

Off-Campus and Online Education Programs

Thank you for your interest in Concordia University Chicago's off-campus Master's degree programs. Tuition for these programs includes a **15% - 20% discount**, and space in each cohort is limited. Once you have submitted your application and attended an information meeting (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.

Apply online at <https://engage.cuchicago.edu/apply/> for faster processing.



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.

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

1 Application

Submit your application online at <https://engage.cuchicago.edu/apply/>



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.



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

Application Checklist for Admission



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 5)



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 6)



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.

Required for Illinois Principal Preparation Program and Director of Special Education students only:



Employment Verification Form



Illinois Principal Preparation and Director of Special Education Endorsement Candidates are required to have an Employment Verification form to be completed by your principal or human resources. This form can be completed [online](#).

Required for Counseling students only:



Counseling Questions (Page 7)



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 7 and submit your questionnaire via email, fax, or mail listed below.

Required for MAT Special Education:



MAT Special Education Content Coursework Evaluation (Page 8)



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 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

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 2026 should submit the 2025-2026 form. You will need your 2023 Federal Tax Return. All students will need your FSA ID (<https://studentaid.gov/fsa-id/sign-in/landing>) 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.studentaid.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.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 - Brohm Hall #131

7400 Augusta Street

River Forest, IL 60305



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).

In order to complete your admission file please respond to the following essay questions. Each answer should be at least 3 paragraphs and should be approximately 250-300 words. These essay questions 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 your willingness to pursue self-examination and personal and professional self-development).

Your answers can also be added directly into Slate, where you can save and continue later by clicking the 'save for later' button at the bottom of the form.

- 1 Please provide a statement of your career goals at this time including:**
 - a. Population/ disorder you would like to serve.
 - b. Type of counseling environment you would prefer (private practice, hospital, group home, clinic, specialty area, etc.).
 - c. Desired income.
 - d. Reason for wanting to be a counselor.
- 2 Beyond your GPA, please provide specific examples of the following:**
 - a. Your ability to be self-motivated.
 - b. Your history of task-oriented completion.
 - c. Describe where and how you have effectively learned in an online environment.
- 3 Respond to the following:**
 - a. Is there a population you would rather not work with in counseling? If so, who? How do you plan to become able to serve said population?
 - b. Provide an example of a good relationship you have with someone who is different from yourself (perhaps in terms of gender, race, ethnicity, sexual orientation, disability, religion, or politically) and how you developed this relationship despite your differences.
- 4 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

Name ID#

College/Universities Attended

Required Content Coursework	Course #	Course Title	SH	Grade	Inst. Code
English-Language Arts: 3 credits <i>Writing</i>					
Fine Arts or Literature: 3 credits					
Mathematics: 3 credits					
Science: 3 credits					
Social Studies: 3 credits <i>American Gov. or U.S. History</i>					
Social Science: 3 credits <i>Preferred Psychology or Sociology</i>					

Reviewed by	<input type="text"/>	Date	<input type="text"/>
Reviewed by	<input type="text"/>	Date	<input type="text"/>
Reviewed by	<input type="text"/>	Date	<input type="text"/>

Policies:

- Grades of "B" or higher in college-level coursework (not remedial level) will fulfill content coursework requirements.
- Academic credit is granted in semester hours. Course credit listed by other units (e.g. quarter, trimester, etc.) will be converted to equivalent to CUC semester hours.
- Content coursework must be completed at an accredited institution of higher education and be documented on an official transcript.
- This 18-semester hour PCC can fulfill the content coursework requirement for any MAT student.
- Students graduating in the Fall of 2024 or Spring of 2025, will receive Dean approval for the 18-semester hour PCC option after Faculty Advisor recommendation.
- Current students graduating in the Summer or Fall of 2025 or later will need to change their catalog to the 2025-2026 Graduate Academic Catalog when available as early as the summer of 2025 semester.

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.

**Six courses fulfill the state of Illinois course requirements for LBS1 Special Education endorsement. Our LBS1 Endorsement Only program is 18 credits and completed in 1 year, 8 weeks.*

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 6896	Practicum and Seminar in Special Education Leadership 1	3
SPED 6897	Practicum and Seminar in Special Education Leadership 2	3
RES 6600	Research in Education	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.

**CUC does not have an ISBE-approved Director of Special Education endorsement program. CUC offers the courses that may lead to the endorsement for those who qualify to be able to add the DOSE endorsement onto an existing General Administrative Certificate or Illinois Principal endorsement. These five courses are recommended for students pursuing the Director of Special Education (DOSE) in Illinois. CUC does not directly entitle for the Director of Special Education. It is the student's responsibility to ensure they have fulfilled all state requirements through ISBE.*

Program Objectives

- Strengthen theoretical understandings of early childhood education and increase knowledge of child development, with emphasis on the young child from birth through age 8.
- Increase awareness of partnerships with children's families and communities.
- Understand child observation, documentation, and other forms of assessment are central to the practice of all early childhood education.
- Strengthen understanding and use of a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Increase knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for each and every young child.
- Develop skills in administration and organization of early childhood education programs as they engage in and advocate for children and the profession.
- Participate in a variety of field experiences to develop knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood education.

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.

**Courses required for the ECE Endorsement in Illinois. Those completed for the ECE Endorsement Only program. Endorsement only program takes 1 year, 8 weeks to complete.*

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	Hours
CED-6005	Fundamentals of School Counseling	3
CED-6010	Counseling Theory and Practice	3
CED-6015	Counseling Intervention and Techniques	3
CED-6035	Counseling and Human Development	3
CED-6045	Ethics, Law and Morality for Counselors	3
CED-6055	Multicultural Counseling	3
CED-6210	School Counseling Program Development and Organization	3
CED-6220	Counseling and Consulting Schools	3
CED-6230	Evaluation and Research for Counselors	3
CED-6240	Group Work in Schools	3
CED-6250	Fundamentals of Assessment	3
CED-6260	Career Counseling for School Counselors	3
Total Credit Hours		36

Electives- Select one 6000-level course from CED in consultation with your Graduate Program Specialist (GPS) to coordinate the elective registration. Electives are available on a semester basis. (3 hours)

Clinical Experience		
CED-6920	Practicum: School Counseling	3
Select one of the following sequences:		6
CED-6926 & CED-6927	Internship: School Counseling I and Internship: School Counseling II	
CED-6928 & CED-6929	Internship: School Counseling I and Internship: School Counseling II	
Total Credit Hours		48

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

- 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

Required Courses		
EDL-6120	Supervision and Improvement of Instruction	3
EDL-6130	School Evaluation and Change Process	3
EDL-6140	Curriculum and Assessment: Framework for Student Learning	3
EDL-6230	School Law and Policies	3
EDL-6235	Principal as Resource Manager	3
EDL-6240	Instructional Leadership	3
EDL-6300	Ethical Leadership: Models and Practices	3
EDL-6310	Schools, Families, and Community Partnerships	3
RES-6600	Research in Education	3
EDL-6993	Illinois Principal Preparation Program: Internship I*	3
EDL-6994	Illinois Principal Preparation Program: Internship II*	3
Total Credit Hours		30

Prerequisite: The student must be in the Principal Preparation Program. Students must consult with their Graduate Program Specialist (GPS) advisor before registering for these courses.

*RES 6600 required for students pursuing full MA only. Principal Endorsement Only program is 30 total credits.

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.

Areas of Study

Course	Course Name	Hours
EDU-6010	Differentiation of Learning Theory	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
EDU-6040	Seminar in Differentiated Instruction	3
EDL-6530	Teacher Leadership: Instructional Coaching and Mentoring	3
EDL-6715	Teacher Leadership: Providing Instructional Support	3
EDT-6010	Integrating Technology Across the Curriculum	3
ESL-6350	Cross-Cultural Studies: Teaching Culturally and Linguistically Diverse Students	3
SPED-6365	Strategies for Students with Specific Learning Disabilities & Emotional Disabilities	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.

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.

Candidates 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.

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

1.5 years for Gifted Endorsement Only

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.

Under Illinois State Board of Education (ISBE) guidelines, if you have an Illinois license, you need to take 18 semester credit hours of specific coursework to be eligible for the Gifted Endorsement. At CUC, our state-approved endorsement program is 24 credit hours in length. Note: a student may seek, on their own, the ISBE endorsement after completing the required 18 hours; or they complete the 24 hours to then have the official 'Completed State-Approved Program' noted on CUC official transcripts.

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-6200	Beginning Reading Instruction	3
EDU-6205	Foundations of Language and Reading Theory	3
EDU-6212	Studies in Literacy and Multiliteracy	3
EDU-6230	Content Reading: Middle and Secondary Schools	3
EDU-6234	Assessment of Reading with Remedial Materials and Resources	6
EDU-6291	Roles, Relationships and Ethics of the Reading Professional	3
EDU-6298	Reading Practicum Using Developmental Instruction and Support (16 weeks)	6
EDU-6300	Perspectives in Research and Literature Across all Grade Ranges	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

24 credits for the Technology Specialist Endorsement Only, completed in 1.5 years

Capstone Experience:

The EDT-6080 Applied Project in Educational Technology course serves as the capstone experience for this degree. A 3.0 grade-point average in courses in the MA-Educational Technology program is required prior to taking EDT-6080 Applied Project in Educational Technology.

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 educational 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.
- Synthesize technology-enhanced practices in professional settings to build learning communities.
- Use student achievement data to evaluate instructional practices in a data-driven decision-making environment.
- Differentiate instruction using adaptive/assistive technology.
- Promote and model digital citizenship and responsibility.
- Recognize and evaluate trends in educational technology.

Areas of Study

Course	Course Name	Hours
EDT 6010	Integrating Technology Across the Curriculum	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 6210	Theoretical, Ethical, and Practical Foundations of Educational Technology	3
OTES 6500	Instructional Design for Digital Learning	3
EDT 6220	Educational Technology Trends in the Classroom	3
SPED 6230	Assistive Technology: Principles and Practice	3
EDU 6640	Teacher as Researcher	3
EDU 6556	Seminar in Reflective Practice	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-6110	Foundations of Curriculum and Instruction	3
EDU-6380	Assessment, Evaluation and Data-Driven Decision Making	3
EDU-6500	Curriculum Construction	3
EDU-6525	Teacher as Practitioner	3
EDU-6535	Teacher as Leader	3
EDU-6640	Teacher as Researcher*	3
EDU-6556	Seminar in Reflective Practice*	3
	Electives (Select nine hours from the following):	
EDI-6030	Instructional Methods for the Differentiated Classroom	3
EDL-6715	Teacher Leadership: Providing Instructional Support	3
EDT-6010	Integrating Technology Across the Curriculum	3
EDU-6212	Studies in Literacy and Multiliteracy	3
EDU-6526	Socially, Culturally and Linguistically Diverse Students: Perspectives for Practitioners	3
EDU-6540	Special Education Curriculum and Pedagogy	3
EDU-6750	Issues and Trends in Curriculum and Instruction	3
EDU-6770	Trauma-Informed Pedagogy	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.

*** These courses are offered in a sequence and cannot be taken concurrently during the same part of term. Students will complete all other courses before the capstone sequence. Please contact your GPS, and view Degree Works and your cohort template for more information.**

Program Overview

The Master of Arts in Curriculum and Instruction with Endorsement is directed toward the preparation of master classroom teachers looking to concentrate on curriculum and instruction in conjunction with a specialized endorsement. This program enables teachers to increase mastery of curriculum methodology, pedagogy, and theoretical applications and apply these skills to their teaching and their endorsement specialization.

Areas of Study

ESL

- EDU-6500 Curriculum Construction 3
- ESL-6640 Teacher as Researcher 3
- ESL-6556 Seminar in Reflective Practice 3
- SPED-6050 Teaching Culturally & Linguistically Diverse (CLD) Students w/ Disabilities: Characteristics Methods 3
- ESL-6027 Assessment of Language Minority Students* 3
- ESL-6300 Foundations of Bilingual/Bicultural Education* 3
- ESL-6350 Cross Cultural Studies: Teaching Culturally and Linguistically Diverse Students* 3
- ESL-6610 Language and Linguistics* 3
- ESL-6620 Teaching English as a Second Language* 3
- ESL-6630 Methods, Materials for Teaching Culturally and Linguistically Diverse Students* 3

Total Credit hours: 30

ESL & Bilingual

- **All ESL Courses in addition to the course below**
- EDU-6635 Methods and Materials for Teaching in a Bilingual Classroom 3

Total Credit Hours: 33

Early Childhood Education

- EDU 6110 Foundations of Curriculum and Instruction 3
- EDU 6380 Assessment, Evaluation, and Data-Driven Decision Making 3
- EDU 6500 Curriculum Construction 3
- EDU 6525 Teacher as a Practitioner 3
- ECE 6100 Early Childhood Curriculum and Content, Ages 3-5 3
- ECE 6105 Observation and Assessment 3
- ECE 6115 Infant and Toddler Curriculum 3
- ECE 6160 Child, Family and Multicultural Community 3
- ECE 6180 Trends and Methods in ECE in Literacy 3
- ECE 6320 Child Development and Ethics in Early Childhood Education 3
- EDU 6440 Teacher as Researcher: Capstone I 3
- EDU 6556 Seminar in Reflective Practice: Capstone II 3

Total Credit Hours: 36

Early Childhood Special Education

- EDU 6110 Foundations of Curriculum and Instruction 3
- EDU 6380 Assessment, Evaluation, and Data-Driven Decision Making 3

- EDU 6500 Curriculum Construction 3
- EDU 6525 Teacher as a Practitioner 3
- SPED 6500 Family and Community Relationships in Early Childhood Special Education 3
- SPED 6510 Language Development in Early Childhood Special Education 3
- SPED 6520 Special Education Assessment for Early Childhood Educators 3
- SPED 6530 Special Education Methods for Early Childhood Educators 3
- SPED 6540 Early Intervention Methods and Transitional Planning 3
- SPED 6892 Early Childhood Special Education Practicum 3
- EDU 6440 Teacher as Researcher: Capstone I 3
- EDU 6556 Seminar in Reflective Practice: Capstone II 3

Total Credit Hours: 36

Gifted Teacher

- EDU 6110 Foundations of Curriculum and Instruction 3
- EDU 6380 Assessment, Evaluation, and Data-Driven Decision Making 3
- EDU 6500 Curriculum Construction 3
- EDU 6525 Teacher as a Practitioner 3
- EDU 6710 Giftedness, Research & Policy 3
- EDU 6715 Curriculum Development for Gifted and Talented Learners 3
- EDU 6720 Identification, Assessment and Evaluation of Instructional Models for Gifted Learners 3
- EDU 6725 Differentiated Instruction for Gifted and Talented Learners 3
- EDU 6735 Assessing Gifted and Talented Students 3
- EDU 6745 Gifted and Talented Practicum (PK-12) 3
- EDU 6440 Teacher as Researcher: Capstone I 3
- EDU 6556 Seminar in Reflective Practice: Capstone II 3

Total Credit Hours: 36

**These courses are offered in a sequence and cannot be taken concurrently during the same part of term. Students will complete all other courses before the capstone sequence. Please contact your GPS, and view Degree Works and your cohort template for more information.*

Areas of Study

Reading Teacher

- EDU 6110 Foundations of Curriculum and Instruction 3
- EDU 6380 Assessment, Evaluation, and Data-Driven Decision Making 3
- EDU 6500 Curriculum Construction 3
- EDU 6525 Teacher as a Practitioner 3
- EDU 6212 Studies in Literacy and Multiliteracy 3
- EDU 6230 Content Reading: Middle and Secondary Schools 3
- EDU 6234 Assessment of Reading with Remedial Materials and Resources 6
- EDU 6298 Reading Practicum Using Developmental Instruction and Support 6
- EDU 6640 Teacher as Researcher: Capstone I 3
- EDU 6556 Seminar in Reflective Practice: Capstone II 3

Total Credit hours: 36

Teacher Leader

- EDU 6110 Foundations of Curriculum and Instruction 3
- EDU 6380 Assessment, Evaluation, and Data-Driven Decision Making 3
- EDU 6500 Curriculum Construction 3
- EDU 6525 Teacher as a Practitioner 3
- EDL 6120 Supervision and Improvement of Instruction 3
- EDL 6130 School Evaluation and Change Process 3
- EDL 6140 Curriculum and Assessment: Framework for Student Learning 3
- EDL 6310 School, Families and Community Partnerships 3
- EDL 6725 Teacher Leadership: Building Collaborative Relationships 3
- EDL 6775 Leading School Based Professional Learning Communities (PLC's) 3
- EDL 6988 Teacher Leader Practicum 3
- EDU 6640 Teacher as Researcher: Capstone I 3
- EDU 6556 Seminar in Reflective Practice: Capstone II 3

Total Credit Hours: 39

**These courses are offered in a sequence and cannot be taken concurrently during the same part of term. Students will complete all other courses before the capstone sequence. Please contact your GPS, and view Degree Works and your cohort template for more information.*

Masters 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

- 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 the instruction of exceptional learners.

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. The Teacher Leader Endorsement Only option is 21 total credits completed in 1 year, plus 1 semester.*

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

Pre-Professional Courses:

- EDUC-6150 Foundations in Education (3 credit hours)
- EDUC-6250 Integrating and Assessing Learning in Diverse Classrooms (3 credit hours)
- EDUC-6350 Theories of Learning, Language Acquisition and Cognition Across Cultures (3 credit hours)

Total Credit Hours: 9

Professional Courses: Students must be admitted to College of Education to continue.

- EDUC-6290 Characteristics and Instruction of Exceptional Learners (3 credit hours)
- EDEL-6901 Teaching English Language Arts: Content (3 credit hours)
- EDEL-6902 Teaching English Language Arts: Methods and Assessment (3 credit hours)
- EDEL-6922 Professionalism, Leadership, Communication and Ethics for Pre-service Elementary Teachers (3 credit hours)
- EDEL-6908 Teaching Science: Content, Methods and Assessment (3 credit hours)
- EDEL-6910 Teaching Social Studies: Content, Methods and Assessment (3 credit hours)
- EDEL-6918 Teaching Physical Education and the Fine Arts: Content, Methods and Assessment (3 credit hours)
- EDEL-6919 Teaching Mathematics: Content, Methods and Assessment (3 credit hours)

Total Credit Hours: 24

Student Teaching Internship:

- EDUC-6985 ed TPA Seminar and Colloquium (0 credit hours)

Choose one:

- EDUC-6921 Student Teaching: Elementary Education (6 credit hours)
- EDUC-6925 MAT Capstone* (3 credit hours)

Total Credit hours: 3-6

Total Hours: 36-39

Content Coursework Requirements for MAT - Elementary Education Program Studies

-Requires grades of C or higher in college-level coursework (not remedial) to fulfill content coursework requirements.

-Must be completed at regionally accredited institution(s) of higher education and be documented on official transcript(s).

- 3 semester hours: English Language Arts (composition or literature)
- 3 semester hours: Mathematics (algebra, geometry or statistics)
- 3 semester hours: Science (biological or physical science)
- 3 semester hours: Social Studies (history, government or geography)
- 6 additional semester hours from required categories above or fine arts, speech, psychology or humanities.

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 classrooms and the nature of the experience that a candidate must complete.

Capstone Experience:

- Positive Impact Presentation (PIP) on student learning
- Teacher Performance Assessment [edTPA]: State-required portfolio, taken during the student teaching semester, is to be passed and submitted to the Illinois State Board of Education prior to licensing (PEL).

**An accelerated pathway for eligible teaching candidates that will waive the traditional, supervised student teaching experience in favor of a MAT Capstone Course where the approved teacher candidate will teach in their own classroom under the guidance of an authorized school official in lieu of the 16-week student teaching internship course. This course may only be taken with special approval of the Director of Field Experience and the Division Chair.*

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

Prerequisites to Professional Courses

- EDUC-6045 Introduction to Theories of Learning and Cognition (3 credit hours)
- EDUC-6435 Introduction to Education (3 credit hours)

Total Credit Hours: 6

Professional Courses

- EDSC-6230 Literacy Instruction for Content Area Classrooms: Middle and Secondary
- EDSC-6570 Teaching Diverse Learners at the Secondary Level
- EDUC-6040 Introduction to Classroom Teaching and Technology for Learning
- EDUC-6060 Classroom Management and Assessment
- EDUC-6290 Characteristics and Instruction of Exceptional Learners
- EDUC-6415 Professional Responsibility and Ethics for Teachers
- EDUC-6445 Introduction to Research: Pre-Service Teachers

Select one of the following courses per chosen concentration:

- EDSC-6602 Content and Methods for Teaching English at the Middle and Secondary Levels
- EDSC-6605 Content and Methods for Teaching Physical Education at the Middle and Secondary Levels
- EDSC-6606 Content and Methods for Teaching Mathematics at the Middle and Secondary Levels
- EDSC-6618 Content and Methods for Teaching Science at the Middle and Secondary Levels
- EDSC-6619 Content and Methods for Teaching Social Science at the Middle and Secondary Levels

Total Credit hours: 24

Student Teaching Internship

- EDUC-6985 edTPA Seminar and Colloquium (0 credit hours)

Choose one:

- EDUC-6922 Student Teaching: Secondary Education (6

credit hours)

- EDUC-6925 MAT Capstone* (3 credit hours)

Total Credit Hours: 3-6

Total Hours: 33-36

Subject Area Endorsements for Secondary Education

- English Language Arts
- Mathematics
- Physical Education
- Science
- Social Science – History Designation

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 classrooms and the nature of the experience that a candidate must complete.

Capstone Experience

Positive Impact Presentation (PIP) on student learning

Teacher Performance Assessment [edTPA]: State-required portfolio, taken during the student teaching semester, is to be passed and submitted to the Illinois State Board of Education prior to licensing (PEL).

** An accelerated pathway for eligible teaching candidates that will waive the traditional, supervised student teaching experience in favor of a MAT Capstone Course where the approved teacher candidate will teach in their own classroom under the guidance of an authorized school official in lieu of the 16-week student teaching internship course. This course for students in the accelerated pathway will be a 3-credit hour course including completion of the Educational Teaching Portfolio Assessment (EdTPA) and a Positive Impact Presentation (PIP) and all other requirements as outlined by ISBE. This course may only be taken with special approval of the Director of Field Experience and the Division Chair.*

Program Objectives

- Develop the abilities for research and critical thinking as a special educator
- Exhibit high standards of professional competence and ethical practice
- Improve understanding of the needs of families
- Understand reflective practice and culture
- Explore the role of advocacy for and with key stakeholders
- Engage in planning for continuous improvement and professional learning

Areas of Study

Pathway 1

- SPED 6425 Psychology & Methods of Teaching the Exceptional Learner 3
- EDU 620 Beginning Reading Instruction 3
- EDU 6212 OR EDU 6230 Studies in Literacy and Multiliteracy -OR- Content Reading: Middle and Secondary Schools 3
- SPED 6050 OR ESL 6630 Teaching Culturally & Linguistically Diverse (CLD) Students w/ Disabilities: Characteristics Methods -OR- Methods and Materials for Teaching Culturally and Linguistically Diverse Students 3
- SPED 6230 Assistive Technology: Principles and Practice 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 Specific Learning and Emotional Disabilities 3
- SPED 6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities 3
- SPED 9370 Curriculum Based and Educational Measurements of Exceptional Learners 3
- EDUC 6985 Student Teaching Seminar² 3
- EDUC 6929 OR EDUC 6925 MAT SPED Student Teaching Internship -OR- MAT Capstone⁶ or 3

Total Credit hours: 33-36

- SPED 6900 MAT-SPED Program Supervision (as needed) 0

Pathway 2

- SPED 6425 Psychology & Methods of Teaching the Exceptional Learner 3
- EDU 6200 Beginning Reading Instruction 3
- EDU 6212 OR EDU 6230 Studies in Literacy and Multiliteracy -OR- Content Reading: Middle and Secondary Schools 3
- SPED 6050 OR ESL 6630 Teaching Culturally & Linguistically Diverse (CLD) Students w/ Disabilities: Characteristics Methods -OR- Methods and Materials for Teaching Culturally and Linguistically Diverse Students 3

- SPED 6230 Assistive Technology: Principles and Practice 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 Specific Learning and Emotional Disabilities 3
- SPED 6365 Instructional Strategies for Students with Specific Learning Disabilities and Emotional Disabilities 3
- SPED 9370 Curriculum Based and Educational Measurements of Exceptional Learners 3

Total Credit Hours: 30

Content Coursework Requirements for MAT – Special Education Program Studies

Grades of C or higher in college-level coursework (not remedial) will fulfill content coursework requirements.

Content coursework must be completed at regionally accredited institution(s) of higher education and be documented on official transcript(s).

- 3 semester hours: Writing
- 3 semester hours: Fine arts or literature
- 3 semester hours: Mathematics
- 3 semester hours: Science
- 3 semester hours: Social studies (American Government or U.S. History)
- 3 semester hours: Social science (psychology or sociology preferred)

Clinical Experience (Pre-Professional Hours)

Minimum of 100 hours (all pre-professional hours are embedded in the MAT coursework).

Each course will describe the number of hours required to be completed in classrooms and the nature of the experience that a candidate must complete.

Upon successful completion of Pathway 1 degree requirements, candidates are eligible to apply for a Professional Educator License (PEL) with Special Education endorsement from the state of Illinois for grades PK-22. Pathway 2 graduates are not eligible for any state of Illinois endorsement upon completion of this program. **Students must have a grade of C or higher in all master's courses and content coursework for successful program completion.**

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 tuition for students starting in the Spring 2026 semester is \$505 per credit hour, except Illinois Principal Preparation, Teacher Leader, and Clinical Mental Health Counseling, which are \$535 per credit hour, and MAT Elementary/Middle/PK-12 PE/Secondary, which are \$510 per credit hour. The TESOL Certificate program is \$460 per credit hour. This rate is guaranteed not to increase over the life of your enrollment in the program as long as students remain continuously enrolled. In addition, a technology fee of \$18 per credit hour (\$54 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 2026 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.studentaid.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.