

Off-Campus and Online Education Programs

Thank you for your interest in Concordia University Chicago's off-campus Master's degree programs. We are pleased to bring our convenient, one-night-a-week graduate programs to your local area. Tuition for these programs includes a **17% - 25% discount for teachers**, and space in each cohort is limited. Once you submit your application and application fee (Steps 1 & 2 below), I will be able to hold your place in class until your application file is complete.

This packet includes all of the information that you will need to be admitted into the program. Read through this packet carefully, and be sure to contact me if you have any questions. My team and I are committed to guiding you through the application process. Choosing where to go to graduate school is an important step, and I want to help you in any way that I can. You can reach me by phone at **(708) 957-5994** or by email at hkains@graduateprogram.org.



NOTE: Concordia University Chicago strictly limits enrollment in each program and accepts reservations on a **first-come, first-served** basis.

Complete steps 1 & 2 below to reserve your seat in this program.

Apply online at <http://www.graduateprogram.org/concordia-chicago/application-checklist> for faster processing.

1 Application (Pages 4-6)

Submit your application online or complete pages 4 through 6 and return by fax to **(708) 957-7618**.



2 Information Meeting

Attend an online information meeting to have your \$50 application fee waived.

If you are unable to attend a scheduled meeting, please contact [Holly Kains](#) for additional options.



Once you have reserved your seat, turn to **Pages 2 & 3** or visit the [online checklist](#) to complete the remaining admission steps.

Congratulations on your pursuit of a Master's degree with Concordia University Chicago!

Sincerely,

Holly Kains

Graduate Information Office

(708) 957-5994

hkains@graduateprogram.org



Once you have reserved your seat, please continue with the following steps to complete your admission file.

NOTE: You will not be eligible for financial aid until your admission file is complete.

3 Financial Aid (Page 8)

Apply for financial aid and/or make arrangements for payment. You will need to complete the FAFSA online at www.fafsa.ed.gov. **It is in your best interest to complete the financial aid process as early as possible.** Additional information and how to apply for financial aid can be found [online](#). For assistance, call Concordia's financial aid help-line at **(708) 209-3113**.

To inquire about the Pay-As-You-Go plan, please contact the Business Services Office at (708) 209-3241.

4 Official Transcripts (Page 9)

Arrange for all official, sealed academic transcripts from institutions where degrees were earned to be sent to Concordia University Chicago. For transcript review questions, contact the Office of Graduate Admission directly at **708-209-4093**.

Please email official electronic transcripts to: grad.admission@cuchicago.edu

Please mail transcripts to: 7400 Augusta Street, River Forest, IL 60305. Attn: Office of Graduate Admission and Enrollment Services #158

Transfer Credit Review Form: Complete this form only if you are requesting to transfer credit from graduate coursework into this program. This form must be completed and returned prior to beginning classes at CUC in order for your transcripts to be evaluated. **Request must be submitted at least one week prior to the semester start date.**

5 Objective Statement

You may submit your statement directly to the Graduate Information Office [online](#). The statement must be a minimum of 2 paragraphs.

6 Letters of Recommendation

The easiest and fastest way to request a recommendation is to use our [online system](#). This will allow us to e-mail reference forms directly to your recommender on your behalf. Two letters of recommendation are required for all programs.

7 Professional Educator License

If your program requires a valid Illinois Professional Educators License, please upload a copy of your certificate or submit a copy to the Graduate Information Office by fax at **708-957-7618**.

8 Registration Form

This form will allow the University to register you for your first two courses.

Completing your application steps online at: <http://www.graduateprogram.org/concordia-chicago/application-checklist> will allow for more immediate processing of your application.

Additional Checklist Steps for Admission

Required for Illinois Principal Preparation Program students only:

Employment Verification Form

Illinois Principal Preparation Candidates are required to have an Employment Verification form to be completed by your principal or human resources. Students enrolling in this program are required by the state of IL to have 2 verified years as a full-time teacher upon entering the program, and 4 verified years by program completion. This form can be completed [online](#).

Required for Counseling students only:

Counseling Questions (Page 10)

In order to complete your admissions file for either the School Counseling Master's program or the Clinical Mental Health Counseling program please complete the Counseling questionnaire. Each answer should be approximately one page in length. Please follow the prompt on page 10 and submit your questionnaire via email, fax, or mail listed below.

Students in MAT Elementary program only:

Elementary MAT Pre-Requisite General Education Requirement Checklist (Page 11-12)

Program only available in Spring and Fall

Students in MAT Secondary program only:

Secondary Concentration Coursework Evaluation (Pages 13-18)

Please complete the Coursework Evaluation page for your desired concentration area, Biology, Social Sciences (History), Mathematics, Reading/Language Arts or Physical Education.

Program only available in Spring and Fall

Completing your application steps online at: <http://www.graduateprogram.org/concordia-chicago/application-checklist> will allow for more immediate processing of your application.

If you choose to submit paper forms for any of the steps above, documents should be mailed, emailed, or faxed to:



Concordia University Chicago

Office of Graduate Admission and Student Services
7400 Augusta Street
River Forest, IL 60305-1499



hkains@graduateprogram.org



(708) 957-7618



Application for Graduate Admission (Page 1 of 3)

Ms. Mrs. Miss Mr. **Anticipated Start Date**

Name Last First Middle Former/Maiden

Street Address **City**

State **Zip** **Home Phone** () **Work Phone** ()

Mailing Address (if different from above)

City **State** **Zip**

Email

Male Female **Date of Birth** **Country of Birth**

Citizenship: Citizen Permanent Resident Non-citizen International *(Please complete page 3 of the Application)*

Are you studying through the Saudi Arabia Cultural Mission? Yes No

Have you recently studied in Canada and need to complete your program? Yes No

Are you a U.S. Citizen? Yes No

Do you currently have a visa to study in the United States? Yes No

Current Visa Type **Nationality**

Are you looking to apply for a visa through Concordia-Chicago? Yes No

Are you: Looking to change your current visa to an F-1/Student visa Applying from aboard for an F-1/Student or J-1/Exchange Visitor visa

Cohort Location:

- Spring 2023:** Arlington Heights Aurora/Naperville Downers Grove/LaGrange Mt. Greenwood/South CPS Niles/Skokie River Forest
 University Center of Lake County Online

For which cohort program are you applying? (CHECK ONE BOX ONLY)

- | | |
|---|--|
| <input type="checkbox"/> Curriculum & Instruction MA* | <input type="checkbox"/> Principal Preparation Program (MA in School Leadership) |
| <input type="checkbox"/> Curriculum Instruction with ESL Endorsement* | <input type="checkbox"/> Principal Preparation Program (Endorsement Only) |
| <input type="checkbox"/> Curriculum Instruction with ESL and Bilingual Endorsement* | <input type="checkbox"/> Reading MA with Endorsement* |
| <input type="checkbox"/> Curriculum & Instruction Trauma and Resilience* | <input type="checkbox"/> Reading Teacher Subsequent Endorsement* |
| <input type="checkbox"/> Differentiated Instruction MA* | <input type="checkbox"/> School Counseling MA with Endorsement |
| <input type="checkbox"/> ESL Endorsement (only)* | <input type="checkbox"/> Special Education MA* |
| <input type="checkbox"/> Bilingual Endorsement Only* | <input type="checkbox"/> Special Education Endorsement (only)* |
| <input type="checkbox"/> Bilingual Single Course ESL and Bilingual Endorsement* | <input type="checkbox"/> Special Education Leadership MA* |
| <input type="checkbox"/> Early Childhood Education MA* | <input type="checkbox"/> Teacher Leader MA* |
| <input type="checkbox"/> Early Childhood Special Education MA* | <input type="checkbox"/> Teacher Leader Endorsement Only* |
| <input type="checkbox"/> Educational Technology Leadership MA* | <input type="checkbox"/> Teaching, Elementary Education Master's* |
| <input type="checkbox"/> Educational Technology Leadership Endorsement (only)* | <input type="checkbox"/> Teaching, Secondary Education Master's* |
| <input type="checkbox"/> Educational Technology w/ Curriculum and Instruction* | <input type="checkbox"/> Clinical Mental Health Counseling |
| <input type="checkbox"/> Educational Administration MA* | <input type="checkbox"/> Instructional Design and Technology (MS)* |
| <input type="checkbox"/> Master's Completion - Curriculum & Instruction* | <input type="checkbox"/> Gifted Education MA* |
| <input type="checkbox"/> Master's Completion - Special Education* | <input type="checkbox"/> Gifted Education Endorsement Only* |
| <input type="checkbox"/> Master's Completion - ESL* | <input type="checkbox"/> TESOL Certificate Only* |

**Program available online*

Do you currently hold a valid Illinois Professional Educators License (PEL)? No Yes: Type

If no, **Do you hold a valid Teaching License from another state?** No Yes: State Type

Application for Graduate Admission (Page 2 of 3)

Academic History (For Master's Completion Students and applicants requesting a transcript review, please list all schools where you obtained your graduate-level credits. **Do not include junior or community colleges**)

Degree Earned*	College / University Name	Location	Dates Attended

Final Cumulative Bachelor's GPA*

**Required*

(If you are unsure of your GPA please estimate. Once transcripts arrive we will update our system with the official GPA.)

Professional Experience

Employer	Location	Dates Employed	Job title

Have you attended Concordia, River Forest before? No Yes: Year

Are you currently employed by Concordia University Chicago? Yes No

Military Information

Are you (select one): Active Duty Veteran Military Dependent/Spouse None

Do you plan to use military benefits at Concordia University Chicago? Yes No

Race / Ethnicity

Are you Hispanic or Latino? Yes No

If yes, please select one: Cuban Mexican Puerto Rican Other Hispanic

Are you: American Indian or Alaskan Native Black or African American White
 Asian Native Hawaiian or Other Pacific Islander

Marital Status: Single/Never Married Married Divorced Separated (Legally) Widowed

Religious Affiliation:

Do you have any relative(s) who attend(ed) Concordia University Chicago (formerly Concordia University, River Forest)?

No Yes: What relation?

The Honor Pledge

As a student of Concordia University Chicago, and a member of the larger society, I pledge to uphold an academic honor code that supports serving and leading with strong personal integrity. Specifically this includes not cheating or using inappropriate or dishonest means in the completion of academic requirements. This also includes not giving unauthorized assistance to others. I understand that it is my responsibility to comply with this honor system.

I understand that Concordia University's official policies and procedures are published in the Graduate Catalog. I understand and agree that these policies and procedures may be revised during my enrollment at Concordia University Chicago. I agree that I am responsible for reviewing and abiding by these policies and procedures.

I verify that the information provided on this application is true and correct. I understand that the falsification or withholding of any information in regard to this application may result in a loss of credit and dismissal from the institution.

Signature of Applicant **Date**

OFFICE USE ONLY	
Application received by <input type="text"/>	Cohort number <input type="text"/>



Application for Graduate Admission (Page 3 of 3)

International Student Information

INTERNATIONAL PHONE NUMBERS

Home () Cell () Work ()

INTERNATIONAL PERMANENT ADDRESS

Street Address
City Territory/State Zip Country

INTERNATIONAL MAILING ADDRESS (if different from International Permanent Address)

Street Address
City Territory/State Zip Country

Nation of Birth Nation of Citizenship

Language: (choose one)
 Arabic English German Italian Korean Spanish
 Chinese French Greek Japanese Russian

The sponsor of your education in the U.S.: (choose one)

Employer Friend Lutheran World Mission Self
 Immediate Family Government Relative

Are you bringing a spouse to this country? No Yes

Are you bringing dependents to this country? No Yes: How many dependents are you bringing?



Application Fee Payment Form

TO PAY BY CREDIT CARD: Fill out this section and fax to (708) 957-7618

- Please use this section to pay your \$50 non-refundable application fee.
- If you prefer, please contact the Graduate Information Office at **(708) 957-5994** to pay your fee by credit card over the phone.

If you have any questions, please call us at (708) 957-5994 or e-mail hkains@graduateprogram.org.

Student Name

Name on Card

Cardholder Address

City State Zip Code

Card Type: Visa MasterCard Discover **Amount: \$50.00**

Card Number Expiration Date CCV#

Cardholder Signature Date

Telephone Number of Payee ()

(in case there is a problem processing the transaction and we need to contact the cardholder for additional information)

Effective 9-1-10 VISA will no longer be accepted for tuition payments

TO PAY BY CHECK:

Date I will be mailing my payment:

Please note: Application and space reservation are NOT secure until your \$50, non-refundable application fee is received.

Signature

Print Name

Checks made payable to: Concordia University
(CONCORDIA DOES NOT ACCEPT POST-DATED CHECKS)

Mail check to:
Concordia University Chicago
Graduate Information Office
P.O. Box 1893, Frankfort, IL 60423

NOTE: If you do not receive a statement prior to class starting, please contact the Business Services Office at (708) 209-3241

BSO OFFICE USE ONLY

Date Received:

Capture Number:

Entered on Account: Yes No



Financial Aid Information

Complete all steps below to apply for financial aid. **Note: There are financial aid options that are not based on need.** Most students in the off-campus programs use financial aid to pay for the program. We recommend that you complete these steps as soon as possible to make sure that your payment arrangements are in order by the first night of class. For help, please contact the Financial Aid Office at **(708) 209-3113**.

**Please note: Endorsement Only programs are NOT eligible for Financial Aid. Only degree granting programs are eligible for Financial Aid.*

HOW TO APPLY FOR FINANCIAL AID

- 1 Complete the Free Application for Federal Student Aid at www.fafsa.gov.** Students beginning in Spring 2023 should submit the 2022-2023 form. You will need your 2020 Federal Tax Return. All students will need your FSA ID (<https://fsaid.ed.gov/npas/index.htm>) and Concordia University Chicago's School Code (**001666**). Graduate students are considered independent for financial aid purposes.
- 2 Review your Student Aid Report (SAR) for accuracy.** You will receive this form 7-10 days after the FAFSA is submitted. If there are any errors on your SAR, log back into your FAFSA to make corrections.
- 3 You will receive your financial aid award letter from Concordia University Chicago.** This lists the financial aid that you qualify for. If you wish to decline all or a portion of the award, notify the Financial Aid Office in writing. Be sure to contact the Financial Aid Office if you have any questions about your award.
- 4 Complete Loan Entrance Counseling and the Master Promissory Note.** Entrance Counseling is only required for first time Federal Direct Loan borrowers; all borrowers must complete a Master Promissory Note. Both can be completed at www.studentloans.gov (you will need your FSA ID from Step 1).

Questions? Call the Financial Aid Office at (708) 209-3113.

FEDERAL LOAN REQUIREMENTS

To be eligible to borrow funds under the Federal Direct Loan Program, you must:

- File the Free Application for Federal Student Aid (FAFSA)
- Be a U.S. Citizen or permanent resident
- Not be in default on prior educational loans
- Maintain satisfactory academic progress

THE FEDERAL (TITLE ONE) TEACHER LOAN FORGIVENESS PROGRAM

If you and your school qualify, this program may provide loan forgiveness for eligible Federal Stafford Loans. This is a separate program requiring separate forms and processes. The U.S. Department of Education will determine your eligibility for this program; Concordia University Chicago is not responsible to verify your eligibility for this program. Please do not base your enrollment on this program, as it can be difficult to ensure qualification for government programs which are subject to reform and funding changes.

You must call 1-800-4-FED-AID to verify your eligibility or visit <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher> for more information.

Transcript Request Process

Concordia University Chicago requires official, sealed transcripts from all previously attended colleges and universities where degrees were earned. Follow the steps below to request transcripts from each school that you attended.

REQUEST OFFICIAL TRANSCRIPTS:

There are multiple ways to request transcripts, and each college or university will have their own process.

ONLINE:

Official Electronic Copies:

grad.admission@cuchicago.edu

BY MAIL:

- 1 Contact the Registrar's office at your previously attended school, either by phone, email, or through your university's website.
- 2 Submit a transcript request following that school's procedures. Most colleges and universities require a signature or other official request in writing. Many schools have a Transcript Request Form available to download on the Registrar's website. Some will allow you to order transcripts online.

Note: Some colleges and universities charge a small fee for official transcripts. Be sure to enclose your fee with your transcript request to avoid a delay in processing.

- 3 It can often take several days for a transcript request to be processed and up to four weeks for transcripts to be reconciled into your file. When your transcripts are received, the Graduate Information Office will contact you, but if you have not received confirmation within 30 days, please contact us at **(708) 957-5994**.

Official Hard Copy Transcripts:

Concordia University Chicago

Attn: Office of Graduate Admission and Student Services #158

7400 Augusta Street

River Forest, IL 60305-1499



Remember: An admission decision cannot be made until all official, sealed transcripts are received.

Please Note: If you received a degree from a foreign institution any international transcripts must be evaluated by a Concordia-approved international credentialing service. Please request a foreign transcript evaluation from one of the following: ECE (Educational Credential Evaluators), WES (World Education Services).



Counseling Questions

In order to complete your admission file please respond to the following essay questions. Each answer should be approximately one page in length, formatted in at least 3 paragraphs. Please type your responses using a maximum font size of 12 pt, single or double spaced. These 5 essay pages are a critical part of the admission process.

Your answers will be reviewed and scored independently by faculty members. They will be evaluated based upon your writing ability (including spelling and grammar), aptitude for graduate level study, and your willingness to pursue self-examination and personal and professional self-development.

- 1 What things about yourself would you most like to modify or change? What steps have you taken to address these characteristics?**
- 2 To succeed in the Counselor Education program, computer competence is necessary. What experience have you had with various computer programs and what skills would you need to improve?**
- 3 Comment at length as to why you want to receive preparation as a counselor.**
- 4 Identify the type of client with whom you will most likely work. What personal attributes would assist counselors' effectiveness with this group?**
- 5 Discuss which of your personal values might be at odds with those of your future clients. How would you work with a client whose behaviors, decisions, or lifestyle was drastically different from yours?**

Mail, email, or fax your essay to:



Concordia University Chicago

Office of Graduate Admission and Student Services
7400 Augusta Street
River Forest, IL 60305-1499



hkains@graduateprogram.org



(708) 957-7618



General Education Requirements to begin MAT Elementary Program (page 1 of 2)

Program only available in Spring and Fall

The Illinois State Board of Education has defined specific General Education requirements for all Elementary Educators. Candidates for the MAT Elementary program must submit transcripts that document that they have met these general education requirements prior to entering the program.

In an effort to expedite your transcript review, please list the University name, course number and title, and the course description for each requirement you meet.

Official transcript(s) must document that all course work submitted to meet General Education requirements has a grade of C or higher.

Name Email

Content Area 1 - Communication and Composition

• Course in Advanced Composition

University:	
Course:	
Course Description*	

• Course in Public Speaking/Speech-Communication

University:	
Course:	
Course Description*	

Content Area 2 - Mathematics

• Course in College Algebra or higher

University:	
Course:	
Course Description*	

• Course in College Geometry or higher

University:	
Course:	
Course Description*	

Content Area 3 - Natural Sciences (one course must have a lab)

• A course in Life Science (i.e. Biology)

University:	
Course:	
Course Description*	

• A course in Physical Science (i.e. Earth and Space Science)

University:	
Course:	
Course Description*	

University:	
Course:	
Course Description*	

University:	
Course:	
Course Description*	

***You MUST attach a copy of the course description from the website or graduate catalog to have these courses reviewed for consideration.**



General Education Requirements to begin MAT Elementary Program (page 2 of 2)

Program only available in Spring and Fall

Content Area 4 - Humanities (9 credit hours made up from two areas)

• Fine or Performing arts

University:	
Course:	
Course Description*	

University:	
Course:	
Course Description*	

• History, Philosophy, Literature

University:	
Course:	
Course Description*	

University:	
Course:	
Course Description*	

• 1 course in American History (Required)

University:	
Course:	
Course Description*	

Content Area 5 - Social and Behavioral Sciences (9 credit hours made up from two areas)

• Coursework from Psychology or sociology

University:	
Course:	
Course Description*	

University:	
Course:	
Course Description*	

• Coursework from Political Science, Economics or Geography

University:	
Course:	
Course Description:	

University:	
Course:	
Course Description*	

Other Requirement

• Applicants must transfer in one course classified as a Non-Western course or area of study.

University:	
Course:	
Course Description*	

***You MUST attach a copy of the course description from the website or graduate catalog to have these courses reviewed for consideration.**



Master of Arts in Teaching: History

Evaluation of Secondary Major Area Coursework

32 semester hours in one major area
(12 semester hours in History, coursework in 2 other Social Science designations, one must be at upper division coursework required)

Name ID#

College/Universities Attended

Core - Social Sciences	Course #	Course Title	SH	Grade	Inst. Code
Intro to Econ (Macro)					
Geography, NA or World					
World History since 1350					
Dev Psych: Adolescent					
Intro to Sociology					
History Designation					
World History to 1350					
History of Illinois					
Survey of American History					
Upper-Level Amer. History					
Upper-Level Euro. History					
Non-Western History					
EDU 7030 (req'd grad course)					
Electives (if needed)					
	NEEDED ->	CUC Sec. Major Graduate Course			

Total: Sem. Hrs. Completed
Sem. Hrs. Needed

Evaluator's Signature Date

Mail, email, or fax your evaluation to:
 Concordia University Chicago
 Office of Graduate Admission and Student Services
 7400 Augusta Street
 River Forest, IL 60305-1499

(708) 957-7618
hkains@graduateprogram.org



Master of Arts in Teaching: Physical Education

Evaluation of Secondary Major Area Coursework

32 semester hours in one major area

(12 semester hours must be at upper division or graduate level)

Name

ID#

College/Universities Attended

Physical Education Core Requirements	Course #	SH	Grade	Inst
1.) Knowledge and Skill Acquisition: Choose courses from each of the following, categories (a through d) for a total of at least 10 semester hours:				
a) Health-related fitness (e.g., conditioning, aerobic fitness exercise, stress management) (PES 1020 (1 hr.), PES 1030 (1 hr.) PES 1050 (2 hrs.), PES 1119 (2 hrs.) 2 hrs. Required				
b) Dance Activities (PES 4640, 2 hrs.)				
c) Teaching Individual and Dual Sports Activities (PES 4625, 3 hrs.)				
d) Teaching Team Sports Activities (PES 4635, 3hrs)				
2.) Scientific Foundations: –At least 9 semester hours distributed as follows:				
a) 3 semester hours earned in at least one of the following (i or ii):				
i) Human Anatomy (PES 3400, 3hrs)				
ii) Human Physiology				
b) 6 semester hours earned from at least two of the following (i – iii):				
i) Exercise Physiology (PES 4420 or PES 6420, 3 hrs.)				
ii) Kinesiology (PES 3660) or Biomechanics (PES 4410 or PES 6410, 3 hrs.)				
iii) Physical Growth and Motor Development (PES 4431 or PES 6431, 3 hrs.)				
3.) Curriculum and instruction : One course in each of the following for a total of 9 semester credit hours, all of which must explicitly include an emphasis on both regular and special populations				
i) Curriculum design in physical education (PES 6660, 3 hrs.)				
ii) Content and Methods of Teaching Physical Education at the Middle and Secondary Level (EDSC 6605, 3hrs.)				
iii) Measurement and Evaluation (PES 4740 or PES 6740, 3 hrs.)				



Master of Arts in Teaching: Physical Education

Evaluation of Secondary Major Area Coursework

32 semester hours in one major area

(12 semester hours must be at upper division or graduate level)

4.) Electives (4 credit hours)				

Total:

Sem. Hrs. Completed
Sem. Hrs. Needed

Evaluator's Signature

Date

Mail, email, or fax your evaluation to:

Concordia University Chicago
Office of Graduate Admission and Student Services
7400 Augusta Street
River Forest, IL 60305-1499

(708) 957-7618

hkains@graduateprogram.org



Master of Arts in Teaching: Biology
Evaluation of Secondary Major Area Coursework
 32 semester hours in one major area
 (12 semester hours must be in Biology;
 2 other sciences, no upper-level requirement)

Name ID#

College/Universities Attended

Core	Course #	Course Title	SH	Grade	Inst. Code
Biology					
General Biology I					
General Biology II					
General Chemistry I					
General Chemistry II					
Introduction to Physics					
Introduction to Earth Science					
Microbiology					
Cell & Molecular Biology					
General Ecology					
Genetics					
Electives (if needed)					
BIO 6910 (req'd grad course)					
	NEEDED ->	CUC Sec. Major Graduate Course	3		

Total: Sem. Hrs. Completed
Sem. Hrs. Needed

Evaluator's Signature Date

Mail, email, or fax your evaluation to:

Concordia University Chicago
 Office of Graduate Admission and Student Services
 7400 Augusta Street
 River Forest, IL 60305-1499

(708) 957-7618
hkains@graduateprogram.org



Program Objectives

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

Areas of Study

Course	Course Name	Hours
SPED 6425	Psychology and Methods of Teaching the Exceptional Learner*	3
SPED 6350	Characteristics and Learning Needs of Students with Academic and Physical Challenges*	3
SPED 6355	Instructional Strategies for Students with Academic and Physical Challenges*	3
SPED 6360	Characteristics and Learning Needs of Students with Learning and Behavior Disorders*	3
SPED 6365	Instructional Strategies for Student with Learning and Behavior Disorders*	3
SPED 6370	Curriculum Based and Educational Measurement of Exceptional Learners*	3
EDT 6230	Assistive Technology Principles and Practices	3
(Capstone) SPED 6890	Practicum 1: Content Area Learning and School Collaboration	3
(Capstone) SPED 6895	Practicum 2: Content Area Learning and Community Collaboration	3
RES 6600	Research in Education	3
Total Credit Hours		30

Endorsement Process:

Students must pass the Illinois Content Area Test for Special Education (Learning Behavior Specialist 1 Test 155). Students apply for endorsement through the Illinois State Board of Education (ISBE) via their Regional Office of Education. ISBE Form 73-52, official transcripts, and any fees must be submitted to the state before the endorsement is given. This endorsement allows the endorsement holder to teach Special Education students within the age and grade limits of the new ISBE grade level regulations established in 2014. It is recommended that students take and pass the LBS1 test prior to beginning Practicum 1. Note: successful completion of the MA in Special Education provides an LBS1 endorsement which matches the grade level on the student's existing Professional Educator's License (PEL).

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

*The first six courses fulfill the State of Illinois requirement for the LBS 1 Special Education endorsement**

Program Objectives

The Master of Arts in Curriculum and Instruction with ESL concentration is designed to prepare graduates who are competent to work in school settings. Candidates will:

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

Areas of Study (Core Courses)

Course	Course Name	Hours
Required - 12 hours		
ESL-6556	Seminar in Reflective Practice	3
EDU-6500	Curriculum Construction	3
FPR-6000	Foundations of American Education	3
ESL-6640	Teacher as Researcher	3

Areas of Concentration (These courses fulfill the State of Illinois requirement for ESL endorsement)

Course	Course Name	Hours
ESL Concentration - 18 hours		
ESL-6610	Languages & Linguistics	3
ESL-6300	Foundations of Bilingual and Bicultural Education	3
ESL-6620	Teaching English as a Second Language	3
ESL-6630	Methods, Materials for Teaching Culturally and Linguistically Diverse Students	3
ESL-6027	Assessment of Language Minority Students	3
ESL-6350	Cross Cultural Studies for Teaching Culturally and Linguistically Diverse Students	3
Total Credit Hours		30

Master's Capstone Experience:

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

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

**International students pursuing a Master's degree at Concordia University Chicago are required to take the Seminar in Higher Education in addition to the courses required for their degree program. The Seminar is a 3-credit course taken during the student's first semester as an enrolled student. This course will serve as an introduction to the U.S. based higher education learning environment. Students will work to develop academic language, graduate level study skills and gain essential support with cultural & institutional acclimatization.*

Program Objectives

- Apply an understanding of the financial and legal implications of special education programs in making critical decisions impacting students.
- Develop a professional development plan that promotes growth in personnel.
- Understand the role of each stakeholder and their contribution to the special education program.
- Be knowledgeable about & support the use of effective teaching strategies for students with special needs.
- Conduct research to answer questions related to special education practices and successfully and systemically meet the needs of exceptional learners.

Areas of Study

Course	Course Name	Hours
EDL/SPED 6250	Special Education Law & Policy	3
EDU/SPED 6225	Special Education Finance	3
SPED 6375	Supervision of Programs for Children with Disabilities	3
SPED 6355	Instructional Strategies for students with Academic & Physical Disabilities	3
EDI 6010	Differentiation and Learning Theory	3
SPED 6365	Instructional Strategies for students w/ Specific Learning Disabilities & Emotional Disabilities	3
EDL 6310	Schools, Families, and Community Partnerships	3
SPED 6XXX	Practicum and Seminar in Special Education Leadership 1	3
SPED 6XXX	Practicum and Seminar in Special Education Leadership 2	3
FPR 6650	Action Research	3
Total Credit Hours		30

Master's Capstone Experience:

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

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

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 instructional and curricular practices of early childhood education
- Develop skills in administration and organization of ECE programs
- Develop advocacy skills in supporting the development of families of young children within their communities
- Obtain LBS I or ESL Endorsement with additional coursework
- Must have 2 years early childhood experience

Areas of Study

Course	Course Name	Hours
EDU 6100	EC Curriculum and Content, Ages 3 - 5	3
EDU 6105	Observation and Assessments	3
EDU 6320	Child Development and Ethics in ECE	3
EDU 6120	Developmentally Effective Instruction for Diverse Learners	3
EDU 6110	School Age Curriculum, Ages 6 - 8	3
EDU 6115	Infant and Toddler Curriculum	3
EDU 6170	Professional Leadership and Advocacy in EC Education	3
EDU 6160	Child, Family and Multicultural Community	3
EDU 6190	Practicum and Research in Early Childhood Education	3
EDU 6180	Trends and Issues in EC Education	3
Total Credit Hours		30

Master's Capstone Experience:

The capstone experience for Early Childhood Education is in the Practicum and Research in Early Childhood Education course. 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 8 in various early childhood settings.

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Program Objectives

- Designed for educators with an early childhood certificate/endorsement or the LBS1 (pre-kindergarten to age 21) endorsement
- Build and strengthen a theoretical understanding of the foundations of early childhood special education
- Examine issues relevant to the early intervention, least restrictive environment, appropriate educational settings, language development, and special education law and policy
- Develop and utilize appropriate assessments and teaching strategies for young children with disabilities
- Collaborate with all stakeholders, including parents, community, family members, and other institutions to support young children with disabilities
- Conduct research to answer questions related to early childhood special education practices and successfully meet the needs of all learners
- Early Childhood Certificate/Endorsement or LBS 1 Endorsement
- Must have a valid professional educator license

Areas of Study

Course	Course Name	Hours
SPED 6500	Family and Community Relationships in Early Childhood Special*	3
SPED 6510	Language Development in Early Childhood Special Education* - Online	3
SPED 6520	Special Education Assessment for Early Childhood Educators* - Online	3
SPED 6530	Special Education Methods for Early Childhood Educators* - Online	3
SPED 6xxx	Characteristics of the Young Exceptional Learner - Online	3
ECE 6320	Child Development and Ethics in Early Childhood Education - Online	3
EDI 6010	Differentiation and Learning Theory	3
SPED 6xxx	Early Intervention Methods and Transitional Planning	3
RES 6650	Action Research	3
SPED 6xxx	Early Childhood Special Education Practicum	3
Total Credit Hours		30

Master's Capstone Experience:

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

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Some of the classes required for this degree program apply toward the Illinois endorsements in Special Education. These classes are marked with an asterisk () next to a course title in the curriculum listing.*

Program Objectives

- Understand the school environment and be able to structure programs to meet the needs of students, the school and community
- Develop a multicultural perspective and be able to demonstrate appropriate counseling and consulting skill when working with diverse groups of people.
- Establish a professional identity and become actively involved in the counseling and school counseling profession
- Clarify the role of school counselor and counseling programs in relation to other roles and services in the educational setting
- 2 tracks available – Track 1 for those with a valid professional educator license, Track 2 for those without a professional educators License. Track 1 - Must hold a standard teaching certificate. Track 2 - Passing scores from the Test of Academic Proficiency (TAP).
- Track 2 - Completion of the following three courses with demonstrated competencies. These courses are required, in addition to the 48 hour portion of the program, and must be completed before taking practicum and/or internship: EDU-6425 Psychology and Methods of Teaching the Exceptional Learner, PSY-4430 Affective Education, PSY-6505 Psychological Theories and Educational Processes

Areas of Study

Course	Course Name
CED 6000	Introduction to the Counseling Profession
CED 6010	Counseling Theory and Practice
CED 6045	Ethics, Law and Morality for Counselors
CED 6015	Counseling Techniques and Interventions
CED 6035	Counseling and Human Development
CED 6230	Evaluation and Research for Counselors
CED 6220	Counseling and Consulting Schools
CED 6055	Multicultural Counseling
CED 6240	Group Work in Schools
CED 6020	Career Counseling and Education
CED 6250	Fundamentals of Assessment
CED 6920	Practicum: School Counseling
CED 6925	Internship: School Counseling
CED 6210	School Counseling Program Development and Organization

Master's Capstone Experience

All students in Concordia's school counseling program will complete a written portfolio. A portfolio is a collection of work that demonstrates growth toward, and understanding of professional standards. During the practicum portion of the program, students will construct a comprehensive developmental program that could be implemented and will increase student's success in multiple domains. The portfolio developed should be something which students can use in their future career as a school counselor.

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Program Objectives

- Designed to prepare potential leaders to assume various administrative positions which require knowledge and skills in leadership, supervision, and the ability to effectively administer in educational settings.
- Course curriculum will translate theory into effective practical application so that students become ethical and innovative leaders who can manage and administer in diverse educational environments.
- Promote the success of all students through developing and implementing a shared vision of learning.
- Understand and insure quality program development and evaluation that results in effective instruction.
- Develop skills in management of the organization, operations, and resources for a safe, efficient and effective learning environment.
- Collaborate with staff, boards, students, families, and community stakeholders in response to diverse educational and community interests.
- Demonstrate integrity, fairness, and ethical behavior to help in the development and sustainability of a caring and moral educational community.
- Understand and respond to the larger political, social, legal and cultural context.
- This program does not lead to Principal or Administrative Licensure.

Areas of Study

Course	Course Name	Hours
EDU 6240	Instructional Leadership	3
EDU 6130	School Evaluation and Change Processes*	3
EDU 6140	Curriculum and Assessment: Frameworks for Student Learning	3
EDU 6120	Supervision and Improvement of Instruction	3
EDU 6310	Schools, Families, and Community Partnerships	3
EDU 6600	Research in Education	3
EDU 6230	School Law and Policies	3
EDU 6210	School Finance and Business Management	3
EDU 6300	Ethics of School Leadership	3
EDU 6220	School Organization and Human Resources	3
Total Credit Hours		30

Master's Capstone Experience:

Candidates will complete a needs assessment project in the course EDL 6130, School Evaluation and Change Processes, as well as a narrative reflection of how the program coursework has influenced the candidate's framework and viewpoint of educational administration.

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Program Objectives

- Promote the success of all students through developing and implementing a shared vision of learning and programs, which support this learning.
- Develop basic skills in management of the organization, operations, and resources for a safe, efficient and effective learning environment.
- Collaborate with staff, boards, students, families and community members in response to diverse educational and community interests and needs, and mobilizes community resources,
- Demonstrate integrity, fairness and ethical behavior to help in the development of a caring and moral school community.
- Understand and respond to the larger political, social, economic, legal and cultural contexts.
- Candidates must hold a valid and current Illinois Professional Educator License or from another state with a valid and current teaching certificate for that state.
- Candidates must prove successful completion of at least 2 years before the program begins and 4 years total by program completion.

Program Endorsement Requirements

- Hold a bachelor's degree from an accredited institution.
- At entry, a candidate must hold and maintain a valid and current Illinois Professional Educator License (PEL) with an endorsement such as early childhood, elementary, secondary, special K-12, special preschool-age 21 or other Illinois approved endorsement. Candidates must also prove they have at least two years of full-time teaching experience.
- Successful completion of four years of lead teaching experience. Should the candidate not have four years, then the candidate must show proof of four years teaching experience prior to completion of the program.
- Successful completion of the application requirements for the CUC Principal Preparation Program.
- Successful completion of the Principal Preparation program coursework.
- Successful completion of the Principal Preparation program yearlong internship at an Illinois ground-based school.
- Successful completion of the PERA Teacher Evaluation training

Areas of Study

Instructional Leadership – 15 hours		
EDL 6120	Supervision and Evaluation to Improve Teaching and Learning	3
EDL 6130	School Evaluation and Change Processes	3
*EDL 6140	Curriculum and Assessment: Framework for Student Learning	3
EDL 6240	Instructional Leadership	3
*RES 6600	Research in Education	3
Management of Public Schools – 6 hours		
EDL 6235	Principal as Resource Manager	3
*EDL 6310	Schools, Families, and Community Partnerships	3
School and Public Policy – 6 hours		
*EDL 6230	School Law and Policies	3
*EDL 6300	Ethical Leadership: Models and Practices	3
Capstone Experience – 6 hours		
EDL 6983	Internship I	3
EDL 6984	Internship II (prerequisite: successful completion of Internship I)	3
Total Credit Hours		33

*Denotes courses conducted in an online format



MA Illinois Principal Preparation Program (Page 2 of 2)

Available Format: Blended

Internship Guidelines:

Internship I and II is a two semester, academic-year long, clinical experience at the preK-12 level. Students complete field based experiences that are extensive and intensive in their own school, that includes experience with programs serving diverse students. Students are supervised by an on-site mentor and university supervisor. The internship is taken for the first full year (Fall and Spring semesters) following completion of concurrent enrollment in courses equal to a minimum of 15 semester hours of credit.

Principal endorsement only vs. Master of Arts in School Leadership with principal endorsement:

1. Candidates who do not hold a Master's degree enroll in the Master of Arts in School Leadership, Principal Preparation Program.
2. Candidates who hold a Master's degree may choose between a second Master's degree with the principal endorsement or just the endorsement only. Course work from a previous Master's degree may be applied toward the program. Up to 5 courses from the other Master's degrees or other institutions may be transferred to the Principal Preparation Program at Concordia University. *Consult the Office of Graduate Admissions and Enrollment Services for more information.*

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Program Objectives

- Think critically, creatively, and analytically in ways that promote meaningful teaching & learning experiences.
- Be able to articulate learning theory, assess students' 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.
- Provides knowledge, skills, and dispositions for students to act as teacher-leaders in planning and implementing differentiated instructional improvements and curricular enhancements as they relate to all students.
- Some coursework may transfer into the SPED or ESL endorsement programs.

Areas of Study

Course	Course Name	Hours
EDU 6010	Differentiation of Learning Theory	3
SPED 6425	*Psychology and Methods of Teaching the Exceptional Learner	3
EDU 6020	Curriculum and Instructional Development for the Differentiated Classroom	3
EDU 6030	Instructional Methods of the Differentiated Classroom	3
EDU 6035	Assessment of Student Learning	3
SPED 6360	*Characteristics and Learning Needs of Students with Learning and Behavior Disorders	3
EDU 6212	Studies in Literacy and Multi-literacies	3
ESL 6350	**Cross-Cultural Studies: Teaching Limited English Proficient Students	3
EDU 6010	Integrating Technology Across the Curriculum	3
EDU 6040	Seminar in Differentiated Instruction (Master's Capstone Experience)	3
Total Credit Hours		30

Master's Capstone Experience:

The capstone experience for Differentiated Instruction is the last course, 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 or block on instruction and its implementation.

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

*indicates a course that leads to an Illinois endorsement in Special Education

**indicates a course that leads to an Illinois endorsement in ESL/ELL

Program Objectives

The Master of Arts degree in Gifted Education is designed for educators with who are interested in developing an understanding of and developing programs for High Achieving, Gifted and Talented students. This program supports educators in becoming experts who can meet the needs of all learners through the lens of gifted education. It prepares educators to serve as teacher leaders in planning and implementing programs that address the specific needs of gifted and talented students. The Master's in Gifted Education offers teachers the opportunity to complete 30 hours of coursework, of which 24 hours will lead to an endorsement. The MA degree requires two additional courses in addition to completing the endorsement requirements; these courses are a technology course and a seminar course.

Canidates who are admitted to this program will be able to:

- Think critically and analytically about gifted education and the role gifted programs play in the development of students identified as gifted and talented.
- Develop curriculum and utilize instructional strategies that are differentiated and meet the learning needs of all students.
- Provide leadership in schools with gifted programs through program development and coaching.
- Promote an understanding of gifted learners and gifted education that leads to effective programming that includes: identification, assessment, technology, social and emotional learning, differentiated instructional practices, and effective learning environments.

Program Requirements

Full admission acceptance into the Gifted Education Program, completion of the Gifted Education coursework, and successful completion of the program practicum.

Areas of Study

Course	Course Name (*Required courses for the Illinois Gifted Education Endorsement)	Hours
EDU 6710	Gifted Research: Issues, Policy and Research*	3
EDU 6720	Identification, Assessment, and Evaluation*	3
EDU 6730	Learning Environments for Gifted Education*	3
EDU 6760	Social & Emotional Needs of Gifted and Talented Learners*	3
EDU 6715	Curriculum Development for Gifted and Talented Learners*	3
EDU 6725	Differentiated Instruction for Gifted and Talented Learners*	3
EDU 6735	Assessing Gifted and Talented Students*	3
EDU 6745	Gifted & Talented Practicum (P-12)*	3
EDU 6740	Technology in Gifted Education	3
EDI 6041	Seminar in Gifted Education	3
Total Credit Hours		30

Practicum:

The practicum consists of an approved eight-week field experience in a P-12 setting that offers programs for gifted students. The field experience provides candidates opportunities to provide professional development, leadership, and to practice using instructional strategies and materials as well as model an appropriate mindset for meeting the needs to students who are gifted or talented.

Program Objectives

- Strengthen their foundational knowledge of reading and writing processes
- Apply varied instructional practices, methods, and curriculum materials to literacy
- Use assessment to plan and evaluate effective reading instruction
- Create literate environments that foster literacy instruction
- View professional development in reading as a career-long effort
- Must possess a Professional Educator License prior to entering the program.
- Candidates must pass all State of Illinois examinations
- Two years of lead teaching experience required to begin this program

Areas of Study

Course	Course Name	Hours
EDU 6210	Studies in Elementary School Reading	3
EDU 6225	Diagnosis of Reading Problems	3
EDU 6226	Remediation of Reading Problems	3
EDU 6200	Beginning Reading Instruction	3
EDU 6300	Research in Children's Literature	3
EDU 6295	Practicum in Reading Instruction I	3
EDU 6205	Research in Language & Reading Theory	3
EDU 6230	Content Reading in Middle & Secondary Schools	3
EDU 6291	Practicum in Remedial Reading II	3
EDU 6291	Roles of the Reading Specialist	3
Total Credit Hours		30

Master's Capstone Experience:

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

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Program Objectives

- Identifies the pedagogical strategies and technical skills necessary to use technology to enhance instruction and improve learning outcomes
- Provides an introduction to socio-technical implications of contemporary, online instructional practices
- Provides an understanding of how technology can be used to build learning communities
- Enables each student to qualify for the Technology Specialist Certification for the State of Illinois by entitlement upon successful completion the program.
- Supplies the knowledge of how to use image-rich technology tools and curriculum to enhance instruction
- Gives an understanding of how to use technology for data-driven decision making
- Provides an overview of trends in educational technology
- Offers an understanding of educational technology leadership
- Strengthens the understanding of technical hardware and software issues encompassed within emerging trends of the industry
- Must possess a Professional Educator License prior to entering the program

Areas of Study

Course	Course Name	Hours
EDT 6010	Integrating Technology Across the Curriculum*	3
FPR 6010	Theoretical, Ethical, and Practical Foundations of Educational Technology*	3
EDT 6205	Educational Technology Hardware and Software Planning*	3
EDT 6030	Using Technology to Build Learning Communities*	3
EDT 6040	Visual Literacy in the Classroom*	3
EDT 6050	Technology for Effective Decision Making in Teaching & Learning*	3
EDT 6065	Emerging Technology Trends, Professional Learning and Evaluation*	3
FPR 6650	Action Research for Practitioners	3
EDU 6070	Educational Technology Leadership*	3
EDU 6080	Applied Project in Educational Technology (Capstone Course)	3
Total Credit Hours		30

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

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



Program Objectives

- Understand and apply education theory as it relates to contemporary computer-based instructional practices.
- Deliberate and choose appropriate pedagogical strategies using technology to enhance instruction and improve learning outcomes.
- Recognize, develop, and use image-rich technology tools and curriculum to enhance instruction.
- Differentiate instruction using adaptive/assistive technology.
- Use student achievement data to evaluate instructional practices in a data-driven decision making environment.
- Synthesize technology in professional settings to build learning communities.
- Promote and model digital citizenship and responsibility.
- Recognize, evaluate, and apply trends in educational technology.

Areas of Study

Course	Course Name	Hours
EDT 6210	Theoretical, Ethical, and Practical Foundations of Educational Technology	3
EDT XXXX	Educational Technology Trends in the Classroom	3
EDT 6010	Integrating Technology across the Curriculum	3
OTES 6500	Instructional Design for Digital Learning	3
EDT 6XXX	Assistive Technology: Principles and Practice	3
EDT 6040	Visual Literacy in the Classroom	3
EDT 6050	Technology for Effective Decision-Making in Teaching & Learning	3
EDT 6030	Using Technology to Build Learning Communities	3
RES 6600	Research in Education	3
EDT XXXX	Capstone in Education Technology: Curriculum and Instruction	3
	Total Credit Hours	30

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Program Objectives

- Reflect on the relationship between theory and pedagogical approaches in one's practice
- Engage in critical analysis of current educational issues and policies
- Develop a knowledge base in curriculum theory and practice and develop a capacity to design, implement and evaluate instructional programs
- Become familiar with current research on and theory in instruction of exceptional learners
- Understand the practical facets of conducting applied classroom research including the collection and assessment of data
- Develop an understanding of teacher leadership and effective teacher advocacy
- Develop an understanding of enduring ethical, philosophical and educational issues
- Tailor their program based on their educational goals and needs with online elective credits

Areas of Study

Course	Course Name	Hours
EDU 6212	Studies in Literacy and Multiliteracies	3
FPR 6000	Foundations and Ethics in American Education	3
EDU 6500	Curriculum Construction	3
FPR 6400	Contemporary Issues in Curriculum and Practice	3
EDU 6525	Teacher as Practitioner	3
EDU 6535	Teacher as Leader	3
EDU 6540	Special Education Curriculum and Pedagogy	3
FPR 6640	Teacher as Researcher	3
EDU 6556	Seminar in Reflective Practice	3
FPR 6500	Socially, Culturally & Linguistically Diverse Students: Perspectives for Practitioners	3
Total Credit Hours		30

Master's Capstone Experience:

The capstone experience for the MA in Curriculum & Instruction is embedded in the final two courses of the program, Teacher as Researcher and Seminar in Reflective Practice. Candidates will be required to design and implement a teacher research project around the teaching and learning within their classrooms or schools. Teacher as Researcher and Seminar in Reflective Practice must be the last two courses in the program, taken in tandem with the same instructor. Successful completion of both courses fulfills the capstone requirement.

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Program Objectives

- Leads to the Illinois Teacher Leader Endorsement
- Designed for those classroom teachers who are interested in increasing their job responsibilities and assuming leadership roles within their schools and districts
- For active teachers who are not interested in becoming a Principal. Rather, graduate candidates aim for leadership roles in a variety of capacities, such as Department Chairs, Instructional Coaches, Curriculum Coordinators, Mentor Teachers, Community Liaisons, in addition to other leadership positions
- Become skilled in building and leading effective teams; including team formation, dynamics, management, and growth
- Develop a sense of their own leadership style, constructed from several leadership models
- Foster the ability to mold and adapt one's personal leadership style to fit diverse populations, situations, and settings
- Improve instruction through multiple uses of building, district, and student data; research-based instructional models; and collaboration with colleagues
- Process coordinating curriculum at multiple levels: classroom, grade-level, department, building, district, and community
- Serve as a liaison to extend cooperative curriculum building and articulation among schools in the district, region, and state
- Experience curriculum coordination, implementation, and evaluation processes and procedures in a variety of settings
- Serve as a facilitator of change within an educational system and engage in planning and management of tasks to support system change and implement initiatives
- Conceptualize and enact their role as a teacher leader when working with families, colleagues, building and district leadership, school personnel, and the larger school community
- Become self-assured and effective instructional coaches, taking a mentoring/teaming approach to improve classroom instruction for increased student performance
- Must possess a Professional Educator License prior to entering the program

Areas of Study

Course	Course Name	Hours
EDL 6120*	Supervision and Improvement of Instruction	3
EDL 6130*	School Evaluation and Change Processes	3
EDL 6140*	Curriculum and Assessment	3
EDL 6240*	Instructional Leadership	3
EDL 6310*	School, Parents, Community Partnerships	3
EDL 6715	Providing Instructional Support	3
EDL 6988*	Teacher Leader Practicum (capstone course)	3
EDU 6500	Curriculum Construction	3
EDU 6775*	Leading School-Based Professional Learning Communities (PLC's)	3
RES 6600	Research in Education	3
Total Credit Hours		30

Asterisk () courses represent the courses required for the Teacher Leader Endorsement only.*

**NOTE: Two years of lead teaching experience required to begin this program.
 This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.**

Program only available in Spring and Fall

Program Objectives

- Designed to deliver outstanding teacher preparation.
- Upon successful completion of degree requirements, candidates are eligible for a Professional Educators License with an Elementary education endorsement from the State of Illinois for Grades 1 through 6.
- The program emphasizes development of core competencies in instructional planning, delivery and assessment and support for diversity in educational settings.
- How to lead a classroom ethically.
- The importance of reflective practice and the role of standards within the profession.
- Development of collaborative relationships to serve the learning of every child.

Areas of Study

General Education Requirements:

Content Area 1 - Communication and Composition

- Course in Advanced Composition
- Course in Public Speaking/Speech-Communication

Content Area 2 - Mathematics

- Course in College Algebra or higher
- Course in College Geometry or higher

Content Area 3 - Natural Sciences (once course must have a lab)

- Course in Life Science
- Course in Physical Science

Content Area 4 - Humanities (9 credit hours made up from two areas)

- Fine or Performing arts
- History, Philosophy, Literature
- 1 Course in American History (Required)

Content Area 5 - Social & Behavioral Sciences (9 semester hours made up from two areas)

- Coursework from Psychology or Sociology
- Coursework from Political Science, Economics or Geography

* Applicants must transfer in one course classified as Non-Western course or area of study. Applicants must have transcribed coursework in an academic major/minor content area common to elementary education curriculum with grades C or higher.

MAT Program Curriculum:

Program entry Courses (9 hours): Prerequisites to Professional Courses and admissions to the College of Education. Courses are to be taken concurrently in the first semester of the program.

- EDCU 6150 (3 ch) Foundations of Education
- EDCU 6250 (3 ch) Integrating and Assessing Learning in Diverse Classrooms
- EDCU 6350 (3 ch) Learning, Language Acquisition, and Cognition across Cultures

Upon completion of the Program Entry Courses, Education Studies students must be admitted to the College of Education to continue and enter the MAT Elementary education program as Teacher Candidates before enrolling into the Professional Courses. See "Transition Point One" in the General Information section of the Graduate Catalog for more information.

Block 1 Professional Courses (9 hours) taken concurrently in the same semester

- EDEL 6901 (3 ch) Teaching English Language Arts: Content
- EDEL 6902 (3 ch) Teaching English Language Arts: Methods and Assessment
- EDEL 6290 (3 ch) Characteristics and Instruction of Exceptional Learners

Summer 1 Professional Courses (3 hours)

- EDEL 6922 (3 ch) Professionalism, Leadership, Communication, and Ethics for Pre-service Elementary Teachers

Block 2 Professional Courses (9 hours) taken concurrently in the same semester

- EDEL 6906 (3 ch) Teaching Science: Content
- EDEL 6907 (3 ch) Teaching Science: Methods and Assessment
- EDEL 6910 (3 ch) Teaching Social Studies: Content, Methods, and Assessment

Block 3 Professional Courses (9 hours) taken concurrently in the same semester

- EDEL 6914 (3 ch) Teaching Mathematics: Content
- EDEL 6915 (3 ch) Teaching Mathematics: Methods and Assessment
- EDEL 6918 (3 ch) Teaching Physical Education and the Fine Arts: Content, Methods, and Assessment

Summer 2 Professional Courses (3 hours)

- EDUC 6920 (3 ch) Introduction to Research Methodology: Action Research

Student Teaching Internship (6 ch)

- EDEL 6920 (6 ch) Elementary Grades Student Teaching Internship

The Student Teaching Internship is in an elementary classroom every day during the sixteen-week semester under the guidance of a Cooperating Teacher. The Student Teacher will be supported and evaluated by a University Supervisor. Candidates must meet the requirements for Transition Point Two: Admission to the Student Teaching Internship Semester to begin the internship. Subsequently, candidates must meet the requirements for Transition Point Three: Completion of the Student Teaching Internship Semester. Attendance at scheduled TPA seminars and Colloquium is required. The Student Teaching Internship Semester Handbook provides details and guidelines for meeting the criteria for successful completion of the Internship Semester and the process for obtaining the Illinois Professional Educators License.

The Illinois State Board of Education has defined specific General Education requirements for all Elementary Educators. Candidates for the MAT Elementary program must submit transcripts that document that they have met these general education requirements prior to entering the program.

Program only available in Spring and Fall

Program Objectives

- Designed to prepare qualified professionals for teaching in a high school setting.
- Upon successful completion of degree program, students will be awarded a Master of Arts in Teaching and are eligible to apply through Concordia for a Professional Educator License (PEL) with a Secondary Education Endorsement (grades 6-12 for program completers who are licensed prior to 2018, after 2018 secondary level are 9-12 inclusive.)

Areas of Study

Prerequisite to Methods Courses- 9 hours

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

Professional Courses- 21 hours

- EDUC- 6415 Professional Responsibility and Ethics for Teachers
- EDUC- 6425 Psychology and Methods of Teaching and the Exceptional Learner
- EDSC- 6570 Teaching at the Secondary Level
- EDUC- 6445 Introduction to Research for Pre-Service Teachers
- EDSC- 6220 Reading in Middle and Secondary Schools

Professional Instructional Methods course in the content area:

- Teaching English: Middle and Secondary Schools
- Teaching Mathematics: Middle and Secondary Schools
- Content and Methods for Teaching Physical Education at the Middle and Secondary Levels
- Teaching Social Sciences: Middle and Secondary Level
- Teaching Science: Middle and Secondary Schools

Secondary Major

- One Graduate Course in the Secondary Major

Student Teaching Internship Semester- 9 hours

- EDUC- 6060 Classroom Management and Assessment

Student Teaching Internship course in the content area:

- EDSC- 6932 Secondary English Student Teaching
- EDSC- 6933 Secondary Math Student Teaching
- EDSC- 6934 Secondary Physical Education Student Teaching
- EDSC- 6935 Secondary Science Student Teaching
- EDSC- 6936 Secondary Social Studies Student Teaching

Capstone Experience

- Positive Impact Presentation on student learning
- Teacher Performance Assessment [edTPA]- state required portfolio to be submitted and passed prior to licensing.

Clinical Experience (Pre-Professional Hours)

- 100 hours (all pre-professional hours are embedded in the MAT coursework and must be completed prior to student teaching). Each course will describe the number of hours required to be completed in classroom and the nature of the experience that a candidate must complete.

Secondary Education Major Subject Content Endorsement

Areas- 32 hours

- English/Language Arts/Speech
- Mathematics
- Science: Biology
- Physical Education
- Social Sciences

Program Objectives

- Apply learning theory in the development of instructional strategies to meet defined learning outcomes.
- Identify, apply and evaluate instructional design methods and principles in learning systems architectures.
- Effectively manage and lead instructional design project development in a changing environment.
- Demonstrate knowledge and understanding of the role of instructional design and technology as it relates to human performance.
- Utilize learning analytics to support data-driven decision making critical to change and improvement.
- Contribute to the improvement of instructional methodologies and development of learning innovations through research.

Areas of Study

Course	Course Name	Hours
IDT-6100	Foundations of Instructional Design and Technology	3
IDT-6300	Instructional Strategies for Learning Technologies	3
IDT-6200	Social Computing	3
IDT-6400	Needs Assessment and Task Analysis	3
IDT-6500	Project Management for Instructional Design	3
IDT-6600	Systemic and Technological Innovation	3
IDT-6700	Human-Computer Interaction and Multimedia Design	3
IDT-6800	Learning Analytics and Data-Driven Decision Making	3
IDT-6250	Evaluation Methodology Applications in instructional Design and Technology	3
IDT-6990	Capstone in Instructional Design and Technology	3
Total Credit Hours		30

Master's Capstone Experience:

Plan, develop, implement, and evaluate an instructional design for the purpose of enhancing learning. To be taken as the last course (capstone) in the master's in instructional design degree program.

NOTE: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

Thank you for your interest in Concordia University Chicago's Cohort programs.

Tuition Guarantee:

The special per credit hour cohort tuition for students starting in the Spring 2023 semester is: \$505 for Curriculum and Instruction; \$505 for Reading; \$535 for Principal Preparation Program; \$505 for ESL; \$505 for Differentiated Instruction; \$505 for Education Technology: Leadership; \$505 for Education Technology: Curriculum and Instruction; \$505 for Early Childhood Education; \$535 for Teacher Leader; and \$505 for Special Education. This rate is guaranteed not to increase over the life of the cohort. In addition, a technology fee of \$17 per credit hour (\$51 per 3 credit course) will be assessed for the purpose of supporting and enhancing student learning (Concordia e-mail, Blackboard, text notifications). We reserve the right to offer different tuition rates, or change the prices of other programs. Tuition may vary for students starting Summer 2023 and later.

Admission Requirements

- Undergraduate cumulative grade point average of at least 2.85 (on a 4.00 scale) and/or a Masters Degree with at least a 3.00 GPA
- Objective Statement essay
- Two letters of recommendation
- Official sealed academic transcripts from institutions where degrees were earned
- All licensure and endorsement programs have a minimum GPA requirement of 3.00; these programs include: C&I ESL, Educational Leadership/ Supt Endorsement, Educational Technology, Gifted Education, Reading Specialist, School Leadership/Principal Preparation, Special Education Early Childhood, Special Education LBS1, and Teacher Leader.

Once all materials are submitted and your file is complete, the following steps will be taken:



NOTE: Admission to Concordia University Chicago depends on several factors, including: the cumulative GPA, program fit, professional experience, letters of recommendation, and an objective statement (critical writing sample). Students who do not have an undergraduate cumulative GPA of at least 2.25 (on a 4.00 scale) will not be considered for admission.

1. Your file will be reviewed by the Graduate Admission Committee.
2. An admission decision will be reached immediately following the committee review, and you will be notified in writing within a few days.

Applicants may enroll in one semester of classes as a "pending" student awaiting an admission decision. Please note that participation and enrollment in the cohort does not guarantee admission to the University. Pending students who are denied admission will not be automatically withdrawn from the class, and will not receive a tuition refund. Pending students are not eligible for financial aid, therefore, please complete the admission process and submit official transcripts by the beginning of the semester for full admission to the graduate cohort program.

Cohort Information

Class size is limited to 30 students for face-to-face programs, 18 students for online programs and 18 students for hybrid programs. The Office of Graduate Admission and Enrollment Services will send a letter and a graduate catalog upon receipt of your application, and non-refundable \$50.00 application fee. If you have any questions regarding your admission status, please feel free to contact us at:

Office of Graduate Admission and Student Services

Phone: 708-209-4093

Fax: 708-209-3454

Email: graduate.admission@CUChicago.edu

International Student Seminar Requirement

International students pursuing a Master's degree at Concordia University Chicago are required to take the Seminar in Higher Education in addition to the courses required for their degree program. The Seminar is a 3-credit course taken during the student's first semester as an enrolled student. This course will serve as an introduction to the U.S. based higher education learning environment. Students will work to develop academic language, graduate level study skills and gain essential support with cultural & institutional acclimatization.

Other Contacts

Cohort Information	Graduate Information Office	708-957-5994
Payment Plan	Office of Student Business Services	708-209-3241
Financial Assistance	Office of Student Financial Planning	708-209-3113
Online FAFSA Form	www.fafsa.ed.gov	800-4-FED AID



NOTE: Those who intend to apply for financial aid should complete the financial aid process at the same time they apply for admission. Financial aid is available to admitted students (not pending/guest status) and is not retroactive.