |
| RLL 7060                     | Internship in Reading, Language, and Literacy (taken over two semesters) |
| RLL 7310                     | Writing in Recorded Thinking   |
| RLL 7061                     | Internship in Reading, Language and Literacy                             |
| FPR 7011                     | Philosophical and Theoretical Foundations of Leadership                  |
| RES 7605                     | Quantitative Analysis  |
| RES 7700                     | Qualitative Research   |
| <b>Ph.D. Track</b>           |  |
| RES 7800                     | Mixed Methods Research   |
| RES 7710<br>-or-<br>RES 7620 | Advanced Quantitative Analysis<br><br>Advanced Qualitative Analysis      |
| COMP 7000                    | Comprehensive Exam (fee based)   |
| RES 7900                     | Research Design  |
| DISS 7010                    | Dissertation   |
| DISS 7020                    | Dissertation   |
| DISS 7030                    | Dissertation   |
| DISS 8000*                   | Dissertation Supervision (as needed, fee based)                          |

\* Students must register for DISS 8000 repeatedly (as needed) to maintain continuous enrollment until program completion.

## Program Objectives

- Prepares candidates for doctorate in leadership with a specialization in educational technology program
- Develops technology experts into technicians responsible for instructional design, human resource development, professional development, project management and continuing education of employees.
- Graduates will be able to design, implement, evaluate and manage educational technology for K-12 education, higher education, corporate training, medicine and continuing education in professional settings.
- Develop the research and critical thinking skills in the field of educational technology on both a theoretical and practical level; develop competency in technology development, implementation, and evaluation.
- Improve the connection between technology and the teaching and learning process; build a strong professional background in areas related to educational technology.
- Support and lead reform and change efforts related to technology practices and human resource management. Assist in facilitating the exploration, discussion, and understanding of challenges and possibilities of educational technology in a variety of educational settings.

## Areas of Study

| Course                | Course Name  |
|-----------------------|--|
| EDL7140               | Organizational Change  |
| EDT 7010              | Theories in Educational Technology for Teaching and Learning |
| EDL 7210              | Policy Analysis  |
| RES 7605              | Quantitative Analysis  |
| EDT 7XXX              | Design of Learning Environments                              |
| EDL 7300              | Ethics for Educational Leaders                               |
| RES 7700              | Qualitative Research   |
| EDT 7XXX              | Contemporary Issues in Technology and Instructional Design   |
| EDT 7XXX              | Technology Leadership in Organizations                       |
| EDT 7XXX              | Data Management  |
| EDT 7 XXX             | Strategic Planning and Evaluation of Technology Programs     |
| EDT 7XXX              | Technology Department Management                             |
| EDT 7XXX              | Human-Computer Interactions for Learning Systems*            |
| EDT 7XXX              | Technology Policy Analysis and Development**                 |
| EDT 7XXX              | Designing for Online Learning Systems*                       |
| EDT 7XXX              | Issues in Technology Design and Management**                 |
| EDT 7XXX              | Project Management*  |
| EDL 7620              | School/District Improvement Using Data Analysis** OR         |
| EDU 7100              | Curriculum Theory and Design**                               |
| RES 7900              | Research Design (4 credit hours)                             |
| <b>Doctoral Track</b> |  |
| FPR 7011              | Philosophical and Theoretical Foundations of Leadership      |
| <b>Ph.D. Track</b>    |  |
| RES7800               | Mixed Methods Research                                       |
| FPR 7300              | Philosophical of Scientific Knowledge                        |
| RES 7620              | Advanced Topics in Statistics                                |
| COMP 7000             | Comprehensive Exam (fee)                                     |
| DISS 7010             | Dissertation   |
| DISS 7020             | Dissertation   |
| DISS 7030             | Dissertation   |
| DISS 8000             | Dissertation Supervision (fee) (if needed)                   |

\* Students must register for DISS 8000 repeatedly (as needed) to maintain continuous enrollment until program completion.

## Program Overview

The Superintendent Endorsement Ed.S program consists of seven courses (eight weeks in length and face to face) and three internship field based experiences (sixteen weeks each in length) which meet the State of Illinois requirements for the IL Superintendent Endorsement. A required four (4) hour Orientation Program supplements the program and provides the candidate with all resources for the program including portfolio design and development, as well as an overview of all standards of assessment. Throughout the Superintendent Endorsement Ed.S Program admission, internship enrollment, and internship processes, candidates are required to upload documents into an electronic portfolio set up for them in the University's Blackboard Learning Management System. Entries in the portfolio provide evidence of compliance with the requirements established by the Illinois State Board of Education (ISBE) for the superintendent endorsement program. Described below are the admission requirements and all coursework prescribed by ISBE which satisfies the IL Superintendent to be attached to a Professional Educator's License (PEL.) The thirty (30) semester hours of credit listed below are post-master's credit.

### Provisional Admission Requirements to Concordia University:

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

### Full Admission Requirements to the Superintendent Endorsement Program:

Full admission to the program is granted after the first semester upon successful completion of the following:

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

## Areas of Study

### Law & Governance [9 credit hours]

- Policy Analysis
- Managing Legal and Human Resources Issues
- Ethics for Educational Leaders

### Management [6 credit hours]

- Managing Illinois School District Finances
- Supervisory Theory and Practice
- Principal Evaluator – Growth for Learning Modules 1-5 (PERA)

### Educational Leadership [6 credit hours]

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

### Field Based Experience\* [9 credit hours]

- Superintendent as Instructional Leader: Internship I
- Superintendent as Change Agent: Internship II
- Superintendent as Human Relations and Resource Manager: Internship III

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

## Superintendent Endorsement Completion Requirements

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

- Successfully pass the IL Test #187 (or its successor) at the end of the course work and internships;
- Supply evidence of a passing score on the Illinois Test of Academic Proficiency (formerly the Illinois Test of Basic Skills) or ACT/SAT equivalent as established by ISBE, or equivalent out-of-state test recognized by ISBE (effective 8/9/16 if an educator was issued a teaching or support service personnel certificate before July 1, 1988 a test of Basic Skills is not required for issuance of an administrative endorsement);
- Successfully complete and pass Principal Evaluator – Growth for Learning Modules 1-5 (PERA);
- Provide proof of at least two years of full-time administrative or supervisory experience in a public school district or non-public school recognized in accordance with 23 Ill. Adm. Code 425 on the professional educator license endorsed in general administrative principal, chief school business official, or director of special education.