

SPECIAL EDUCATION LEADERSHIP AND ADVOCACY (PHD)

The doctoral program in Special Education Leadership and Advocacy is designed for candidates who desire to continue their education as educators, administrators, and scholars prepared for leadership and administration roles in the area of special education in PreK-22 schools, public or private institutions, and/or educator preparation higher education programs. This program develops special education experts who can design, implement, evaluate, supervise, manage, and lead programs in a variety of public and private settings.

*Note: Some of the courses in this program may be applied to the Director of Special Education (DOSE) Endorsement requirements. CUC has an ISBE-approved DOSE program for special education administration for those who are **eligible**, provided that the appropriate state testing standard has been met. Students must enroll in and successfully complete CUC's DOSE Post-Master's Endorsement Program for direct entitlement. Students interested in the Director of Special Education (DOSE) endorsement should see CUC's Director of Special Education (DOSE) endorsement post-master's program (<https://catalog.cuchicago.edu/graduate/postmasters-endorsement-programs/DOSE/>).*

The goals of doctoral study in this program are to:

- develop the abilities for research and critical thinking in the field of special education, leadership, special education administration, and advocacy from a domestic and international lens;
- exhibit high standards of professional competence and ethical practice;
- critically analyze and apply theoretical and practical knowledge across settings;
- develop competency in special education leadership, administration, specialized instruction, curricular access, accessible technology, program development, and program evaluation;
- improve understanding of the needs of families as it relates to special services;
- in the work of serving those with disabilities and their families, understand the role of collaboration and advocacy in supporting key stakeholders specific to main social issues regarding disability;
- expand existing special education and related service provider's or current special education administrator's, knowledge, skills, and application of leadership and advocacy relevant to special education, disability, and learning differences in PreK-22 settings and higher education applications;
- teach future special education administrators/directors to establish, supervise, and oversee equitable and effective special education systems and increase current special education leader's expertise, and
- analyze, synthesize, support, and lead change efforts related to teacher development in special education.

Additionally,

- Understand, conduct, disseminate, and critically evaluate original research

- Promote the learning of others through strong written and oral communication
- Critically analyze and understand content in one's chosen field
- Prepare program development and research proposals

General Graduate Admission Requirements

All applicants must meet the general admission requirements for Concordia University Chicago graduate programs as published in the Concordia University Chicago academic catalog (<https://catalog.cuchicago.edu/graduate/graduate-admission-student-services/>).

New students are accepted into graduate degree-seeking, certificate, endorsement and/or post-graduate programs for online and on-campus study in the fall, spring, or summer semesters. Previously admitted students seeking to change programs may do so at the beginning of a semester (only) by submitting a Change-of-Program quick app (<https://capp.cuchicago.edu/graduate/change-of-program/>). Applicants must be in good academic standing according to Concordia University Chicago's satisfactory academic progress standards at the time of requesting a program change.

Students awarded the Ed.S. in Leadership (non-licensure) at CUC are not eligible for admission to this doctoral program at CUC.

Program Specific-Admission Requirements

Master's degree in Special Education or a related field from a regionally accredited institution of higher education.

Students seeking the DOSE endorsement must provide proof of at least two years of full time experience providing special education services in:

- public schools, as a special education teacher, speech-language pathologist, school social worker, or school psychologist; or
- nonpublic schools, if the candidate holds the appropriate corresponding Illinois professional educator license endorsed in a special education teaching field or for school support personnel as a speech-language pathologist, school social worker, school psychologist, school counselor, school nurse or marriage and family therapist.

Degree Requirements

Code	Title	Hours
Leadership, Foundations, and Administration Core		
SPED-6250	Special Education Law and Policy ¹	3
or EDL-6250	Special Education Law and Policy	
SPED-6225	Special Education Finance ¹	3
SPED-6375	Supervision of Programs and Facilitation of LRE for Children with Disabilities ¹	3
SPED-7900	Special Education Leadership and Administration Internship ¹	3
FPR-7011	Philosophical and Theoretical Foundations of Leadership	3
EDL-6310	School, Families and Community Partnerships	3
Special Education Specialization		
SPED-7030	Seminar in Low Incidence Disabilities ¹	3
SPED-7040	Seminar in High Incidence Disabilities ¹	3

SPED-7010	Assistive Technology for Students with Disabilities	3
SPED-7020	Principles of Applied Behavior Analysis, Assessment, and Single-case Design	3
SPED-7060	Current Issues and Trends in Special Education	3
SPED-7100	Disability Studies and International Perspectives on Special Education	3
RLL-7010	Instructional Approaches to Reading, Writing and Language	3

Elective (select one course)

EDU-7500	Instructional Coaching for Effective Teaching	3
EDU-7030	The Impact of the Elementary and Secondary Education Act (ESEA) on the Educational Landscape	3
EDU-7420	Multicultural Education: Pedagogy in Practice	3
EDU-7600	Global Perspectives in Curriculum and Instruction	3
EDU-7700	Research-Based Instructional Practices	3
EDT-7030	Design of Learning Environments	3
ECE-7010	Child Development and the Educational Process	3
ECE-7030	Trends, Issues and Research in Early Childhood Education	3
ECE-7040	Cultural and Socioeconomic Influences Affecting Diverse Learners	3
RLL-7040	Cultural and Socioeconomic Perspectives of Literature and Literacy	3
EDL-7260	School/District Improvement Using Data Analysis	3
EDL-7301	Ethics for Educational Leaders for the Illinois Superintendent Endorsement	3
EDU-6212	Studies in Literacy and Multiliteracy (Illinois Requirement 1 Reading Methods) ²	3
EDU-6230	Content Reading: Middle and Secondary Schools ²	3
SPED-6050	Teaching Culturally & Linguistically Diverse (CLD) Students w/ Disabilities: Characteristics Methods ²	3
ESL-6630	Methods and Materials for Teaching Culturally and Linguistically Diverse Students ²	3

Or other elective (only with pre-approval from division chair)

Research and Statistics

RES-7605	Quantitative Analysis	3
RES-7700	Qualitative Research	3
RES-7800	Mixed Methods Research	3
RES-7620 or RES-7710	Advanced Topics in Statistics Advanced Qualitative Analysis	3

Pre-Dissertation Research Design, Comprehensive Exam, and Dissertation

RES-7900	Research Design	4
COMP-7000	Comprehensive Examination	0
DISS-7010	Dissertation I	3

DISS-7020	Dissertation II	3
DISS-7030	Dissertation III ³	3
Total Hours		67

¹ If dually enrolled in the DOSE endorsement program, these courses are also required for DOSE Pathways A, B or C.

² Students dually enrolled in the Ph.D. in Special Education Leadership and Advocacy program and the DOSE post-master's endorsement program (Pathway C) are advised to select one of these courses.

³ Upon completion of the nine required hours of dissertation coursework, candidates must maintain continuous enrollment with DISS-8000 Dissertation Supervision until program completion.

CUC will adhere to ISBE regulations and requirements, which are subject to change.

Only credit earned beyond a student's first master's degree can be considered for transfer credit for this or any doctoral program at CUC.

Doctoral Graduation Requirements

- Have on file an application as a doctoral graduate student in this program.
- Have on file one official transcript from EACH college/university attended of all previous coursework taken.
- Complete, for this degree and program,
 - the credit hours and levels as designated,
 - within the specified time limit,
 - with grades of C- or higher,
 - with a minimum cumulative GPA of 3.0.
- Students completing multiple advanced programs or degrees at CUC must have a 3.0 GPA in each academic program in addition to a minimum cumulative GPA of 3.0.
- If transfer credit is approved to be applied: have on file an approved "Graduate Transfer Credit Approval" form(s) or evaluation(s).
- Have on file the Intent to Graduate/Complete form with the Office of the Registrar by the published deadline.
- Have on record the dissertation uploaded into ProQuest.
- Take and pass the final examination or terminal requirements in the program during or after the final course.
- Approval of the faculty.
- All administrative obligations to CUC must be cleared in order to prompt the release of CUC transcripts and diploma(s).

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

This program leads to Illinois licensure with direct University entitlement. The awarding of initial Illinois teaching licensure requires the completion of your academic program (including all required content area coursework) and a passing score on the corresponding Illinois State Licensure Test(s). For the specific information and test requirements for licensure you are seeking, please refer to ISBE (<https://www.isbe.net/Pages/Professional-Educator-License-Teaching-Endorsements.aspx>)'s webpage or contact the Licensure Officer at licensure@cuchicago.edu.