Reservation of the Right to Modify

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the university. The university reserves the right, without prior notice, to make changes in its operations, regulations, curriculum, courses, academic policies, tuition and fees, and activities as the Board of Regents, University President, administration, and faculty consider appropriate and in the best interest of Concordia University, Nebraska.
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University Profile

Concordia University opened its doors on Nov. 18, 1894, with one professor, a dozen male students and a three-year high school curriculum. Concordia has since grown into a fully accredited, coeducational university, which has granted more than 22,000 degrees and certificates. Concordia, Nebraska is one of 10 institutions operating under the auspices of The Lutheran Church—Missouri Synod’s Concordia University System.

MISSION STATEMENT OF CONCORDIA UNIVERSITY, NEBRASKA

Concordia University, Nebraska is an excellent academic and Christ-centered community equipping men and women for lives of learning, service and leadership in the church and world.

STATEMENT OF AFFILIATION

Concordia University, operating under the auspices of The Lutheran Church—Missouri Synod, is a coeducational institution of higher learning committed to the Christian growth of its students.

MISSION STATEMENT OF THE COLLEGE OF GRADUATE STUDIES AND ADULT EDUCATION

The College of Graduate Studies and Adult Education at Concordia Nebraska provides a Christ-centered, innovative, and dynamic educational experience that advances life-long learners as they serve and lead in their professions.

VISION STATEMENT OF THE COLLEGE OF GRADUATE STUDIES AND ADULT EDUCATION

The College of Graduate Studies and Adult Education at Concordia Nebraska will build a strong foundation based on quality, passion, innovation, and adaptation to support growth in enrollment to 5,000 students by 2020. We will focus on the needs of our current students and adapt to the needs of potential students during our journey to provide the highest quality academic experience that is current and prepares them to make a positive impact on those they touch in their chosen vocations. We will use our collective passions for Christ and holistic growth to collaborate in the ascent of all programs and professionals within the College of Graduate Studies & Adult Education.

CORE VALUES OF THE COLLEGE OF GRADUATE STUDIES AND ADULT EDUCATION

Christ
….is at the center of how we live our lives and the experience we provide our students as part of Concordia University Nebraska

Students
….are who our primary focus when determining how to deliver curriculum
Quality
.....will be provided in the student experience

Positive Future
.....is what our programs will provide our students with the tools to create for themselves and their families

Adaptivity
.....will be embraced and is something we will welcome if it will meet new needs of students

Innovation
.....will be at the forefront of our thoughts: “How can we provide something new?”

Open Communication
.....means comfort and honesty with one another, our staff and our students

Passion
.....is a fire that sits inside all of us as educators who are focused on our students

OUTCOMES OF THE COLLEGE OF GRADUATE STUDIES AND ADULT EDUCATION
The outcomes of the Graduate College at Concordia are to:

1. Value the knowledge and experiences students bring to our programs and build confidence and expertise that empowers them to serve and lead others through their profession;
2. Promote a holistic and Christ-centered worldview, which informs ethical behavior;
3. Teach relevant, innovative content via engaging instructional methods that foster sophisticated, independent student problem-solving;
4. Develop students’ skills and dispositions for effective communication, evidence/research-based decision-making, advocacy for those our students serve, responsible servant leadership and cultural competence.
5. Establish a supportive environment wherein collaborative, integrated relationships emerge in the classroom, church, and world.

SETTING
In August of 2008, Concordia extended its graduate, degree completion, and training opportunities into Fallbrook, an area of Lincoln located near the I-80 and Hwy. 34 interchange. In 2012, graduate programs were moved to an online format.

Concordia’s main campus is in Seward, NE, about 20 miles west of the Lincoln course location. The main campus covers nearly 120 acres and features more than 25 buildings. Because Concordia draws the majority of its traditional-age students from outside Nebraska, residence hall living and student activities play prominent roles in shaping these students’ total educational experience. Concordia has 11 residence halls, a student center, athletic fields for intercollegiate and intramural sports and an abundance of open space for informal recreational activities. During the 1999-2000 academic year, the 65,000-square-foot Thom Leadership Education Center was placed into service, and it was dedicated in the fall of 2000. The Osten Observatory was added to campus in 2002. During the spring of 2006, an apartment-style residence hall was constructed, and a Sprinturf synthetic playing surface was installed in the stadium. In 2009, Concordia opened its Health, Human Performance and Athletic Center. It is among the finest facilities of its kind for colleges within the NAIA and for any university of Concordia’s size.

Seward is an ideal home for Concordia University’s main campus. The town’s 6,400 people welcome students into their community, and many local businesses provide jobs for students. The campus is within walking distance of downtown shops, eating establishments and a movie
theater. St. John Lutheran Church, just across the street from campus, serves as a home church for many faculty members and students. St. John Lutheran School serves as a laboratory for Concordia's teacher education students. Seward is just six miles from Interstate 80 and 24 miles west of Lincoln, the state capital and home of the University of Nebraska's main campus. A trip to Omaha takes roughly 75 minutes.

ACCREDITATION

Concordia University, Nebraska is accredited by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools (www.ncahigherlearningcommission.org; 312-263-0456).

Concordia is approved by the Nebraska State Board of Education through the Committee of Educational Examiners of the Nebraska Council on Teacher Education for the preparation of elementary, secondary, early childhood and special education teachers. The teacher education programs are accredited by the National Council for the Accreditation of Teacher Education. The baccalaureate degree in nursing program at Concordia University Nebraska is accredited by the Commission on Collegiate Nursing Education (www.aacn.nche.edu/ccne-accreditation).

The music programs are accredited by the National Association of Schools of Music. The majority of Concordia's programs are approved by the Nebraska State Department of Education for veterans and other persons eligible for VA benefits.

The baccalaureate degree in nursing program at Concordia University Nebraska is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The MBA program has received program accreditation with the International Assembly for Collegiate Business Education (IACBE).

CONTACT INFORMATION

Concordia University, Nebraska
800 N. Columbia Ave.
Seward, NE 68434
Phone: (402) 643-3651

College of Graduate Studies & Adult Education
5570 Fallbrook Blvd. Suite 203
Lincoln, NE 68521
Phone: (402) 327-6501

Email: GradAdmiss@cune.edu
Website: www.cune.edu
Academic Calendar

The graduate academic calendar operates within three terms: fall, spring, and summer. Within each term, there are two modules. Please check your registration for the specific dates of your classes.

2015-16 Graduate Academic Calendar

Fall Term 2015
August 31 - December 19
First module: August 31 - October 24
Second module: October 26 - December 19

No classes: December 20 - January 3

Spring Term 2016
January 4 - April 23
First module: January 4 - February 27
Second module: February 29 - April 23

No classes: April 24 - May 1
Commencement: May 7

Summer Term 2016
May 2 - August 20
First module: May 2 - June 25
Second module: June 27 - August 20

No classes: August 21 – 28, 2016
STATEMENT OF NON-DISCRIMINATION

Concordia University, Nebraska does not discriminate in admissions practices on the basis of age, race, color, gender, or national or ethnic origin. Admitted students enjoy the rights, privileges, programs and activities generally offered to all Concordia students. Concordia does not discriminate according to age, race, color, gender, and national and ethnic origin in administering admissions and educational policies, scholarship and loan programs, and athletic and other school-administered programs. The university does not discriminate against persons with handicaps regarding student admission or worker employment, and provides college and university activities and programs to all who qualify.

ADMISSION TO THE GRADUATE COLLEGE

Students interested in enrolling in the Concordia University, Nebraska Graduate College are encouraged to contact the Graduate Admission Office for information on admission. Students may apply online at the Concordia website, www.cune.edu/apply. Students may not start classes in a graduate program until they have been awarded their undergraduate degree. Students in the Bachelor’s to Master’s program are exempt from this policy.

Non-Degree Seeking Graduate Students

A student may be admitted as a non-degree seeking student by completing the application, submitting official transcripts and an application fee.

Degree Seeking Graduate Students

A student may be admitted to the Graduate College after the following have been submitted:

1. Application for admission form to the College of Graduate Studies and Adult Education (including an application fee for new applicants which may be waived for some programs).
2. Official Transcript of credits showing bachelor’s degree from a regionally accredited college or university and at least a 2.8 cumulative grade point average. Some programs may require a higher grade point average. Additional transcripts may be required to substantiate fulfilling prerequisites or program requirements if the applicant attended additional institutions.
3. Essay (specific criteria provided on the application form and at www.cune.edu/gradappessay).
4. In addition to these general admission requirements, each program may have other requirements. See the relevant program later in the catalog for details.

The classifications for degree seeking students are as follows:

- Regular Status
  Students must submit the following materials in order to be considered for regular admission to the Graduate College:
  - Application for admission form and payment for any associated fees.
  - An official transcript of credits showing bachelor’s degree from a regionally accredited college or university and at least a 2.8 cumulative grade point average.
  - Essay (specific criteria provided on the application form and at www.cune.edu/gradappessay).
  - For international students, other documents and certifications as required by law or as specified in the graduate catalog.
Note: Students seeking a master of education degree should be aware that completing the master’s program does not ensure that they have met all the requirements of certification and licensure in individual states. Students should check with state licensing and certification bodies to see what requirements must be met prior to the completion of their program (e.g., successful teaching experience). In addition, each program may have its own testing requirements as a part of the admissions process.

- Conditional Academic Status
  Students who do not meet the regular admission standards may be admitted on a Conditional Academic (CA) basis. Students admitted with CA status may enroll for a maximum of six hours of graduate work. Upon completion of these six hours and having achieved a 3.0 grade point average for these courses, the Graduate College will move the student’s status from CA to Standard Admission status. If the student does not achieve a 3.0 grade point average upon completion of these six hours, the student may be dismissed from the graduate program.

- Conditional Incomplete
  Students who have not submitted all documentation required for admission may be admitted on a Conditional Incomplete (CI) basis. Students admitted with CI status may enroll for a maximum of six hours. Once a student’s admission documentation is complete, the student will be moved to either Standard Admission or Conditional Academic (CA) status, as appropriate.

THE ADMISSION PROCESS

When an applicant’s file is complete, it will be reviewed. One of four decisions will be made:
1. Accept the applicant unconditionally to the program.
2. Students who do not meet the regular admission standards may be admitted on a Conditional Academic (CA) basis. Students admitted with CA status may enroll for a maximum of six hours of graduate work. Upon completion of these six hours and having achieved a 3.0 grade point average for these courses, the graduate college will move the student’s status from CA to Standard Admission status. If the student does not achieve a 3.0 grade point average upon completion of these six hours, the student may be dismissed from the graduate program.
3. Students who have not submitted all documentation required for admission may be admitted on a Conditional Incomplete (CI) basis. Students admitted with CI status may enroll for one term. Once a student’s admission documentation is complete, the student will be moved to either Standard Admission or Conditional Academic (CA) status, as appropriate.
4. Deny the student’s admission.

The applicant will be notified of the decision.

INTERNATIONAL STUDENT ADMISSION

There are two classifications of international students at Concordia University, Nebraska:

1) An international student looking to come to the U.S. to study full-time as an F-1* student can apply to graduate programs that provide primarily a traditional face-to-face format and take place at the Fallbrook or Seward campuses. As graduate programs expand and change, it is important to check current and projected program parameters to know whether programs are available to international students.

*International students planning to study full-time as an F-1 student in the United States must comply with the provisions of the Certificate of Eligibility to Study in the U.S., Form I-20. This includes: limitations on work while in the U.S., having medical insurance
coverage while in the U.S., maintaining full-time enrollment, enrollment in traditional face-
face programs only). For more information on F-1 international student requirements see:  http://travel.state.gov/visa/temp/types/types_1270.html

2) International students can also apply for on-line programs, but, in these cases, they stay in their home country, will not be given an I-20, will not be considered F-1 students, and do not come to the U.S. for full-time on-site study.

International student applicants must meet all regular admission standards listed for the program they intend to enter. In addition, they must also provide the documentation described below:

1) Official Transcript Evaluation and Submission: Provide an evaluation report and transcripts to verify credentials and U.S. equivalencies with a clear, consistent analysis of academic degrees and transcripts. Please send official copies of your international transcripts to one of the following agencies:
   a. Academic Credentials Evaluation Institute, Inc. at: www.acei1.com
   b. AACRAO: Office of International Education Services at: www.aacrao.org
   c. Educational Credential Evaluators, Inc. at: www.ece.org
   d. Foundation for International Services, Inc. at: www.fis-web.com
   e. World Education Services, Inc. at: www.wes.org.

2) English Proficiency: Graduate students must be proficient in the English language. For non-native English speaking international students (and other non-native English speakers), this would be measured by TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). A total score of 80 or above (TOEFL iBT test) or 6.5 or above (IELTS) is required for admission. Information on these tests is available at ETS.org/TOEFL for TOEFL and IELTS.org for IELTS. The student should request the TOEFL test scores be mailed to Concordia University, Nebraska - code number 6116.

3) Financial Verification for F-1 Students (this does not apply to students living abroad and enrolled in online programs): Proof of financial support that will meet the total educational and living expenses for the first-year period of study at Concordia is required for international students studying in the United States.

Any questions regarding admission to Concordia should be directed to the Graduate Admission Department.

INTERNAL TRANSFER TO ANOTHER PROGRAM

If a student wishes to transfer from one program to another (e.g. from Family Life to Gerontology), he or she must submit an Academic Program Change Form. The student must inform the Student Services Representative/Advisor of his or her decision. The Student Services Representative/Advisor will provide the form to the student for completion. All admission procedures for the new program must be followed. Even though a student has been admitted to one graduate program, he or she is not guaranteed admission to or transfer to another program in the Graduate College. It should also be noted that courses that transferred in for one program may not necessarily transfer in for another program.
Academic Policies

ACADEMIC CREDIT HOUR REQUIREMENTS
One hour of graduate academic credit represents approximately 5-8 hours of instruction or instructional activities per week or 40-60 hours of instruction or instructional activities over the course of an academic module or term. Instruction and instructional activities may include but are not limited to: lecture, discussion and activities, readings, written or spoken projects, internships, practicum, labs, lab prep, review sessions, mediated discussion, media presentations (e.g. videos, podcasts), or simulations.

REGISTERING FOR CLASSES
Upon notification of acceptance, the student should contact his or her Student Services Representative/Advisor to discuss registering for classes and the overall program. The education programs are normally offered in a cohort format with courses taken in sequence online, face-to-face, or blended formats; it is important to determine site and start dates. Ordinarily, the Student Services Representative/Advisor will discuss a long-range program with the student at this time.

Adds:
A currently registered student may add a class during the first week of the module prior to 5:00 pm on Friday. If online registration is closed, the student must contact his or her Student Services Representative/Advisor to obtain the Class Add Form.

Student-Initiated Drops:
A student may drop his or her registration from a course by 5 pm Central Time on Wednesday of the second week of class. This is to ensure proper processing before 5 pm on Friday so that students will be eligible for a 100% tuition refund. Prior to dropping a class, the student must consult with a Financial Aid Representative to assess any changes that may need to be made to his or her financial aid package.

A drop is a change in registration and is not entered into the student’s official grade transcript. A 100% tuition refund will be issued to the student’s account.

Administrative Drops:
A student who is a non-participant/non-attendee in the first two weeks of class may be considered a “no show” and may be administratively dropped on the tenth day (Wednesday). This is to ensure proper processing before 5 pm Central Time on Friday so that students will be eligible for a 100% tuition refund. This drop constitutes a change in registration and is not entered into the student’s official grade transcript. A 100% tuition refund will be issued to the student’s account.

Academic attendance and academically-related activity includes but is not limited to:
- Physically attending a class where there is an opportunity for direct interaction between the instructor and the students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group assigned by the university;
- Participating in an online discussion about academic matters; and

The definition of academic attendance and academically-related activity does not include activities where a student may be present, but not academically engaged, such as:
- Living in institutional housing;
- Participating in the university’s meal plan;
- Participating in a student-organized study group;
• Logging into an online class without active participation; or
• Participation in academic counseling or advising.

A student’s self-certification of attendance in an academically-related activity must be supported by institutional documentation of the student’s attendance in the activity.

Withdrawals:

After the two-week drop period, a student may withdraw from a class any time up to the withdrawal date using the Student Withdrawal Form which can be obtained from the Student Services Representative/Advisor. When approved, a “W” will be recorded on the student’s official record. This will not count in the student’s GPA; however, it will count in the number of hours attempted. Any tuition refund for a withdrawal will follow the appropriate refund schedule per class length (see “Tuition Refund Policy” on page 44).

After the withdrawal deadline, a student may not withdraw from a class. A letter grade will be posted for work completed for the class.

If a student stops engaging in academic activity in the judgment of the Instructor and the SSR, then the student will be administratively dropped or withdrawn based on the last date of academic activity. If he/she is administratively withdrawn, a grade of “W” will be recorded on the official transcript. The student will owe tuition based on the last day of attendance. After the withdrawal deadline, a student may not be withdrawn from a class.

If a student stops attending after the withdrawal deadline, the final grade will be based on the work completed as compared to the requirements of the full course which may result in the grade of “F” being recorded on the official transcript. No tuition refund will be available. The grade will count in the student’s GPA, and it will count toward the number of hours attempted.

Withdrawal Deadline:

The withdrawal deadline is three weeks prior to the end of the course. The withdrawal deadline dates will be determined and published by the Registrar for each term.

PLEASE NOTE: Changes in enrollment may lead to funding owed back to the university due to unearned portions of aid already disbursed to the student. Should an outstanding balance result, a registration hold will be initiated and the student will not be allowed to register or receive copies of academic transcripts until the balance is paid in full. Before making decisions to drop or withdraw, the student should contact the Student Financial Services Office for more information.

Wisconsin students: Please note the refund policy as stated in the “State Contact Information for Students With Complaints” found at the back of this catalog.

Medical or Compassionate Attrition:

A student may request and be considered for a medical attrition when extraordinary circumstances, such as a serious illness or injury prevent the student from continuing all course work. The medical attrition policy covers both physical health and mental health difficulties. An extraordinary circumstance is just that, a circumstance that could not reasonably be predicted or expected. A recurring or chronic illness or past medical conditions or instances that have occurred, or a present condition that the student is being treated for do not create extraordinary circumstances. A medical attrition request may be made only in extraordinary cases in which serious illness or injury in a manner that could not be foreseen or anticipated.

A student may request and be considered for a compassionate attrition when extraordinary personal reasons, not related to the student's personal physical or mental health (for example,
care of a seriously ill child or spouse whose care requires all available time by the care provider, or a death in the student's immediate family), prevent the student from continuing in course work.

All applications for attritions require thorough and credible documentation which includes the provider(s) name, credentials, address, fax, phone and e-mail address (no relatives will be accepted as providers) on the health care provider's letterhead stationery and signed by the authorized health care provider. Requests will be reviewed by a committee consisting of the Director of Student Financial Services, Director of Academic Services, the Graduate Registrar, and the Student Nurse in the case of medical attritions.

It is possible for a student to reapply for admission to Concordia University, Nebraska after a medical or compassionate attrition is granted. The student may be asked to supply documentation from his/her health care provider indicating that the student is well prepared to return to the university and that the illness or injury that led to the extraordinary circumstances no longer affects the student and is expected not to return.

Applications for medical attrition will be handled through the Academic Student Services office. Appropriate documentation for a medical attrition consists of a letter from the student's attending health care provider that specifies the following:

A. The date of onset of illness
B. The dates of professional care
C. The general nature of your medical condition and why/how it prevents the student from completing course work
D. The date of anticipated return to school
E. The last date of academic activity

Applications for compassionate attrition will be handled through Academic Student Services. Appropriate documentation for a compassionate attrition will vary depending upon individual circumstances. For example, a compassionate attrition request to care for a seriously ill child or other family member may require information similar to that listed under medical attrition above.

Depending on the situation, other required/acceptable documentation may include police reports, legal documents such as restraining orders, airline ticket receipts, newspaper clippings, etc.

All medical and other required documentation is submitted to: Director of Health Services/Campus Nurse, Concordia University, Nebraska.

If a medical or compassionate attrition is granted the student will be notified via an official communication signed by the Chair of the Committee on Concordia letterhead which will contain the following information:

A. The decision and any conditions related to the attrition.
B. University personnel names and contact information for assistance in the process.
C. This provides the student with the process and information that will direct and assist the student in the event he/she would like to return to Concordia University, Nebraska.

All requests for medical or compassionate attritions will be considered by the Committee. However, any attrition is considered to be an extraordinary situation and granting an attrition request should not be considered to be automatic. The Committee will make a decision that is in the best interests of both the student and the program. Each request is considered independently from any previous requests. If a medical or compassionate attrition is not granted, the student will be notified via an official communication on Concordia letterhead, signed by the Chair of the Committee, which will communicate the following information:

A. Decision and reason(s) the student did not qualify for the medical or compassionate attrition.
B. University personnel names and contact information if student has any additional questions.
STUDENT COURSE LOAD

There are three terms (16 weeks) per year in the Graduate College: Fall, Spring, and Summer. For each of those terms, a full-time credit load is at least six graduate credit hours. Half-time load is three semester credit hours. Within a term is a module (eight weeks), a normal load is 3.0 credit hours per module. If a student desires to register for more than 6.0 credit hours in a module, Graduate Dean approval is required.

PROVISIONALLY ADMITTED STUDENT CREDIT LOAD

Students who do not meet the regular admission standards may be admitted on a Conditional Academic (CA) basis. Students admitted with CA status may enroll for a maximum of six hours of graduate work. Upon completion of these six hours and having achieved a 3.0 grade point average for these courses, the graduate college will move the student's status from CA to Standard Admission status. If the student does not achieve a 3.0 grade point average upon completion of these six hours, the student may be dismissed from the graduate program.

Students who have not submitted all documentation required for admission may be admitted on a Conditional Incomplete (CI) basis. Students admitted with CI status may enroll for a maximum of six hours. Once a student's admission documentation is complete, the student will be moved to either Standard Admission or Conditional Academic (CA) status, as appropriate.

NON-DEGREE-SEEKING STUDENT

Post-Baccalaureate students who plan to take coursework only and not pursue an academic program must submit to the Graduate College:

1. Application for admission.
2. An official transcript of credits showing a bachelor's degree from a regionally accredited college or university.
3. Application fee.

INACTIVE STUDENTS

Students who have not registered for a course within the preceding 180 days will be considered inactive. To reactivate their enrollment, they must fill out a reinstatement form to re-enroll and submit this form to their Student Services Representative/Advisor, along with transcripts of any new coursework taken at other institutions.

PROBATIONAL STUDENTS

Regular status students whose cumulative grade-point average (GPA) falls below 3.0 will be designated as probational students. These students will have six credits to restore their cumulative GPA to 3.0. If they fail to do so, students may be dismissed from the University.

The student may use the appeals procedure to present extenuating circumstances which may lead to readmission as a graduate student. He or she will also need to present a plan for successful continuation in the program.

TRANSFER CREDITS—ADULT EDUCATION: DCP

1. Concordia will ordinarily accept successfully completed credit from regionally accredited two-year and four-year institutions which parallels a course requirement in the student's educational program at Concordia subject to the provisions below. Only courses with a grade of C- or above will be accepted for transfer credit.
2. Educational experience gained by a student while in the military service is evaluated according to the recommendation of the American Council on Education. Army,

3. Under no circumstances will a student be allowed to apply more than 70 hours of credit from a two-year college toward completion of a four-year program of studies.

4. Students who seek a bachelor’s degree must complete a minimum of 30 semester hours in residence. 12 hours must be at the 300 & 400 level and 15 hours must be in the student’s major.

5. Students seeking a bachelor’s degree must complete at least half of the course work in their major at a four-year institution which would be designated by the institution as ‘upper-level’ or be the equivalent of required courses for Concordia University, Nebraska.

TRANSFER CREDIT—COLLEGE OF GRADUATE STUDIES

Depending on the admission policy of the program, a student may be allowed credit for work completed at the graduate level prior to enrolling at Concordia University. Application for the transfer of such credits must be made prior to completion of the first course. The applicant must provide official transcripts from a regionally accredited college or university documenting the completed work and the grades obtained for this work. These grades must meet the Concordia admission standards.

1. Students will be expected to document the course content either through a copy of the catalog description of the course or a course syllabus.

2. Undergraduate courses will not transfer for graduate courses and will not count towards a master’s degree.

3. In order for a course to transfer to Concordia, the number of graduate credits for the course taken at another university must be equal to or greater than the number of credits of the comparable course at Concordia, e.g., a two-credit course cannot transfer in for a three-credit course. Courses in which the student received lower than a 3.0 (B) will not be considered for transfer.

4. A maximum of 25% of the credits required in any given program may be accepted by transfer from an appropriately approved and accredited institution. Upon recommendation from the Graduate Registrar and appropriate certification officer, the Dean of the College of Graduate Studies may accept additional coursework.

AUDIT POLICY

A student may audit a course contingent upon availability of space and approval of the course instructor. Students must meet the prerequisites or be granted special permission in writing by the instructor for any audited course for which they enroll. In order to audit a course, a written copy of instructor approval for audit needs to be filed in the Registrar’s Office and a copy is placed in the student’s file in the Graduate Office. Students auditing a course are expected to attend all classes but are not required to complete written course assignments and examinations. A reduced fee will be charged.

GRADING POLICY

Formal reports of the student’s progress may be accessed online at the close of each term.

The following grade point system is used to determine grade point average.

A equals 4.000 points per credit
A- equals 3.667 points per credit
B+ equals 3.333 points per credit
B equals 3.000 points per credit
B- equals 2.667 points per credit
C+ equals 2.333 points per credit
C equals 2.000 points per credit
C- equals 1.667 points per credit
D+ equals 1.333 points per credit
D equals 1.000 points per credit
D- equals 0.667 points per credit
F equals 0.000 points per credit
W equals 0.00 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal after the withdrawal deadline under authorized conditions.
I equals 0.000 points, incomplete, not computed in GPA.

Definition of Grades:
A The student has demonstrated an excellent mastery of the material and has met the objectives of the course in an excellent manner.
B The student has demonstrated a commendable mastery of the material and has met the objectives of the course in a commendable manner.
C The student has demonstrated a satisfactory mastery of the material and has met the objectives of the course in a satisfactory manner.
D The student has demonstrated a satisfactory mastery of the material, but has met the objectives of the course in a minimal manner.
F The student has failed to master the material or meet the objectives of the course.

INCOMPLETES POLICY
A student may be given a grade of "Incomplete" when, in the judgment of the instructor, abnormal circumstances prevent that student from completing the course requirements.

An incomplete is to be removed within 30 days after the last day a course meets.

If the student’s ability to complete the course within the 30-day extension is compromised by ongoing abnormal circumstances, an additional 30-day extension may be granted by the instructor in consultation with the Program Director and Dean of Graduate Studies and Adult Education.

An incomplete that is not removed prior to deadlines above will be recorded as a “Failure.”

Incompletes are removed when the instructor files a “Grade Change Form” with the Registrar.

Theses, independent studies, and projects are exceptions to the policies above. These ordinarily must be finished within one calendar year.

The Program Director is to provide opportunity for students to remove incompletes in the absence of the instructor.

ACADEMIC GRIEVANCE AND APPEALS POLICY
At times, students may have an academic grievance (for example, concerns over grades, grading practice, and course design) that they wish to resolve. The following procedures provide a mechanism by which students can seek to express concerns, disagreements, or complaints regarding a faculty member and seek redress of perceived injustice or inequity. Concerns over sexual discrimination or harassment should be directed to the university’s Title IX coordinator. Separate procedures govern Title IX matters.
Under normal circumstances, grades may be changed only by the instructor. If the issue is related to a final grade, the appeal must begin **within 30 days of the date the grade is posted by the registrar**. All subsequent appeals must be submitted in writing within 5 business days after the student has been notified of the decision being appealed.

Students with concerns over a faculty member’s exercise of his or her professional responsibilities may choose to discuss the concerns with their student services advisor before beginning the process below. The advisor can then help the student navigate the following steps.

**Step 1:** The student addresses the concerns directly with the faculty member in an attempt to resolve the issue. The student may request his or her student services advisor to be involved in the discussion with the faculty member. If a discussion with the faculty member seems ill-advised, the student may move directly to step 2.

**Step 2:** If the matter remains unresolved, the student may share the concern with the appropriate program director. The student should provide in writing, here and in any subsequent appeals, a statement of the grievance, a description of the process used thus far to attempt to resolve the grievance (including the results of any previous meetings), and any concerns over the proper application of policies or procedures. The program director may choose to meet with the student and the faculty member separately or together.

If the program director is also the course instructor, this step should be skipped.

**Step 3:** The student may appeal the results of step 2 to the Dean of the Graduate College, who will appoint an appeals committee consisting of the said dean (who will chair the committee), the program director, and another individual appointed by the provost. If the program director is also the course instructor, the dean will appoint a substitute. The appeals committee will normally meet individually with both the course instructor and the student before rendering a decision.

**Step 4:** The student may appeal the results of step 3 to the provost, who will determine whether proper procedures have been followed and the student has received due process. It is not the provost’s responsibility to investigate the matter itself.

**Step 5:** The student may appeal the results of step 4 to the president, whose decision is final.

In addition, students always have the right to file a complaint with the appropriate government agency in their state of residence.

**Assumptions of the Grievance Process:**

1. The grievance process will be consistent with Matthew 18.
2. Resolution of concerns and complaints will best occur as close to the source as possible.
3. The philosophy and tenor of the process should be one of mutual respect and an attempt to reach a mutually agreeable resolution.
4. The process should be consistent with existing institutional policies and practices and with bylaws of The Lutheran Church-Missouri Synod (6.47). The process must recognize the difference in power and authority of students and faculty members and must guarantee that students will be free from any negative consequences of pursuing the grievance process.
5. Both the student and the faculty member should have the opportunity to have advocates in the process (these advocates can be friends, fellow students and faculty members, clergy, etc., but legal counsel is not appropriate during this process).
6. If any of the individuals in the grievance process are judged to have a conflict of interest, the provost may appoint a replacement.

7. If appropriate, all efforts will be made to facilitate the process at a distance, utilizing the most appropriate medium (teleconference, web meeting, etc.).

LENGTH OF COURSES

Courses will be assigned to a term with specific meeting dates and times. This information is available on the connectCUNE portal and on the student’s Banner account.

ATTENDANCE

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and Student Services Representative/Advisor. Students who are unable to participate regularly in their courses for any reason should contact their instructor and their Student Services Representative/Advisor. Students who intend to withdraw from a course or a program should notify their instructor and Student Services Representative/Advisor.

ACADEMIC DISHONESTY POLICY

1. Academic dishonesty is a serious offense that will result in serious penalties which may include course failure or expulsion from Concordia University.

2. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and lying.
   a. Plagiarism occurs when students use the work, research, ideas, or words of any other person or source without proper citation or credit. Plagiarism includes but is not limited to: Submitting the same or similar work the student completed for another class without the permission of the current instructor, submitting the same or similar work of any other individual, paraphrasing someone else’s idea without attributing, quoting without using quotation marks and citing the source, taking information from the internet without quoting or citing sources.
   b. Cheating includes but is not limited to: Using unauthorized materials such as notes, books, or electronic devices during an exam or assignment, inappropriate consultation with a classmate, copying answers from another student, studying from an old exam or assignment that was not allowed to be circulated, and accepting answer keys or exams that have been stolen or obtained under false pretense.
   c. Fabrication includes but is not limited to: Citation of nonexistent sources, attributing an idea to a source that is not contained therein, and/or the invention of data.
   d. Lying includes but is not limited to: Requests for special consideration from the instructor based on false information, fabrication of a medical or other emergency as an excuse for needing more time to work on an assignment or for missing an exam, claiming falsely to have completed or turned in an assignment, and falsely reporting an ethics violation by another student.

3. Professors may require students to submit their work through plagiarism detection software programs.

4. Professors may have a plagiarism or academic dishonesty policy that is unique to a specific course and all professors should iterate the university statement on academic dishonesty in course guides. However, whether or not the professor has stated a policy, he or she has the right to take action in cases of academic dishonesty. By accepting a syllabus and seeking credit for a course, a student accepts that the professor or the
university has the right to fail them in a course or remove them from a program because of the academic dishonesty.

5. Students found to have committed academic dishonesty are subject to any penalties applied by the professor as well as any institutional penalties that may be exacted. Both the instructor and the university may enforce sanctions.

6. All parties involved in academic dishonesty are considered equally guilty. Students sharing course materials with other students or doing work for other students are as guilty as the students who claimed or used the work or course material.

7. When academic dishonesty occurs, professors are required to report the case and any penalties incurred to the Program Director, who may then notify the Dean of the Graduate College, Student Services Representative/Advisor, and the Provost's office. The Dean of the Graduate College or the Provost's office may apply additional sanctions.

8. Multiple incidents of plagiarism or other academic dishonesty may be immediate grounds for dismissal from the university.

9. If it is discovered after a course is completed that a student has earned credit through dishonest means, then the Graduate Council will appoint a committee to review the situation and recommend action. Recommended actions may include, but are not limited to, requiring work to be resubmitted and/or altering grades. Altering of grades may result in a student's degree being rescinded.

INDEPENDENT STUDY COURSE

An independent study course is a regular course taken independently through study and consultation with an instructor. The rationale for enrolling in an independent study course shall be presented by the student to the Student Services Representative/Advisor who will confer with the Graduate Dean and the supervising instructor. Procedures to be followed in the study as well as a target date for completion of the independent study shall be submitted by the student in consultation with the supervising instructor and the Graduate Dean. Final action on the request for an independent study will be made by the Office of the Provost. Independent studies are limited to 6.0 credit hours of a student's academic program. Additional hours require approval of the Graduate Dean upon recommendation of the Program Director.

BACHELOR'S TO MASTER'S PROGRAM

Departments may establish accelerated Bachelor's to Master's programs in which qualified undergraduate students are allowed to take graduate courses that count toward undergraduate majors while earning credit toward a graduate degree. Application to the program may be made after a student has earned 75 undergraduate credit hours.

To begin the program, students must earn at least 90 hours of undergraduate credit and have a GPA of at least 3.75. Students may take no more than 6 hours of graduate hours per semester. Students may register for no more than 15 total hours per semester. Students may count no more than 12 hours toward requirements in both graduate and undergraduate programs (double-dipping). Students may earn no more than 18 total graduate hours while an undergraduate.

GRADUATION REQUIREMENTS - GRADUATE

1. Credit in 500/600-level courses taken within this institution will be accepted only for courses in which a grade of C or higher is earned. A cumulative grade-point average of 3.0 (B) in work considered for the degree is required.

2. Applications for graduation must be submitted by the deadlines posted by the Registrar.

3. The program must be completed within seven calendar years, beginning with the first course enrolled in the student's graduate program, following acceptance into the graduate program. The Graduate Dean and the Provost, upon recommendation of the Program Director, may approve exceptions to the seven-year limit. A student must send a request in writing to the Graduate Dean and to his/her Student Services
Representative/Advisor, explaining the reason an extension should be granted and providing a proposed date of completion.

4. Formal commencement exercises are held at least once each year in conjunction with a regularly scheduled graduation exercise of the university. Students may participate in commencement exercises if:
   a. They have met all the academic requirements of their programs, or
   b. They are currently registered for the final class required in their programs, with the coursework being delivered by Concordia University, Nebraska, to be completed in the term following the commencement ceremony.
   c. Requests for exceptions to the requirements above may be made to the Provost.

5. Students may receive only one Master’s degree in a program from Concordia University, Nebraska. Students may receive multiple master’s degrees if they are from different programs (such as an M.Ed. in Literacy and an M.S. in Family Life). Education endorsements are awarded for additional emphasis work in the Education program.
   a. Endorsement recipients are not eligible to participate in the Commencement ceremony.
   b. Endorsement recipients will not receive a diploma. The endorsement will be noted on the student’s official transcript from Concordia University, Nebraska and reported to the requested State Department of Education.

6. Concordia University, Nebraska does not designate graduation honors such as “High Distinction” or “Distinction” for the Master’s level graduates.

CRIMINAL BACKGROUND CHECK

Depending upon program, students may be required to sign a release so that Concordia may conduct a criminal background check to meet standards for working with human populations.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

Annual Notification

The Family Educational Rights and Privacy Act (FERPA), a Federal law, affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student believes should be changed, and specify why he or she believes it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except for “directory information” and to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative,
supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, collection agent, clinical facility, NRC, Chartwells, IKON, Harris Connect, ARAMARK, Alumni/Development/Recruiting/Marketing electronic web e-mail community management organizations); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC  20202-5901

Disclosure of Education Records

1. Without prior consent of the student,

Concordia University has adopted a practice concerning access to student files in compliance with the Family Educational Rights and Privacy Act (FERPA). The following information is intended to clarify this practice relative to procedures for granting access to information, the kind of information available, and under what circumstances information is made available.

a. Directory Information

The Family Educational Rights and Privacy Act (FERPA) requires that Concordia University, Nebraska, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. However, Concordia University, Nebraska may disclose appropriately designated "directory information" without written consent, unless you have advised the University to the contrary in accordance with University procedures. The primary purpose of directory information is to allow Concordia University, Nebraska to include this type of information from your education records in certain school publications.

If you do not want Concordia University, Nebraska to disclose directory information from your education records without your prior written consent, you must notify the Registrar’s office. Concordia University, Nebraska has designated the following information as directory information:

Student's name
Participation in officially recognized activities and sports
Address
Telephone listing
Weight and height of members of athletic teams
Electronic mail address
Photograph
Degrees, honors, and awards received
Date and place of birth
Major field of study
Dates of attendance
Grade level
Enrollment status
The most recent educational agency or institution attended.

b. University Officials of Concordia University
University officials with legitimate educational interests in the student's education records are allowed access to student education records. "University official with a legitimate educational interest" is a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the University has a contract or affiliation (such as an attorney, auditor, collection agent, clinical facility, NRC, Chartwells, IKON, Harris Connect, ARAMARK, Alumni/Development/Recruiting/Marketing electronic web e-mail community management organizations); a member of Board of Regents; or a person assisting another University official in performing his or her tasks who needs to review an education record in order to fulfill his or her professional responsibility.

Declaration of University official with a legitimate educational interest.

College of Education
Concordia University, Nebraska's College of Education is required by the Nebraska Department of Education to provide prospective educators (University students who have been accepted into the professional education program) opportunities to develop and demonstrate competencies as reflective practitioners who continually evaluate the effects of their choices and actions on others and understand the professional requirements of ethical and professional performance. Additionally, the by-laws of the Constitution of the Lutheran Church-Missouri Synod require that the faculty of Concordia University, Nebraska, as an authorized syndical institution, must declare that candidates are qualified and recommended for the office of ministry for which an individual aspires. Accordingly, the College of Education must be satisfied that individuals graduating from the College meet all personal, professional and theological requirements of a LCMS Commissioned Minister-Teacher. In order to comply with the aforementioned responsibilities, it is determined that the College of Education has legitimate educational interests in an applicant's educational records. It is understood that the act of applying to the College of Education allows the College of Education, through its designees, to obtain all educational records, including grades and conduct reports, pertaining to the student. This legitimate educational interest is in effect upon application to the College and continues until the student graduates or withdraws from the College of Education.

The Dean of the College of Education makes a determination of full admission to the teacher education program based on the criteria outlined in the Teacher Education Handbook (Teacher Education Admission and Retention). If students are denied admission to the program or are removed from the program they have the right of appeal.

If students wish to appeal a denied admission or a removal from the program, they must follow the appeals process as outlined in this catalog.

Any student who is not satisfied with the decision of the appeals may appeal directly to the President of Concordia University.

c. Other Institutions
The University may release a student's education records to officials of other educational institutions in which that student seeks or intends to enroll or is enrolled.

d. Audit or Evaluation of Federal or State education programs
Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of Education and state and local educational authorities may have access to student records in connection with the audit and evaluation of Federal or State supported education programs, or in connection with the enforcement of Federal law which relates to such programs.

e. Financial Aid
The University may release a student's education records to persons or organizations in connection with that student's application for, or receipt of, financial aid, to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms or conditions of such financial aid.

f. State and local officials pursuant to statute concerning juvenile justice
The University may release education records to state and local officials that are authorized by statute to access student education records to efficiently serve the student.

g. Organizations conducting studies
The University may release education records to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in a manner which will not permit the personal identification of students and/or their parents by individuals other than representatives of the organization, and when the information will be destroyed when no longer needed for the purposes for which the study was conducted. The term "organizations" includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

h. Accrediting Organizations
The University may release education records to accrediting organizations in order to carry out their accrediting functions.

i. Judicial order or subpoena
Information concerning a student shall be released in response to a judicial order or lawfully issued subpoena. The University will make reasonable efforts to notify the student of an order or subpoena before complying with it, except that the University shall not notify a student of a subpoena if it is from a federal grand jury or is for law enforcement purposes, and it provides that the University shall not disclose to any person the existence or contents of the subpoena or any information furnished in response to the subpoena. Education records may be disclosed to the U. S. Attorney General or his or her designee in response to an ex parte order concerning an authorized investigation or prosecution of domestic or international terrorism, without prior notice to the student.

j. Health and Safety
The University may disclose student information to persons in an emergency in order to protect the health and safety of the student or others in the University community.
2. Disciplinary Hearing Results

Disclosure to Victims: The University may disclose to an alleged victim of any crime of violence (as that term is defined in Chapter 1, Section 16 of Title 18, United States Code), or a non-forcible sex offense, the final results of any disciplinary proceeding conducted by the University against the alleged perpetrator of such crime or offense with respect to such crime or offense, regardless of whether the alleged perpetrator was found responsible for violating the University's rules or policies with respect to such crime or offense.

Disclosure to Third Parties: The University may disclose the final results of any disciplinary proceeding against a student who is an alleged perpetrator of any crime of violence or non-forcible sex offense (as those terms are defined in 34 C.F.R. 99.39), if the student is found responsible on or after October 7, 1998, for violating the University's rules or policies with respect to such crime or offense.

Such disclosure shall include only the name of the student, the violation committed, and any sanction imposed by the University on that student. Such disclosure may include the name of any other student, such as a victim or witness, only with the written consent of that other student.

3. Disclosure to the Student

The student has the right, on request to the appropriate University official, to review all materials that are in the student's education records, except:

- Financial information submitted by the student's parents;
- Confidential letters and recommendations associated with admissions, employment or job placement, or honors, to which the student has waived rights of inspection and review (the University is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected);
- Education records containing information about more than one student, in which case the University will permit access only to that part of the record that pertains to the inquiring student.

Student education records are maintained at several locations on campus. Student Services has been designated as the official custodian of records. Requests for access to specific student records should be made to the University office or agency concerned with the particular record. Requests for assistance in locating individual student records should be directed in writing to the particular custodian of records. The following offices shall make available the personal records of a student within 45 days of receiving the student's request and required fees:

- Academic (including transcripts) .......................................................... Registrar/Advisor
- Student Personnel .............................................................................. Student Services
- Placement .................................................................................. Director of Synodical Placement/Director of Career Services
- Student Teaching ........................................................................ Coordinator of Student Teaching
- Financial Aid Accounts ......................................................... Office of Financial Aid/Business Office
- Admission and Status in Academic Program ................................. Program Director
- Health Records .............................................................................. Director of Health Center

Official copies of academic records or transcripts will not be released for students who have a delinquent financial obligation or financial "hold" at the University.

4. Disclosure with Prior Consent of the Student

With the student's prior consent, the University will release personally identifiable student information in education records or allow access to those records. Such
consent must be written, signed and dated, and must specify the records to be disclosed, the party to whom the records are to be disclosed, and the purpose of the disclosure.

Record of Disclosures
The University will maintain with the student's education records a record for each disclosure request and each disclosure made, except disclosures:

- to the student himself or herself;
- pursuant to the written consent of the student;
- to University officials with legitimate educational interests;
- pursuant to a law enforcement subpoena when the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed or the order is concerning an authorized investigation or prosecution of domestic or international terrorism; or of directory information.
Student Services

STUDENT HANDBOOK
Graduate students are subject to the policies as outlined in the Adult Learner Handbook, which is available on the connectCUNE portal.

SPIRITUAL CARE
Students may request spiritual care through the university chaplain. Students are encouraged to participate in worship services in their home communities.

STANDARD OF PROGRESS AND CONDUCT FOR VETERAN’S BENEFITS
The following policies pertain to Concordia University graduate students who receive veterans’ benefits:

1. For full-time classification a student must enroll for a minimum of six (6) credit hours per term. Half-time classification is three (3) credit hours per term. The 2014-2015 terms will be defined by these dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>September 1-December 20</td>
</tr>
<tr>
<td>Spring</td>
<td>January 5-April 25</td>
</tr>
<tr>
<td>Summer</td>
<td>May 4-August 22</td>
</tr>
</tbody>
</table>

   A course is assigned to the term in which it begins. For example, a course beginning on any date between September 1 and December 31 would be listed as a fall course.

2. To graduate, a student must be in good standing and have a cumulative grade point average of at least 3.0.
3. The last day of attendance is determined by the date on which a withdrawal form is submitted.

STUDENT HEALTH SERVICE
Hospitalization and medical care insurance is not available through the university. The school assumes no liability for injuries except those covered by public liability of workmen’s compensation insurance.

THE UNIVERSITY BOOKSTORE
Concordia’s bookstore will work with students to get access to the required booklists and order the books before the term begins. Textbook information is available online prior to the start of a course. To contact the bookstore, go to www.cunebookstore.com and click on the email link. There is also a link to the bookstore website on the Home tab in Concordia’s connectCUNE portal.

ACADEMIC RESOURCE CENTER
Students seeking assistance with homework, test preparation, time management, or study skills are invited to contact the Academic Resource Center for assistance: academicresourcecenter@cune.edu.

LIBRARY
The university’s library has extensive physical and electronic resources available through its own facilities and a statewide borrowing agreement with academic libraries across the state of Nebraska. Concordia students can access these resources through the library website: www.cune.edu/library. Also through the library website, students can request articles and
resources from libraries around the world via interlibrary loan. For any questions, contact the library staff at 1-800-535-5494, Ext. 7254 or by email at library@cune.edu.

ONLINE TUTORING AND WRITING ASSISTANCE
Concordia University, Nebraska is now providing graduate students with access to on-demand, 24/7 online tutoring services from Smarthinking. With this highly interactive online tool, students can chat with a live tutor from any internet connection. Tutors are available to chat one-on-one with students to provide assistance with writing (APA formatting, grammar, mechanics, organization, outlining, thesis development, research, documentation) math and statistics.

CAREER SERVICES OFFICE
The Career Services and Synodical Placement Office assists students through the employment process as they complete their coursework. This office helps with career development, resume building, interview skills, service-learning and internship opportunities, and the LCMS calling process. Students can access the Career Services and Synodical Placement Office via connectCUNE portal.

COUNSELING SERVICES
The Counseling Office located in the Janzow Campus Center provides short-term counseling services on an outpatient basis to enrolled Concordia University students. Graduate students may access services on the Seward Campus or at the Lincoln Campus. These basic services include:

- Personal and mental health counseling
- Consultation
- Crisis/emergency intervention
- Wellness and mental health education
- Referral assistance

Because the Counseling Office provides short-term outpatient counseling services, students who request or require long term, or more intensive or specialized mental health treatment, will be referred to appropriate community-based counseling services located off-campus. Students who require or request medical or psychiatric care will also be referred to community-based services. Some of these providers are located in Seward, Nebraska, while others—for psychiatric hospitalization and partial hospitalization—are located in Lincoln, Nebraska, located 25 miles from Seward. The counseling office will work with students from other locations to identify appropriate services in their areas.

Eligibility and Fees
Concordia University students seeking counseling services will not be discriminated against on the basis of race, gender, color, national origin, religion, disability, or age. All services are provided free of charge. Students are responsible for any expenses incurred when they use off-campus mental health, medical or psychiatric services.

No-Show and Late Cancellation Policy: The Counseling Office requests that students who cannot make their appointments cancel or reschedule their appointments at least 24 hours in advance.

Confidentiality
Effective counseling requires that clients have assurances about the privacy of their personal health information. Concordia University’s Counseling Office staff is committed to treating and using the protected health information of clients responsibly and in accordance with ethical guidelines and state and federal laws.
The Counseling Office’s Notice of Health Information Practices describes the personal information the office collects on clients and how and when that information is used or disclosed; as well as a client’s rights as they relate to that individual’s protected health information. The Notice has been in effect since April 14, 2003, and applies to all protected health information as defined by federal law. The Notice is posted in the Counseling Office and copies of the Notice are available upon request.

Students and others wanting additional information about the Counseling Office’s privacy practices, may contact the University Privacy Officer at 402-643-7398, Janzow Campus Center, Rm. 204, Concordia University Counseling Office, 800 N. Columbia Ave. Seward, Nebraska, 68434.

Learn more about CUNE counseling services by visiting student services on the connectCUNE portal.

AMERICANS WITH DISABILITIES ACT

Equal Access to Education: Concordia University, in accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, does not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities are legally entitled to request reasonable modifications, accommodations, or auxiliary aids that will enable them to participate in and benefit from all postsecondary programs and activities.

Who Qualifies?

The ADA and the Rehabilitation Act define an individual with a disability as a person who:

1. has a physical or mental impairment that substantially limits one or more of the major life activities of that person
2. has a record of such impairment, or
3. is regarded as having such an impairment.

Activating the ADA (www.cune.edu/ada):

A student with a disability who wishes to receive reasonable accommodations should, as a first step, contact Concordia’s Disability Support Services Coordinator, and identify him/herself as having a disability, indicating what accommodations he/she is seeking. The student will then be asked to provide current, relevant and sufficient documentation of the disability so that a reasonable accommodation plan may be developed and implemented.

CONFIDENTIAL CRIME REPORTING

The University Chaplain and Counselors in Concordia’s Counseling Office, when acting as such, are not considered to be a campus security authority and are not required to report crimes for inclusion into the annual disclosure of crime statistics. As a matter of policy, they are encouraged, if and when they deem it appropriate, to inform persons being counseled of the procedures to report crimes on a voluntary basis for inclusion into the annual crime statistics.

CRIME STATISTICS DISCLOSURE

Concordia University is required by law to provide a report of annual crime statistics to the public and the U.S. Department of Education. This report must address crimes of aggravated assault, arson, burglary, manslaughter, motor vehicle theft, murder, robbery, and sex offenses. Also, alcohol, drug, and weapons offenses whether reported to local law enforcement or referred for campus disciplinary action through the Student Life office, must be reported.

The University Student Information Compliance Officer prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this
Campus crime, arrest and referral statistics include those reported to campus security authorities, which includes: campus security, Director of Student Life, Director of Student Health Center, Director of Counseling Services and designated campus officials who have significant responsibilities for student and campus activities (including but not limited to directors, deans, department heads, advisors to students/student organizations, athletic representatives, resident assistants and resident coordinators), and local law enforcement agencies.

CONCORDIA UNIVERSITY COPYRIGHT COMPLIANCE POLICY

The purpose of the Concordia University Copyright Compliance Policy is to provide a summary of U.S. copyright law as it relates to the use of copyright-protected works in the classroom, library and elsewhere at Concordia, and to provide guidelines and procedures for obtaining copyright permission to use these works.

U.S. copyright law contains many gray areas, and the goal of this policy is to provide Concordia administrators, faculty, librarians, students, employees, and others with a standard approach for addressing complex copyright issues. This policy covers classroom issues such as photocopying, online and distance education, and course packs. It also covers library uses for print and electronic reserves and ILL.

This policy provides practical advice and procedures on copyright-related matters; however, it is not a substitute for legal advice, and proper legal advice should be obtained when necessary. Concordia's copyright officer, the director of library services, may be able to assist you with any questions about copyright issues. The copyright officer may be reached at 402-643-7358 or via e-mail at copyright@cune.edu.

WHAT IS COPYRIGHT?

Copyright is an area of law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (title 17, U.S. Code). If you are not a copyright holder for a particular work, as determined by the law, you must ordinarily obtain copyright permission prior to reusing or reproducing that work. However, there are some specific exceptions in the Copyright Act for certain academic uses, and permission is never required for certain other actions, such as reading or borrowing original literary works or photographs from a library collection.

WHAT IS PROTECTED BY COPYRIGHT?

The rights granted by the Copyright Act are intended to benefit "authors" of "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural and audiovisual creations. This means that virtually any creative work that you may come across—including books, magazines, journals, newsletters, maps, charts, photographs, graphic materials, and other printed materials; unpublished materials, such as analysts' and consultants' reports; and non-print materials, including electronic content, computer programs and other software, sound recordings, motion pictures, video files, sculptures, and other artistic works—is almost certainly protected by copyright. Among the exclusive rights granted to those "authors" are the rights to reproduce, distribute, publicly perform and publicly display their works.

These rights provide copyright holders control over the use of their creations and an ability to benefit, monetarily and otherwise, from the use of their works. Copyright also protects the right to "make a derivative work," such as a movie from a book; the right to include a work in a collective
work, such as publishing an article in a book or journal; and the rights of attribution and integrity for "authors" of certain works of visual art. Copyright law does not protect ideas, data or facts. In the U.S., the general rule of copyright duration for a work created on or after January 1, 1978 is the author's life plus 70 years after the author's death. This is often referred to as "life-plus-70". Works created by companies or other types of organizations generally have a copyright term of 95 years. For more information on copyright duration, visit http://www.copyright.gov/circs/circ1.html#hlc.

FAIR USE
A provision for fair use is found in the Copyright Act at Section 107. Under the fair use provision, a reproduction of someone else's copyright-protected work is likely to be considered fair if it is used for one of the following purposes: criticism, comment, news reporting, teaching, scholarship and research. If the reproduction is for one of these purposes, a determination as to whether the reproduction is fair use must be made based upon four factors:

1. The purpose and character of use (principally, whether for commercial or nonprofit educational use);
2. The nature of the copyright-protected work;
3. The amount and substantiality of the portion used; and
4. The effect of the use upon the potential market for, or value of, the copyright-protected work.

Fair use is an ambiguous concept. The law does not state exactly what uses of a copyrighted work will be considered fair uses which do not require obtaining permission. As such, individuals who are not lawyers may often need to be interpreters of the law in everyday circumstances, and answers as to how much reproduction may be considered fair use often remain unclear. Ultimately, each potential case of fair use must be evaluated on its own merits.

To avoid confusion and minimize the risk of copyright infringement, Concordia interprets the following situations as fair use:

- Quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations.
- Reproduction of material for classroom use where the reproduction is unexpected and spontaneous – for example, where an article in the morning's paper is directly relevant to that day's class topic. This would generally cover one-time use in only one semester.
- Use of short portions of a work to create a parody.
- A summary or review of an address or article, which may include quotations of short passages of the copyright-protected work.

If your use does not meet the above criteria and the work is protected by copyright, you probably need to obtain permission from the copyright holder or its agent to use the work.

TYPES OF USE

Classroom Handouts
If the handout is a new work for which you could not reasonably be expected to obtain permission in a timely manner and the decision to use the work was spontaneous, you may use that work without obtaining permission. However, if the handout is planned in advance, repeated from semester to semester, or involves works that have existed long enough that one could reasonably be expected to obtain copyright permission in advance, you must obtain copyright permission to use the work.

Course Packs
All articles, chapters and other individual works in any print or electronic course pack require copyright permission. Copyright permission for course packs is usually granted by the academic period (e.g.: semester, quarter, etc.). To reuse a course pack in subsequent academic periods, you need to obtain permission again. Many copyright holders provide time-sensitive permission because their own rights may be time-sensitive and could be transferred to different copyright holders at any time.
When ordering course packs it is important to clarify who will obtain permission for the course pack—the copy center, the faculty member or a member of the administrative staff. Deferring responsibility for copyright permission will not provide you protection against a claim of copyright infringement.

Reserves
If the Concordia library owns a copy of a publication, the library may place that copy on reserve without obtaining copyright permission. If the library wishes to reproduce additional copies of a work and place them on reserve for students to review, in either paper or electronic format, the library must obtain copyright permission.

Photocopying in the Library
It is permissible to photocopy copyright-protected works in the Concordia library without obtaining permission from the copyright owner, under the following circumstances:

- **Library user requests for articles and short excerpts.** At the request of a library user or another library on behalf of a library user, the Concordia library may make one reproduction of an article from a periodical or a small part of any other work. The reproduction must become the property of the library user, and the library must have no reason to believe that the reproduction will be used for purposes other than private study, scholarship and research. As recommended by Section 108 of the Copyright Act, the library must display the register’s notice at the place library users make their reproduction requests to the library.

- **Archival reproductions of unpublished works.** Up to three reproductions of any unpublished work may be made for preservation or security or for deposit for research use in another library or archive. This may be a photocopy or digital reproduction. If it is a digital reproduction, the reproduction may not be made available to the public outside the library or archive premises. Prior to receiving any of the three reproductions permitted under this provision from another library or archive, the Concordia library or archive must make a reasonable effort to purchase a new replacement at a fair price. The reproducing library or archive must also own the work in its collection.

- **Replacement of lost, damaged or obsolete copies.** The Concordia library may make up to three reproductions, including digital reproductions, of a published work that is lost, stolen, damaged, deteriorating or stored in an obsolete format. Any digital reproductions must be kept within the confines of the library (that is, available on its computer but not placed on a public network.)

- **Library user requests for entire works.** One reproduction of an entire book or periodical may be made by your library at a library user’s request, or by another library on behalf of a library user upon certain conditions being met. These conditions include the library determining after reasonable investigation that an authorized reproduction cannot be obtained at a reasonable price. Once made, the reproduction must become the property of the library user. The library must have no reason to believe that the reproduction will be used by the user for purposes other than private study, scholarship and research, and the library must display the register’s notice at the place library users make their reproduction requests to the library.

Photocopying by Students
Photocopying by students is subject to a fair use analysis as well. A single photocopy of a portion of a copyright-protected work, such as a copy of an article from a scientific journal made for research, may be made without permission. Photocopying all the assignments from a book recommended for purchase by the instructor, making multiple copies of articles or book chapters for distribution to classmates, or copying material from consumable workbooks, all require permission.

Interlibrary Loans
The Concordia library may participate in interlibrary loans (ILL) without obtaining permission provided that the “aggregate quantities” of articles or items received by the patron do not
substitute for a periodical subscription or purchase of a work. Concordia follows the CONTU guidelines for defining “aggregate quantities.” The CONTU guidelines state that requesting and receiving more than five articles from a single periodical within a calendar year or a total of six or more copies of articles published within five years prior to the date of request would be too many under CONTU.

If the articles or items being copied have been obtained through a digital license, you must check the license to see under what terms and conditions, if any, interlibrary loan is permitted.

**Distance Education and Course Management Systems**

In 2002, the Technology, Education and Copyright Harmonization (TEACH) Act became law and expanded the latitude universities have for the performance and display of copyright-protected materials in a distance education environment, including through the use of Course Management Systems (CMS).

The copyright requirements for TEACH and CMS postings are similar to those of classroom handouts, but extend the traditional rules for those handouts to the digital transmission of materials to distance education students. If the use is spontaneous and will not be repeated, copyright permission is not required; however, the content may not remain posted for extended periods of time. If the use is planned, repeated or involves works that have existed long enough that one could reasonably expect to receive a response to a request for copyright permission, you must obtain copyright permission.

**COPYRIGHT AND FOREIGN WORKS**

The U.S. is a member of the leading international copyright treaty, the Berne Convention. As such, when Concordia uses a copyright-protected work from another country, the protections provided to works by U.S. copyright law automatically apply to the use of that work as well (assuming the use takes place in the U.S.).

**HOW TO OBTAIN COPYRIGHT PERMISSION**

Permission to use copyright-protected materials, when required, should be obtained prior to using those materials. It is best to obtain permission in writing (by letter or email) and to ensure that the Concordia copyright officer has a copy of each permission notice. (Send to copyright@cune.edu.)

The time to obtain permission may vary and, where possible, it is recommended to start the permissions procedure at least six months prior to the time that you wish to use the materials. If you need a quicker permission, let the copyright owner know this and he/she may be able to get back to you more quickly.

**Fact Finding Questions**

Once you have identified the materials you want to use and determined that copyright permission is required, you must locate the copyright holder. If the copyright holder is not listed on the work, locating the appropriate person or entity to grant permission may take some investigative and creative work.

The Copyright Office of the Library of Congress (www.loc.gov) may be of assistance in locating a copyright owner if the work is registered. Note, however, that copyright is automatically granted to all works upon their being written down; registration with the Copyright Office is not required.

The primary method for obtaining permission to use a work is to contact the copyright holder directly. Concordia’s copyright officer can help with this process. Any time permission is obtained for a specific use of a copyrighted work, give a copy of that written permission (letter or email) to the campus copyright officer for institutional files.
Information in a Permission Request
The copyright holder or its agent will require the following information in order to provide you with permission:

- Title of the material
- Creator/author of the material
- Publisher of the material
- Description of material
- ISBN or ISSN, if applicable
- Date of publication, if applicable
- Purpose for which you wish to reproduce the item (research, commercial, educational, etc.)
- How the material is to be reproduced (e.g., photocopied, digitized)
- Where the reproduced material will be used or will appear and for how long

REPORTING SUSPECTED INFRINGEMENTS
If you suspect that anyone at Concordia, including a student, is using any copyright-protected material without the permission of the copyright holder, immediately report this to the Director of Library Services, Concordia’s copyright officer, at 402-643-7358 or copyright@cune.edu.

REVIEW AND INTERPRETATION OF POLICY
This Policy will be reviewed at least every five years, and updated if necessary. For interpretation of this policy contact the Director of Library Services, who is Concordia’s copyright officer, at 402-643-7358 or copyright@cune.edu.

FREQUENTLY ASKED QUESTIONS

*Can I scan a book from Concordia’s library to post on my course website?*
We may be able to get permission from the copyright owner to do this, but scanning an entire book is a lot of work. A better option is to use only small portions from the book that directly support the lesson. Depending on the case, this might be fair use and not require obtaining permission. An even better option may be to work with the library to obtain an electronic copy of the book, and provide your students the link to it.

*I want my online students to watch a film for class. Can I upload it to our CMS from a DVD, or should I just look for it on YouTube?*
This is really two questions. If you or Concordia owns a legal copy of the film that includes an online educational use license, then you probably can upload it to a CMS that is accessible only to your students. Chances are, if your DVD copy does not specify this use, then it is NOT legal. However, the use of short clips for instructional purposes typically DOES fall within fair use. You might reconsider how much of the film you really need to use for class.

Using films from YouTube or other online services presents several issues. If the film’s copyright owner has uploaded it for public and/or educational use, then linking to it is acceptable. If someone other than the copyright owner has uploaded a copy of the film to a public site, or if the online film license is for private use only, you should not use it for class. Such usage disrespects the copyright owner and encourages students to disregard copyright concerns. Also, illegal film copies might be discovered and taken down at any time; relying on them is risky.

*My student wants to use a popular song as background music for a class project. Can the presentation be recorded for their personal portfolio?*
It depends. If the song is made freely accessible and usable by the copyright owner (such as if posted by the songwriter to a rights-free music website), then this use is acceptable as long as proper attribution is given. If the student owns a legal copy of a commercial song (e.g. a purchased CD or mp3 recording), educational fair use allows them to play it once in the background of a scholarly class presentation. However, a recording of the presentation would constitute an illegal copy of the song, and therefore must not be retained. If the presentation is to
be retained, the student should use rights-free music and attribute the source in their presentation notes.

*Will the library pay a license fee for the right to use an article or film in my class?*
If an instructor needs to purchase temporary rights to use an individual item for a class, that should be paid from the instructor's departmental budget. However, the copyright officer (library director) can help you look for options and facilitate the licensing of rights. Also, if the work (or a collection that contains it) could serve the broader Concordia community, the library might consider purchasing access rights for the institution.

*Can we bring a DVD from home and play it on the TVs in the weight room during open workout times?*
If the DVD is a training film intended for educational use, then the purchased license might include public display rights. If the DVD was sold for private use only – or if it is a commercial film without a public use license – then it is an infringement of copyright law to show it in a public setting such as a lounge or exercise facility.

*Is there a simple rule of thumb that covers all or most copyright cases? Aren’t all educational uses acceptable?*
Unfortunately, there is no simple rule. Copyright law is intentionally ambiguous to provide flexibility as new situations arise. Technological advances continually create new situations (such as distance learning) that must be evaluated. Each usage case must be considered on its own merits. Educational uses should be evaluated through the four factors of fair use. Where fair use does not apply, usage rights must be purchased or permission sought from the copyright owner. The campus copyright officer is prepared to assist with any copyright questions. It is better to ask a question than just give up on using an important resource.

The Concordia University Copyright Compliance Policy was most recently updated on December 10, 2013. This policy was based on a sample posted freely for use by the Copyright Clearance Center at www.copyright.com.

**DAILY CRIME LOG**
A daily crime log, as required by the Clery Act through the U.S. Department of Education, is available during business hours at Buildings and Grounds in the Maintenance Building in Seward. The daily crime log compiles all crimes reported to campus security during the most recent 60-day period. It is available within two business days upon request.

**DISCRIMINATION**
Concordia University, Nebraska is committed to preventing unlawful discrimination and harassment. (See Grievance and Harassment Procedures for more information.)
Financial Information

TUITION AND FEE PAYMENT
All tuition and fees for the entire term must be paid in full or have an acceptable payment agreement in place by the first day of the term. Payments from checking or savings accounts, debit or credit cards, in addition to Western Union payments, are accepted through an online payment gateway through the connectCUNE portal. Cash and check payments are accepted at the Student Financial Services Office or can be mailed to:

Concordia University, Nebraska
Student Financial Services Office
Student Billing
800 North Columbia Avenue
Seward, NE 68434

Payment options available are located at: http://www.cune.edu/a-to-z/offices/graduate-and-dcp-student-financial-services/payment-options/. Electronic payments are facilitated via CASHNet.

Credit and Debit cards are accepted only through online payment (a convenience fee will be applied). Checking and Savings online payments are also offered and do not include any convenience fee.

REFUND POLICIES
Policy for Return of Federal Title IV Funds
For current information on the return of Title IV funds, please click here: http://www.cune.edu/a-to-z/offices/graduate-and-dcp-student-financial-services/financial-aid-information/financial-aid-policies/withdrawal-considerations/

ADULT EDUCATION AND GRADUATE REFUND POLICY
Adds:
A currently registered student may add a class during the first week of the module prior to 5:00 pm on Friday CST/CDT. If online registration is closed, the student must contact his or her Student Services Representative/Advisor to obtain the Class Add Form.

Student-Initiated Drops:
A student may drop his or her registration from a course by 5 pm Central Time on Wednesday of the second week of class. This is to ensure proper processing before 5 pm Central Time on Friday so that students will be eligible for a 100% tuition refund. The Add/Drop Form is obtained from the Student Services Representative.

A drop is a change in registration and is not entered into the student's official grade transcript. A 100% tuition refund will be issued to the student's account provided the drop is processed prior to 5:00 pm CST/CDT.

Administrative Drops:
A student who is a non-participant/non-attendee in the first two weeks of class may be considered a "no show" and may be administratively dropped on the tenth day (Wednesday). This is to ensure proper processing before 5 pm Central Time on Friday so that students will be eligible for a 100% tuition refund. This drop constitutes a change in registration and is not entered into the student's official grade transcript. A 100% tuition refund will be issued to the student's account.

Academic attendance and academically-related activity includes but is not limited to:
• Physically attending a class where there is an opportunity for direct interaction between the instructor and the students;
• Submitting an academic assignment;
• Taking an exam, an interactive tutorial, or computer-assisted instruction;
• Attending a study group assigned by the university;
• Participating in an online discussion about academic matters; and

The definition of academic attendance and academically-related activity does not include activities where a student may be present, but not academically engaged, such as:

• Living in institutional housing;
• Participating in the university’s meal plan;
• Participating in a student-organized study group;
• Logging into an online class without active participation; or
• Participation in academic counseling or advising.

A student’s self-certification of attendance in an academically-related activity must be supported by institutional documentation of the student’s attendance in the activity.

Withdrawals:

After the two-week drop period, a student may withdraw from a class any time up to the withdrawal date using the Student Withdrawal Form which can be obtained from the Student Services Representative/Advisor. When approved, a “W” will be recorded on the student’s official record. This will not count in the student’s GPA; however, it will count in the number of hours attempted. Any tuition refund for a withdrawal will follow the appropriate refund schedule per class length (see the following “Tuition Refund Policy”).

After the withdrawal deadline, a student may not withdraw from a class. A letter grade will be posted for work completed for the class.

If a student stops engaging in academic activity in the judgment of the Instructor and the SSR, then the student will be administratively dropped or withdrawn based on the last date of attendance. If he/she is administratively withdrawn, a grade of “W” will be recorded on the official transcript. The student will owe tuition based on the last day of academic activity. After the withdrawal deadline, a student may not be withdrawn from a class.

If a student stops attending after the withdrawal deadline, the final grade will be based on the work completed as compared to the requirements of the full course which may result in the grade of “F” being recorded on the official transcript. No tuition refund will be available. The grade will count in the student’s GPA, and it will count toward the number of hours attempted.

Withdrawal Deadline:

The withdrawal deadline is three weeks prior to the end of the course. The withdrawal deadline dates will be determined and published by the Registrar for each term.

PLEASE NOTE: Changes in enrollment may lead to funding owed back to the university due to unearned portions of aid already disbursed to the student. Should an outstanding balance result, a registration hold will be initiated and the student will not be allowed to register or receive copies of academic transcripts until the balance is paid in full. Before making decisions to drop or withdraw, the student should contact the Student Financial Services Office for more information.

Wisconsin students: Please note the refund policy as stated in the “State Contact Information for Students With Complaints” found at the back of this catalog.

Medical or Compassionate Attrition:
A student may request and be considered for a **medical attrition** when extraordinary circumstances, such as a serious illness or injury prevent the student from continuing all course work. The medical attrition policy covers both physical health and mental health difficulties. An extraordinary circumstance is just that, a circumstance that could not reasonably be predicted or expected. A recurring or chronic illness or past medical conditions or instances that have occurred, or a present condition that the student is being treated for do not create extraordinary circumstances. A medical attrition request may be made only in extraordinary cases in which serious illness or injury in a manner that could not be foreseen or anticipated.

A student may request and be considered for a **compassionate attrition** when extraordinary personal reasons, not related to the student's personal physical or mental health (for example, care of a seriously ill child or spouse whose care requires all available time by the care provider, or a death in the student's immediate family), prevent the student from continuing in course work.

All applications for attritions require thorough and credible documentation which includes the provider(s) name, credentials, address, fax, phone and e-mail address (no relatives will be accepted as providers) on the health care provider's letterhead stationery and signed by the authorized health care provider. Requests will be reviewed by a committee consisting of the Director of Student Financial Services, Director of Academic Services, the Graduate Registrar, and the Student Nurse in the case of medical attritions.

It is possible for a student to reapply for admission to Concordia University, Nebraska after a medical or compassionate attrition is granted. The student may be asked to supply documentation from his/her health care provider indicating that the student is well prepared to return to the university and that the illness or injury that led to the extraordinary circumstances no longer affects the student and is expected not to return.

Applications for medical attrition will be handled through the Academic Student Services office. Appropriate documentation for a **medical attrition** consists of a letter from the student's attending health care provider that specifies the following:

A. The date of onset of illness
B. The dates of professional care
C. The general nature of your medical condition and why/how it prevents the student from completing course work
D. The date of anticipated return to school
E. The last date of academic activity

Applications for compassionate attrition will be handled through Academic Student Services. Appropriate documentation for a **compassionate attrition** will vary depending upon individual circumstances. For example, a compassionate attrition request to care for a seriously ill child or other family member may require information similar to that listed under medical attrition above. Depending on the situation, other required/acceptable documentation may include police reports, legal documents such as restraining orders, airline ticket receipts, newspaper clippings, etc.

All medical and other required documentation is submitted to: Director of Health Services/Campus Nurse, Concordia University, Nebraska.

If a medical or compassionate attrition is granted the student will be notified via an official communication signed by the Chair of the Committee on Concordia letterhead which will contain the following information:

A. The decision and any conditions related to the attrition.
B. University personnel names and contact information for assistance in the process.
C. This provides the student with the process and information that will direct and assist the student in the event he/she would like to return to Concordia University, Nebraska.
All requests for medical or compassionate attritions will be considered by the Committee. However, any attrition is considered to be an extraordinary situation and granting an attrition request should not be considered to be automatic. The Committee will make a decision that is in the best interests of both the student and the program. Each request is considered independently from any previous requests. If a medical or compassionate attrition is not granted, the student will be notified via an official communication on Concordia letterhead, signed by the Chair of the Committee, which will communicate the following information:

A. Decision and reason(s) the student did not qualify for the medical or compassionate attrition.
B. University personnel names and contact information if student has any additional questions.

SATISFACTORY ACADEMIC PROGRESS (SAP)

A student must maintain satisfactory academic progress to continue taking classes. The requirements are to maintain a cumulative grade point average (GPA) of 3.0 or higher for Graduate Students and a 2.0 or higher for Degree Completion Students, and to complete the degree within seven years.

Additional Financial Aid requirements include that a student must complete at least 67% of all classes attempted to remain eligible for aid.

Please note: Classes dropped before or within the two week drop period will not count toward the number of attempted hours or the student’s GPA. Classes from which a student has withdrawn will count toward the number of hours attempted but will not count in his/her GPA.

FINANCIAL AID

Concordia participates in the William D. Ford Federal Direct Loan Program. For more information about federal loans, please go to www.cune.edu/gradsfs.
Adult Education: Degree Completion Program

The degree completion program is an accelerated degree program designed to meet the needs of adult learners. The program allows students to continue to work full time while attending class one night a week or online for approximately 22 months. The curriculum is designed specifically for adult learners who are motivated and committed to their education. Students who complete the program earn a Bachelor’s degree. The degree consists of the general education requirements and the major listed below. All Bachelor of Arts degrees require a total of 120.0 credit hours.

Degree Completion Admission Requirements:
A student may be admitted to the Graduate College after the following have been submitted to the Graduate College:

1. Application for admission form to the College of Graduate Studies (including application fee for new applicants)
2. Official Transcript of credits from regionally accredited colleges or universities and at least a 2.0 cumulative grade point average (or provisional admission with permission of program director).
   A minimum of 12 semester credit hours must be previously completed.
3. Essay (specific criteria provided on the application form and at www.cune.edu/gradappessay).

General Education Curriculum DCP

Humanities
- History: Hist 115, 131 or 132
- Composition: Eng 102
- Literature: Eng 201 or higher level course with permission
- Fine Arts: 6.0 credits total from any music, theatre, or art course including those listed as worship arts; must come from at least two areas of study. No more than three hours of individual lessons or applied coursework (practicum, ensembles, applied music or independent lessons) may be used toward this requirement.
- Biblical Literacy: 6.0 credits from Rel 121, Rel 131
- Theology: Theo 209, REL 220 (RN-BSN only)
- Global/Multi-Cultural Studies: 3.0 credits from Geo-202*, PS 211, Soc 201, CTA 333 or other global/multi-cultural classes with permission from the director of DCP.

Social Sciences
6.0 credits total from Econ 101, 102; Geog 101, 202*; Psy 101; PS 111; Soc 101 (Must include two areas)
*Geog-202 cannot fulfill both the Global/Multicultural Studies and the Social Science requirement.

Health & Human Performance
2.0 credits from the following HHP 100, 120, 161,162, 164, 166, 168, any activity course (swimming can only be used once), any Health Topics Course, HHP 182, HHP 290 (Pre-requisite of PSY 101).

Math
3.0 credits; course determined by student's program requirements and/or academic background

Natural Sciences
Students must complete 6.0 total credits. (Students are not required to take Bio, Chem and Physics between HS and college.)
The following courses are recommended for students who are not in science programs:
Students in science programs or other students with strong interest may use the following courses to fulfill general education science requirements:

**Supplemental Requirements:** No GMC, SL, WI requirements

Each major offered in the Degree Completion Program at Concordia will provide the following learning experiences in ways that are appropriate to the program:

- Information Literacy
- Oral Communication competency
- Capstone Experience

**Waivers:** No Foreign Language Requirement

Students who complete an Associate of Arts Degree at another institution shall be considered to have completed all but the Bible Literacy and Theology requirements in the General Education course curriculum.

Refer to Undergraduate Catalog for course descriptions.

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**B.A. IN BUSINESS ADMINISTRATION**

**Prerequisites:**
Undergraduate credit of at least 12 semester credit hours and a cumulative GPA of 2.0

**Program Overview:**

Concordia University, Nebraska is an excellent academic and Christ-centered community equipping men and women for lives of learning, service and leadership in the church and world. In fulfilling this mission, Concordia University, Nebraska understands that many students can achieve their educational goals through nontraditional methods. The goal of the Degree Completion department is to offer working adults the opportunity to complete a bachelor’s degree whose family, work, and civic responsibilities would otherwise prevent them from continuing their college education.

The programs offered within the Degree Completion department are accelerated to complement the desire to complete a working adult’s degree in a short amount of time. Concordia understands that working adults bring into their educational process the benefit of knowledge derived from a rich diversity of experience.

The Degree Completion Program at Concordia offers challenging, rigorous, relevant majors, and courses of particular interest and value to working adults. An emphasis is made on ethical decision making and responsible behavior while interacting with a supportive, relational faculty and student body. The programs nurture religious commitment, enlarge social and cultural understanding, provide insights for Christian action in the world, and facilitate the ability to communicate effectively.

The program is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Bachelor of Arts degree in business administration are accredited by the International Assembly for Collegiate Business Education (IACBE).

Courses take eight weeks to complete. Classes are offered online.

**Objectives:**

Degree Completion students who complete this program will be able to:

1. Students will develop a broad set of management and leadership skills necessary for successful achievement of organizational goals.
2. Students will gain an understanding of advanced business and management concepts and be able to integrate concepts from various business disciplines.
3. Students will develop communication skills appropriate for use in the business and professional communities in which they work.
4. Students will develop skills for effective use of computer technology and will gain an understanding of the impact of technology on organizations.
5. Students will develop skills and attitudes to enable them to make sound ethical decisions in the workplace.

Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 104</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>ECON 103</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>BUS 120</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>BUS 123</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Intro to Stats</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Marketing</td>
</tr>
<tr>
<td>BUS 280</td>
<td>Business Communication</td>
</tr>
<tr>
<td>BUS 299</td>
<td>Business Law</td>
</tr>
<tr>
<td>BUS 330</td>
<td>Finance</td>
</tr>
<tr>
<td>BUS 342</td>
<td>Operations Management</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>BUS 370</td>
<td>Information Systems</td>
</tr>
<tr>
<td>BUS 401</td>
<td>Business Ethics</td>
</tr>
<tr>
<td>BUS 444</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BUS 445</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>BUS 399</td>
<td>Internship</td>
</tr>
</tbody>
</table>

B.A. IN PROFESSIONAL STUDIES

Options:
Emphasis areas in: Business Administration, Communication, Gerontology and Self-Directed Study

Prerequisites:
Undergraduate credit of at least 12 semester credit hours and a cumulative GPA of 2.0

Program Overview:
Concordia University, Nebraska is an excellent academic and Christ-centered community equipping men and women for lives of learning, service and leadership in the church and world. In fulfilling this mission, Concordia University, Nebraska understands that many students can achieve their educational goals through nontraditional methods. The goal of the Degree Completion department is to offer working adults the opportunity to complete a bachelor’s degree whose family, work, and civic responsibilities would otherwise prevent them from continuing their college education.

The programs offered within the Degree Completion department are accelerated to complement the desire to complete a working adult’s degree in a short amount of time. Concordia understands that working adults bring into their educational process the benefit of knowledge derived from a rich diversity of experience.

The Degree Completion Program at Concordia offers challenging, rigorous, relevant majors, and courses of particular interest and value to working adults. An emphasis is made on ethical decision making and responsible behavior while interacting with a supportive, relational faculty and student body. The programs nurture religious commitment, enlarge social and cultural understanding, provide insights for Christian action in the world, and facilitate the ability to communicate effectively.

The program objective for the B.A. with a Major in Professional Studies is to offer adult learners an understanding of organizations, human behavior and themselves and to provide adult learners the skills needed to excel in a professional environment and a variety of work settings.

The program is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.
Courses take eight weeks to complete. Classes are offered online.

**Objectives:**
Degree Completion students who complete this program will be able to:
1. Students will develop a broad set of management and leadership skills necessary for successful achievement of organizational goals.
2. Students will gain an understanding of core foundation concepts common to professional organizations, communication settings, or aging studies.
3. Students will develop communication skills appropriate for use in the business and professional communities in which they work.
4. Students will develop skills and attitudes to enable them to make sound ethical decisions in the workplace.

**Courses:**

<table>
<thead>
<tr>
<th>Core Requirements (24 hours):</th>
<th>Emphasis: Business Admin (12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 104 Macroeconomics*</td>
<td>BUS 120 Financial Accounting</td>
</tr>
<tr>
<td>MATH 122 Intro to Stats*</td>
<td>BUS 260 Marketing</td>
</tr>
<tr>
<td>HHP/PSY 290 Health Psychology*</td>
<td>BUS 330 Finance</td>
</tr>
<tr>
<td>CTA 309 Small Group Theory for Teams &amp; Leadership</td>
<td>One choice from the BA in Business Adm that is not in the Professional Studies Core</td>
</tr>
<tr>
<td>CTA 333 Intercultural Communication*</td>
<td><strong>Emphasis: Communication (select 12 hours)</strong></td>
</tr>
<tr>
<td>BUS 444 Organizational Behavior</td>
<td>BUS 280 Business Communication</td>
</tr>
<tr>
<td>BUS 405 Professional Ethics</td>
<td>BUS 261 Marketing</td>
</tr>
<tr>
<td>BUS 400 level Senior Capstone Course#</td>
<td>BUS 351 Human Resource Management</td>
</tr>
<tr>
<td>BUS 445 Strategic Management (BUS Adm Emphasis)</td>
<td>CTA 203 Communication Theory</td>
</tr>
<tr>
<td>GERO 402 Social Gerontology (Gero Emphasis)</td>
<td>CTA 306 Interpersonal Communication</td>
</tr>
<tr>
<td>ECTA 499 Special Topics in the Study of Language (Communication Emphasis)</td>
<td><strong>Emphasis: Gerontology (12 hours)</strong></td>
</tr>
<tr>
<td></td>
<td>PSY 221 or GERO 205</td>
</tr>
<tr>
<td></td>
<td>Select 9 hours from:</td>
</tr>
<tr>
<td></td>
<td>GER O/HHP 401 Aspects of Health &amp; Aging</td>
</tr>
<tr>
<td></td>
<td>GER O 403 Mental Health &amp; Aging</td>
</tr>
<tr>
<td></td>
<td>GER O 418 Nutrition &amp; the Older Adult</td>
</tr>
<tr>
<td></td>
<td>GER O 419 Death, Dying &amp; Trauma</td>
</tr>
<tr>
<td></td>
<td><strong>Emphasis: Self-Directed Study (12 hours)</strong></td>
</tr>
</tbody>
</table>

The starred (*) courses would also fulfill general education requirements that are commonly not transferred in to Concordia.

The student selects area of study and courses and provides a rationale for their selections; 9 hours must be 300 or 400 level classes; the SDS must be pre-approved by the student's advisor, the program director, and the dean; the SDS must be filed with the registrar's office.
Prerequisites: Admission Standards

- Application for Admission
- Official transcripts from previously attended colleges and universities
- Unencumbered, current Registered Nurse License
- Minimum of 2.0 G.P.A. in previous college course work and 12 semester credit hours completed (or provisional admission with permission of program director)
- Letter of Intent
- Resume

Practicum Requirements:

- Four months prior to NUR 484A and NUR 499, students will be required to secure an appropriate agency to complete required clinical hours.
- Four weeks prior to the start of each clinical course (NUR 484A and NUR 499), students must submit the “Clinical Agreement” form.
- Students must obtain a background check prior to enrolling in NUR 484A and comply with all policies and procedures required by the agency the student is completing their clinical hours through, such as immunizations, background checks, drug testing, etc. Students are responsible for the cost and successful completion of the background check and all additional agency requirements.

Retention Criteria:

Once students have been admitted to the nursing program they will be permitted to complete the program if the following are met:

1. A cumulative grade point average of 2.50 is maintained in the nursing courses.
2. Background check to be completed prior to practicum with the provision that it is stated clearly to the students upon admission. Students shall undergo Drug Screening at their own expense if required by the agency/organization of practicum experience.
3. No student who has been convicted of a felony or misdemeanor involving abuse, neglect, or injury to another person or sexual misconduct in any state may apply for practicum experience. A consequence of these actions will result in termination from the nursing program.

Program Overview:

Concordia University Nursing Program empowers nurses with the skills and proficiencies to serve with compassion and lead with conviction in their profession. The Concordia University Nursing Program values lifelong learning, ethical practice, and Christian faith development.

The baccalaureate degree in nursing program at Concordia University Nebraska is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

Program Goals

The Concordia University Nursing Program will:

1. Prepare students for service and leadership in global, community, congregational, and public health settings through advocacy, innovation, quality care, and management accountability.
2. Provide tools that empower baccalaureate nurses to engage in practice consistent with a holistic model of quality human care, accounting for the biological, psychological, social, and spiritual elements of human development.

3. Equip students with the knowledge and support to develop professional and personal values which facilitate ethical, moral, faith-based, and legal practice as a baccalaureate nurse.

4. Offer a Christian faith-based worldview throughout the curriculum.

Objectives:

Graduates of the RN-BSN Nursing program will be able to:

1. Synthesize empirical knowledge from nursing, religion, biological, social, and behavioral sciences, and humanities into the nursing practice.

2. Demonstrate safe and holistic nursing care within the legal and ethical framework of professional practice standards, derived from theory, practice, and research.

3. Promote effective critical thinking skills and decision-making across the lifespan based upon evidence-based practice, scholarly research, and dissemination.

4. Integrate innovative healthcare technologies, information management and communication devices in the provision of high quality healthcare.

5. Assess health of individuals, families, groups, communities, and diverse populations across the lifespans with a focus on health promotion, disease prevention, illness care, restoration, rehabilitation, health counseling, education, and spiritual care.

6. Implement transcultural nursing care by examining cultural dynamics and global health issues to all clients across the lifespan to improve population healthcare outcomes.

7. Utilize professional nursing roles with Christ-like compassion as a moral leader and patient advocate to meet changing healthcare needs.

8. Generate inter-professional communication and collaboration skills with individuals, families, and multidisciplinary teams.

9. Integrate leadership skills to impact healthcare organizations and management while influencing healthcare policies and finance, incorporating the systems approach.

10. Practice a commitment to lifelong learning, professional development, spiritual formation, and active involvement in professional nursing organizations.

Nursing (BSN) – 30 Hours

Required Supporting Courses:
NUR 400 Pathophysiology (3)
MATH 122 Introduction to Statistics (3)

Nursing Core Requirements:
NUR 410 Professional Roles, Issues and Nursing Theories (3)
NUR 415 Introduction to Nursing Research and Evidence-Based Practice (3)
NUR 430 Issues of Aging and Longevity (3)
NUR 484A Nursing in the Community – Part 1 (3)
NUR 484B Nursing in the Community – Part 2 (3)
NUR 485 Diverse and Vulnerable Population-Based Health (3)
NUR 486 Nursing Management and Servant Leadership (3)
NUR 499 Practicum (3)

Nursing Electives (6 hours: Select two classes from the following list)
NUR 420 Forensic Nursing (3)
NUR 426 Parish Nursing (3)
NUR 427 Theories and Applications in Nursing Informatics (3)

All students are required to complete a minimum of 120 credit hours in order to graduate. They must fulfill Concordia’s general education requirements, listed at the beginning of this section, and the requirements of their major.
Master of Business Administration

Options
- MBA, Accounting (Pre-requisite must be met for track)
- MBA, Business Intelligence
- MBA, Finance
- MBA, Leadership and Managing Teams through Change
- MBA, Marketing
- MBA, Nonprofit Management
- MBA, Human Resources Management
- MBA, Risk Management
- MBA, Organization Development (face-to-face concentration only)

Program Overview
The Master of Business Administration Program at Concordia University, Nebraska is designed for the working professionals who have a desire to develop and strengthen the skills and knowledge needed for ethical service and leadership in today’s business environment. Students will have detailed exposure to all aspects of business from a management perspective that will provide them with a foundation of tools to make decisions at a leadership level that will impact the success of an organization.

The MBA program has received program accreditation with the International Assembly for Collegiate Business Education (IACBE).

Objectives
1. Ethics: Students will compose responses to ethical issues that incorporate standards of ethical behavior and align with a Christian worldview.
2. Communication: Students will demonstrate proficiency in written and oral business professional communication.
3. Analysis/Problem Solving: Students will demonstrate comprehensive analysis skills by identifying problems, interpreting data, formulating and evaluating alternative options, and supporting solutions in complex business situations.
4. Decision-Support: Students will utilize technology and appropriate quantitative and qualitative methods to support strategic decision making

Core Courses (36 credit hours)
(listed in the order in which they will be taken)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 525</td>
<td>Leadership and Organizational Behavior</td>
</tr>
<tr>
<td>MBA 531</td>
<td>Effective Decision-Making and Communication</td>
</tr>
<tr>
<td>MBA 513</td>
<td>Accounting: Financial Analysis for Decision-Making</td>
</tr>
<tr>
<td>MBA 505</td>
<td>Ethical and Legal Environment of Business</td>
</tr>
<tr>
<td>MBA 551</td>
<td>Operations Management</td>
</tr>
<tr>
<td>MBA 550</td>
<td>Strategic Marketing</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>MBA 508</td>
<td>Innovation and Business Model Generation in a Digital Age</td>
</tr>
<tr>
<td>Concentration Course 1</td>
<td></td>
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<tr>
<td>Concentration Course 2</td>
<td></td>
</tr>
<tr>
<td>Concentration Course 3</td>
<td></td>
</tr>
<tr>
<td>MBA 690</td>
<td>Strategic Management (must be taken in final term)</td>
</tr>
</tbody>
</table>
### Additional Courses for Accounting Concentration (9 credit hours) *(listed in the order in which they will be taken)*

*Pre-Requisites Include: 1. An earned Undergraduate Minor in Accounting or 15 Undergraduate Hours in Accounting OR 2. At least two years of work experience in accounting that would include, but not be limited to the following types of positions: Accountant, Bookkeeper, Financial Analyst, Tax Preparation, or Financial Advisor.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 655</td>
<td>Professional Tax Research</td>
</tr>
<tr>
<td>MBA 656</td>
<td>Governmental and Not-for-Profit Accounting</td>
</tr>
<tr>
<td>MBA 657</td>
<td>Corporate Taxation</td>
</tr>
</tbody>
</table>

### Additional Courses for Business Intelligence (9 credit hours) *(listed in the order in which they will be taken)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 651</td>
<td>Introduction to Business Analytics</td>
</tr>
<tr>
<td>MBA 652</td>
<td>Strategic Analytics</td>
</tr>
<tr>
<td>MBA 653</td>
<td>Data Visualization and Communication</td>
</tr>
</tbody>
</table>

### Additional Courses for Finance Concentration (9 credit hours) *(listed in the order in which they will be taken)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 612</td>
<td>Real Estate and Small Business Investing</td>
</tr>
<tr>
<td>MBA 614</td>
<td>Business Analysis and Modeling Using Financial Statements</td>
</tr>
<tr>
<td>MBA 616</td>
<td>Capital Markets and Institutions</td>
</tr>
</tbody>
</table>

### Additional Courses for Leadership and Managing Teams through Change Concentration (9 credit hours) *(listed in the order in which they will be taken)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 629</td>
<td>Creating and Leading Effective Teams</td>
</tr>
<tr>
<td>MBA 631</td>
<td>Business Negotiation and Conflict Resolution</td>
</tr>
<tr>
<td>MBA 632</td>
<td>Cross Cultural Management</td>
</tr>
</tbody>
</table>

### Additional Courses for Marketing Concentration (9 credit hours) *(listed in the order in which they will be taken)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 511</td>
<td>Social Marketing Strategies</td>
</tr>
<tr>
<td>MBA 554</td>
<td>Advertising Management</td>
</tr>
<tr>
<td>MBA 636</td>
<td>Marketing Research</td>
</tr>
</tbody>
</table>

### Additional Courses for Nonprofit Management Concentration (9 credit hours) *(listed in the order in which they will be taken)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 642</td>
<td>Nonprofit Management</td>
</tr>
<tr>
<td>MBA 644</td>
<td>Organizational Resource Development</td>
</tr>
<tr>
<td>MBA 646</td>
<td>Public Program Evaluation</td>
</tr>
</tbody>
</table>

### Additional Courses for Human Resources Management Concentration (9 credit hours) *(listed in the order in which they will be taken)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 617</td>
<td>Compensation Package Development and Administration</td>
</tr>
<tr>
<td>MBA 618</td>
<td>Legal Issues in Human Resources</td>
</tr>
<tr>
<td>MBA 619</td>
<td>Employee Training, Development, and Retention</td>
</tr>
</tbody>
</table>

### Additional Courses for Risk Management Concentration (9 credit hours) *(listed in the order in which they will be taken)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 576</td>
<td>Fraud Management</td>
</tr>
<tr>
<td>MBA 622</td>
<td>Risk Management and Insurance</td>
</tr>
<tr>
<td>MBA 650</td>
<td>Compliance and Regulatory Risk</td>
</tr>
<tr>
<td>Additional Courses for Organization Development (9 credit hours) (listed in the order in which they will be taken)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>MBA 660 Entrepreneur Development</td>
<td></td>
</tr>
<tr>
<td>MBA 662 Nonprofit Organization Development</td>
<td></td>
</tr>
<tr>
<td>MBA 664 Small Business Development</td>
<td></td>
</tr>
</tbody>
</table>
Master of Computer Information Systems

Options
- Master of Computer Information Systems – 30 hours
  - Traditional: 20 Months
  - Fast Track: 18 Months

Note: Students can select between a traditional schedule, taking one course per session, and a Fast Track schedule, which provides students the opportunity to take two courses concurrently during their sixth session in order to reduce time to completion for the program. Students admitted to the Fast Track schedule must have an undergraduate GPA of at least 2.8. Students must declare their intent to enter the Fast Track option prior to beginning the program. If the student has a cumulative GPA of below a 3.0 at any point in the program, the student will either not be able to enter the Fast Track option or will be removed from the Fast Track option and placed in the Traditional option, whichever is applicable.

Prerequisites
Candidates should have the following:
- A college level course or working knowledge/experience in Statistics.
- A college level course or proficiency in a programming language like Python, C++, Java, C# or similar programming languages.
- Working experience or a college level course in at least two of the following:
  a. data management and administration including experience in the analysis, design and modeling of databases
  b. IT business operations and leadership
  c. information security and policy
  d. enterprise architecture, network and telecommunications technology
  e. software engineering and development
  f. systems administration
  g. business analysis and design
  h. web-based systems and technologies

Note: The above skillsets are required for success in this program. Students with skillset limitations can be considered with approval from the program director.

Program Overview
The Master of Computer Information Systems program at Concordia University, Nebraska is designed for working professionals who desire an inter-disciplinary education that is grounded in computer information systems (CIS) and business. The emphasis in business has a strong focus on management and operations. The emphasis in computer information systems will provide graduate level capabilities to industry practitioners. The program offers students the managerial and technical knowledge that is necessary in their current profession or discipline. The skills and knowledge acquired in this values-based program are critical in both commercial and government organizations.

The curriculum contains three business courses that are currently being delivered for Concordia Nebraska’s Master of Business Administration (MBA) degree program. The Computer Information Systems (CIS) courses are designed to provide working professionals with a fundamental working knowledge in the area of computer information systems, including those who may not have earned an undergraduate degree in computer science or a related area.

Objectives
A graduate with a Master of Computer Information Systems degree from Concordia University, Nebraska will be able to:
1. continue to acquire advanced knowledge in the field of computer information systems;
2. effectively and ethically apply specialized knowledge to challenging problems;
3. communicate technical concepts clearly and comprehensively to a variety of audiences; and
4. analyze and formulate decisions based on current best practices of business and computer information systems.

<table>
<thead>
<tr>
<th>Courses:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 541 Networks and Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>CIS 561 Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 551 Design and Management of Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 552 Design and Management of OLAP-based Analytics</td>
<td>3</td>
</tr>
<tr>
<td>CIS 571 Software Engineering and Development</td>
<td>3</td>
</tr>
<tr>
<td>CIS 542 Wireless and Mobile Communications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 548 Discrete Math and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>MBA 513 Accounting: Financial Analysis for Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>*MBA 551 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>*MBA 505 Ethical and Legal Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

* Note: The Fast Track offers students the opportunity to take MBA 551 and MBA 505 concurrently during the sixth session in order to reduce time to completion for the program. All other courses must be taken individually. Students must declare their intent to enter the Fast Track prior to beginning the program.
Master of Education

Options

- Curriculum and Instruction (Master of Education and/or Endorsement)
  Teacher Leadership, Curriculum Supervisor, ESL, Instructional Technology Leadership
- Early Childhood Education (Master of Education and/or Endorsement)
- Early Childhood Special Education (Master of Education and/or Endorsement)
- Educational Administration (Master of Education and/or Endorsement)
  Elementary School Administration
  Secondary School Administration
  Elementary/Secondary School Administration
- Literacy Education – Reading and ESL (Master of Education and/or Endorsement)
  Reading Specialist
  Reading Specialist with ESL endorsement
- Special Education (Master of Education and/or Endorsement)
- TESOL (Teaching English to Speakers of Other Languages) (Master of Education and/or ESL Endorsement)

Program Overview
The Master of Education Degree program is designed to provide advanced education for elementary and secondary school administrators, early childhood educators, English as second language educators, literacy educators, curriculum and instruction educators and special education educators. All programs are approved by the Nebraska State Department of Education and accredited by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools (www.ncahigherlearningcommission.org; 312-263-0456) and the National Council for the Accreditation of Teacher Education.

Educated people in a democratic society promote a congenial community where its citizens put the common good above self-interest. Empowered by the Gospel, the church in mission strives to nurture its members through God’s revelation. Education, one assisting process, seeks to help people become less self-centered and more responsive to society’s and the church’s aims. Capable Christian teachers, qualified to meet the needs of children, youth and adults aid society and the church in achieving their goals.

The university accepts its mission in teacher education: preparing competent Christian teachers for the elementary and secondary schools of the LCMS and for the public schools in Nebraska and other states. Furthermore, Concordia University demonstrates acceptance of this mission by developing and maintaining quality Master’s and certificate/endorsement-only programs.

Current statements of Concordia’s philosophy of education and specific objectives for its teacher education programs are available in the Office of the Dean of the College of Education.

Objectives
Graduate students who complete a Master of Education Degree will be able to demonstrate:
1. the ability to complete a program of advanced study and a commitment to continuous, self-directed professional growth;
2. growth in their ability to minister to those with whom they work, recognizing each individual’s unique potential because of God’s creative and redemptive acts;
3. growth in their understanding of the knowledge base of teaching, leading, and learning;
4. increased understanding of the history and philosophy of education;
5. an understanding of the significance and complexities of educational research;
6. the ability and commitment to implement a Christian educational world view that transcends human disadvantages, disabilities and cultural, sexual and social biases;
7. an appreciation of the place and contribution of school and church to society; and
8. growth in strengthening a professional need or interest area.
CURRICULUM AND INSTRUCTION

Options
Master of Education in Curriculum and Instruction with an Emphasis in Teacher Leadership – 36 hours

Master of Education in Curriculum and Instruction with a Curriculum Supervisor endorsement – 39 hours

Master of Education in Curriculum and Instruction with an ESL supplemental endorsement – 39 hours

Master of Education in Curriculum and Instruction with an Instructional Technology Leadership supplemental endorsement – 36 hours

Prerequisites
A valid K-12 teaching credential with two years teaching experience is required if a Curriculum Supervisor, ESL, or Instructional Technology Leadership endorsement is desired.

Program Overview
Concordia University, Nebraska’s Master of Education in Curriculum and Instruction (C&I) is a 36-hour, non-thesis innovative, inquiry-based program with a focus on professional development and the InTASC Model Core Teaching Standards with the following structure:

- a common core of coursework designed to increase graduate students’ skill levels and knowledge base (12 credit hours)
- best practice in curriculum instruction and design (12 credits)
- assessment analysis and application, leadership development, and educational research (9 credits)
- a capstone design project in each student’s interest area meeting the goals and objectives of their own professional development plans (3 credits)

The goal of the Curriculum and Instruction Master’s program is to provide an opportunity for practicing teachers and other educational professionals to enhance their understanding and expertise in the following areas to improve students’ performance, while also providing the training and credentials to become engaged, forward-thinking administrators, educational leaders, advocates, and life-long learners:

- development of differentiated curriculum to meet the needs of diverse learners;
- analysis, interpretation and application of standardized assessment data within the curriculum;
- instructional strategies;
- best practice, and
- educational research.

Note: this program also offers several supplemental endorsement options including:

- An administrative Curriculum Supervisor endorsement, which requires an additional 3 credit-hour practicum (EDUC 590) in addition to the 36 program credits. Candidates choosing to pursue this endorsement must declare their intent on entering the program.
- A supplemental ESL endorsement which requires an additional 3 credit-hour internship (EDUC 527) in addition to the 36 program credits.
A supplemental Instructional Technology Leadership endorsement which requires no additional hours to the 36 program credits. The 5 courses designated with ** can also be taken independently for the endorsement only.

Those who complete the C&I program and would like to add the Education Administration endorsement will also have to take 18 hours plus meet the requirements of that endorsement. See the Education Administration section of this catalog.

Concordia offers this program in a cohort format; a small group, or cohort, takes the same classes at the same time. This format fosters life-long, professional relationships and offers invaluable peer support. Courses take eight weeks to complete. Classes are offered online. Students will finish the program in two years.

Objectives
Graduate students who complete this program will be able to:

1. Integrate theory with reflective practice.
2. Evaluate and improve processes of curriculum development.
3. Remain current with regard to educational issues, individualized instruction, assessment and the elements of best practice.
4. Engage in collaborative learning with colleagues who offer similar, as well as diverse, backgrounds, experiences, and views.
5. Facilitate their development as life-long learners, who are capable of informing their instructional practices through appropriate application of research results.
6. Enhance leadership skills, dispositions and practices.

<table>
<thead>
<tr>
<th>C&amp;I Master's Degree in Teacher Leadership w/option for administrative Curriculum Supervisor endorsement</th>
<th>C&amp;I Master's Degree w/option for Instructional Technology Leadership supplemental endorsement</th>
<th>C&amp;I Master's w/option for ESL supplemental endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 534 Empowering Teachers as Leaders</td>
<td>EDUC 534 Empowering Teachers as Leaders</td>
<td>EDUC 534 Empowering Teachers as Leaders</td>
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<tr>
<td>EDUC 594 Research Evaluation and Design</td>
<td>EDUC 594 Research Evaluation and Design</td>
<td>EDUC 594 Research Evaluation and Design</td>
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<tr>
<td>EDUC 501 Contemporary Thought in Education</td>
<td>EDUC 501 Contemporary Thought in Education</td>
<td>EDUC 501 Contemporary Thought in Education</td>
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<tr>
<td>EDUC 531 Differentiating Instruction to Increase Student Achievement</td>
<td>EDUC 531 ** Differentiating Instruction to Increase Student Achievement</td>
<td>EDUC 531 Differentiating Instruction to Increase Student Achievement</td>
</tr>
<tr>
<td>EDUC 551 Curriculum Design and Evaluation</td>
<td>EDUC 672 ** Best Practice In Integrating Technology into Curriculum and Instructional Design</td>
<td>EDUC 524 Foreign Language Instruction</td>
</tr>
<tr>
<td>PSY 511 Psychological Foundations to Teaching and Learning</td>
<td>PSY 511 Psychological Foundations to Teaching and Learning</td>
<td>PSY 511 Psychological Foundations to Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 514 Analyzing and Applying Assessment Data</td>
<td>EDUC 670 ** Technology in Assessment and Instructional Improvement</td>
<td>EDUC 525 Foreign Language Curriculum and Assessment</td>
</tr>
<tr>
<td>EDUC 506 Integrating Technology into the Classroom</td>
<td>EDUC 506 ** Integrating Technology into the Classroom</td>
<td>EDUC 506 Integrating Technology into the Classroom</td>
</tr>
<tr>
<td>EDUC 552 Processes in</td>
<td>EDUC 552 Processes in</td>
<td>ENG 530 Linguistics for</td>
</tr>
<tr>
<td>Elementary and Secondary School Administration</td>
<td>Elementary and Secondary School Administration</td>
<td>Educators</td>
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<tr>
<td>EDUC 532 Enhancing Learning Through Linguistic and Cultural Diversity</td>
<td>EDUC 671 ** Using Technology to Build Effective Online Learning Communities</td>
<td>EDUC 526 Language and Culture</td>
</tr>
<tr>
<td>SOC 565 Serving and Leading in the Community and World</td>
<td>SOC 565 Serving and Leading in the Community and World</td>
<td>SOC 565 Serving and Leading in the Community and World</td>
</tr>
<tr>
<td>EDUC 540 Curriculum and Instruction Capstone</td>
<td>EDUC 540 Curriculum and Instruction Capstone</td>
<td>EDUC 540 Curriculum and Instruction Capstone</td>
</tr>
<tr>
<td>EDUC 590 Curriculum and Instruction Practicum (required only if pursuing Curriculum Supervisor endorsement)</td>
<td></td>
<td>EDUC 527 ELL Internship</td>
</tr>
</tbody>
</table>

**Additional Courses for Education Administration endorsement:** (18 hours)
- EDUC 581 Introduction to School Administration (250 hour practicum)
- EDUC 610 School Resource Management
- EDUC 554 Supervision of Instruction
- EDUC 557 School Law
- EDUC 612 School Community Relations
- EDUC 620 School Improvement Processes
EARLY CHILDHOOD EDUCATION

Options
Master of Education with Early Childhood Endorsement – 36 hours
Early Childhood Endorsement only – 30 hours

Prerequisites
A valid elementary teaching credential is required if an early childhood education endorsement is desired.

Program Overview
The Master of Education with an Early Childhood Emphasis is a good choice for students who are interested in advanced study in the field of early childhood education (birth through grade 3). This 36-hour program of study includes eligibility for a Nebraska early childhood teaching certification for those candidates who hold a valid Nebraska teaching certificate.

This program is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and by the National Council for the Accreditation of Teacher Education (NCATE). In addition the program design conforms to the guidelines prescribed by the National Association for the Education of Young Children.

Concordia offers this program in a cohort format; a small group, or cohort, takes the same classes at the same time. This format fosters life-long, professional relationships and offers invaluable peer support. Courses take eight weeks to complete. Classes are offered online. Students will finish the program in two years.

Objectives
Graduate students who complete this program will be able to:

1. Articulate and demonstrate a clear and advanced understanding of child development and child psychology;
2. Establish and maintain an environment that ensures children’s safety and their healthy development;
3. Plan and implement developmentally appropriate curriculum activities that advance all areas of children’s development and learning including social, emotional, intellectual, physical, spiritual and aesthetic components.
4. Increase skill and knowledge of techniques that assist the young child in language development and emergent literacy;
5. Understand and process the current research and issues in early childhood education.
6. Understand and promote the need to establish supportive relationships with children in implementing developmentally appropriate techniques of guidance and group management.
7. Understand and promote the importance of establishing positive, productive relationship with families.
8. Support the uniqueness of each child, recognizing that children are best understood in the context of their family, culture, and society.
9. Develop a cultural awareness and appreciation for diversity and individual differences including race, gender, socio-economic status, language, and special needs.
10. Develop an increased awareness and proficiency in organizing and managing an early childhood center striving for high standards of NAEYC/LCMS accreditation.
11. Understand, promote, and implement techniques for developmentally appropriate assessment of young children's learning;
12. Promote the need to implement a positive team approach to working with other professionals and support staff.
13. Articulate and demonstrate an understanding of the early childhood profession and make a commitment to professionalism, including continuous personal professional growth.
### Courses:

**Master of Education with EC Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 574</td>
<td>Early Childhood Program Organization and Management</td>
</tr>
<tr>
<td>EDUC 594</td>
<td>Research Evaluation and Design</td>
</tr>
<tr>
<td>EDUC 501</td>
<td>Contemporary Thought in Education</td>
</tr>
<tr>
<td>PSY 511</td>
<td>Psychological Foundations of Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 578</td>
<td>Infants and Toddlers: Development, Methods, Curriculum, &amp; Assessment (Birth-3)</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>The Young Child: Language and Literacy Development</td>
</tr>
<tr>
<td>EDUC 580</td>
<td>Pre-Primary Education: Development, Methods, Curriculum &amp; Assessment (Ages three through five)</td>
</tr>
<tr>
<td>EDUC 650</td>
<td>Family and Culture</td>
</tr>
<tr>
<td>EDUC 583</td>
<td>Primary Education: Development, Methods, Curriculum &amp; Assessment (Ages six through eight)</td>
</tr>
<tr>
<td>SOC 565</td>
<td>Serving and Leading in the Community and World</td>
</tr>
</tbody>
</table>

**Course Notes:**

- **EDUC 574** Early Childhood Program Organization and Management
- **EDUC 594** Research Evaluation and Design
- **EDUC 501** Contemporary Thought in Education
- **PSY 511** Psychological Foundations of Teaching and Learning
- **EDUC 578** Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3)
- **EDUC 565** The Young Child: Language and Literacy Development
- **EDUC 580** Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages three through five)
- **EDUC 650** Family and Culture
- **EDUC 583** Primary Education: Development, Methods, Curriculum & Assessment (Ages six through eight)

### Field Experience:

Approved field-based experiences consist of at least 90 clock hours of contact in accredited or licensed programs with birth-third grade students. A minimum of twenty percent (20%) of the hours shall include working with children who have a range of disabilities. (Nebraska Department of Education Rule 24)

- 30 hours with children birth to three
- 30 hours in a pre-primary setting with children ages 3-5
- 30 hours in a primary setting with children ages 6-8

Students must also register for their field experience. These are non-credit (meaning there is no charge), Pass/Fail records:

- EDUC 678 Field Experience ECE: Birth to 3
- EDUC 680 Field Experience ECE: Ages 3-5
- EDUC 683 Field Experience ECE: Ages 6-8

Field Experience must be completed before enrolling in SOC 565.

### Endorsement Only:

Students seeking coursework to apply for an endorsement only are not required to take 573A & B.
Options
Master of Education with Early Childhood Special Education Endorsement – 36 hours
Early Childhood Special Education Endorsement only – 30 hours

Prerequisites
A valid elementary teaching or early childhood education credential is required if an endorsement is desired.

Program Overview
The Master of Education with an Early Childhood Special Education Emphasis is a good choice for students who are interested in advanced study in the field of early childhood special education (birth through Kindergarten). This 36-hour program of study includes eligibility for a Nebraska early childhood special education teaching certification for those candidates who hold a valid Nebraska teaching certificate. Each Early Childhood and Early Childhood Special Education course will include 10 hours of direct contact with young children, ages birth through kindergarten, including those with special developmental and/or learning needs, therefore, meeting the 100 hours of student contact required for Nebraska certification. Field experiences shall consist of a minimum of 100 clock hours working with young children, ages birth through kindergarten, including those with special developmental and/or learning needs. At least 20 clock hours will be spent assisting families and children with verified disabilities at each of the following levels: birth up to age three, ages three to five, and ages five to seven.

This program is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and by the National Council for the Accreditation of Teacher Education (NCATE).

Concordia offers this program in a cohort format; a small group, or cohort, takes the same classes at the same time. This format fosters life-long, professional relationships and offers invaluable peer support. Courses take eight weeks to complete. Classes are offered online. Students will finish the program in two years.

Objectives
The Master of Education in Early Childhood Special Education directly aligns with the established professional standards by the Council for Exceptional Children for teachers in the field of special education. Students who complete the MEd in Early Childhood Special Education program will:

1. Understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.
2. Be able to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Use knowledge of general and specialized curricula to individualize learning for individuals with disabilities.
4. Use multiple methods of assessment and data-sources in making educational decisions.
5. Be able to select, adapt, and use repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.
6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7. Be able to collaborate with families, other educators, related service providers, individuals
with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

<table>
<thead>
<tr>
<th>Courses: Master of Education with ECSE Emphasis</th>
<th>Endorsement</th>
<th>MEd</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 578 Infants and Toddlers: Development, Methods, Curriculum, &amp; Assessment (Birth-3)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 594 Research Evaluation and Design</td>
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<tr>
<td>EDUC 501 Contemporary Thought in Education</td>
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<td>3</td>
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<tr>
<td>PSY 511 Psychological Foundations of Teaching and Learning</td>
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<td>3</td>
</tr>
<tr>
<td>EDUC 580 Pre-Primary Education: Development, Methods, Curriculum &amp; Assessment (Ages three through five)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 650 Family and Culture</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 602 History and Context of Early Intervention and Early Childhood Special Education</td>
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<td>3</td>
</tr>
<tr>
<td>EDUC 655 Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education</td>
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</tr>
<tr>
<td>EDUC 657 Teaching Students with Autism and Severe/Profound Disabilities</td>
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<tr>
<td>EDUC 692 Observing and Assessing the Young Child with Disabilities</td>
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<tr>
<td>EDUC 576 Behavior Management in Inclusive Settings</td>
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<tr>
<td>SOC 565 Serving and Leading in the Community and World</td>
<td>3</td>
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<tr>
<td><strong>Total Required Credit Hours</strong></td>
<td><strong>36</strong></td>
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</tbody>
</table>
Options
Master of Education, Educational Administration with the following endorsements (36 hours):
- Elementary Administration
- Secondary Administration
- Elementary & Secondary Administration (Dual)

Master of Education, Educational Administration with the following endorsements and a concentration in Athletics Administration (51 hours):
- Elementary Administration endorsement with concentration in Athletics Administration
- Secondary Administration with concentration in Athletics Administration
- Elementary & Secondary Administration (Dual) with concentration in Athletics Administration

Master of Education, Educational Administration and a Master of Science, Athletics Administration (63 hours)

Prerequisites
Additional requirements that must be met prior to certification in the State of Nebraska can be found on the Nebraska Department of Education Teacher Certification website located at:

http://www.education.ne.gov/TCERT/index.html

Candidates seeking administrator certification in Nebraska must hold a current Nebraska teaching certificate and must have the equivalent of two (2) full school years teaching experience in approved/accredited elementary, middle, and/or secondary schools. Candidates from other states must check with their state concerning unique certification requirements.

Program Overview
This program is designed to satisfy the needs of those who wish to serve and be certified as school principals. The sequence prescribed fulfills the educational requirement for certification in Nebraska as an elementary or secondary principal.

In the State of Nebraska, an endorsement shall require 36 or 45 graduate semester hours of credit in an approved program in educational administration. Thirty-six graduate semester hours are required if the principal endorsement and teaching endorsement are at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching endorsement or those seeking dual administrative endorsements must complete an additional nine hours, the 45 hour program.

Dual Certification Requirements
The additional nine graduate hours must address the level (elementary or secondary) that is being added and be approved by the Program Director/Certification Officer. Practicum hours started in EDUC 581 and continued throughout the program must be split between the elementary and secondary levels with a minimum of 125 hours completed at each level. When a student’s teaching experience has been at the middle school level, a specified number of practicum hours may be required at either the elementary or secondary levels. Dual certification may be sought at both elementary and secondary levels by meeting the requirements of both levels. Course requirements for an endorsement without a Master’s degree are the same as for a Master’s degree. The endorsement program is for students who have already earned a Master’s of Education from Concordia University, Nebraska with another emphasis and now need the administrative certification.
Objectives
Graduate students who complete an emphasis in elementary or secondary administration will be able to demonstrate:

1. a more complete understanding of the school curriculum;
2. advanced understanding of the principles and techniques of school organization, management and leadership;
3. advanced understanding of the duties and responsibilities of supervising instruction;
4. functional familiarity with various processes of educational administration, including political and fiscal management;
5. understanding, appreciation and performance of the ethics of administering educational systems;
6. competence and understanding in utilizing school law; and
7. competence in performance as a school administrator, through effective communication, proficient use of group process, appropriate evaluation and staff development.

(course listing on next page)
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<th>Core courses:</th>
<th>Dual Certification: Elementary with added Secondary Certification additional courses (9 hours):</th>
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<tr>
<td>EDUC 581 Introduction to School Administration</td>
<td>EDUC 566 Reading in Middle and Secondary Schools</td>
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<tr>
<td>EDUC 594 Research Evaluation and Design</td>
<td>EDUC 622 Teaching Writing in Grades PK-12</td>
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<tr>
<td>EDUC 501 Contemporary Thought in Education</td>
<td>EDUC 635 Survey of Contemporary Literature from PK-12</td>
</tr>
<tr>
<td>PSY 511 Psychological Foundations of Teaching and Learning</td>
<td>Dual Certification: Secondary with added Elementary Certification additional courses (9 hours):</td>
</tr>
<tr>
<td>EDUC 551 Curriculum Design and Evaluation</td>
<td>EDUC 565 The Young Child: Language and Literacy Development</td>
</tr>
<tr>
<td>EDUC 552 Processes in Elementary and Secondary School Administration</td>
<td>EDUC 622 Teaching Writing in Grades PK-12</td>
</tr>
<tr>
<td>EDUC 610 School Resource Management</td>
<td>EDUC 635 Survey of Contemporary Literature from PK-12</td>
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<tr>
<td>EDUC 554 Supervision of Instruction</td>
<td>Athletics Administration Concentration additional courses (15 hours):</td>
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<tr>
<td>EDUC 557 School Law</td>
<td>MSAA 500 Leadership &amp; Management in Athletics</td>
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<tr>
<td>EDUC 612 School Community Relations</td>
<td>MSAA 510 Athletics Sociology</td>
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<tr>
<td>EDUC 620 School Improvement Processes *This course will count for MSAA 599 Athletics Practicum for students who pursue a Joint Master of Education Administration and Master of Science in Athletics Administration.</td>
<td>MSAA 520 Ethical &amp; Legal Aspects of Athletics Administration</td>
</tr>
<tr>
<td>SOC/THEO 565 Serving and Leading in Community and World</td>
<td>MSAA 530 Management of Facilities and Operations in Athletics</td>
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<td></td>
<td>MSAA 550 High School Athlete Development</td>
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<tr>
<td></td>
<td>Joint Master of Education Administration and Master of Science Athletics Administration (27 hours):</td>
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<tr>
<td></td>
<td>MSAA 500 Leadership &amp; Management in Athletics</td>
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<td></td>
<td>MSAA 510 Athletics Sociology</td>
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<tr>
<td></td>
<td>MSAA 520 Ethical &amp; Legal Aspects of Athletics Administration</td>
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<tr>
<td></td>
<td>MSAA 530 Management of Facilities and Operations in Athletics</td>
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<td></td>
<td>MSAA 550 High School Athlete Development</td>
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<td></td>
<td>MSAA 552 High School Athletics Fundraising</td>
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<td></td>
<td>MSAA 554 High School Athletics Finance</td>
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<tr>
<td></td>
<td>MSAA 556 High School Athletics State and Federal Regulation Compliance</td>
</tr>
</tbody>
</table>
Program Options

**Master of Education – Literacy Emphasis with Reading Specialist Endorsement:**
- Consisting of highly integrated literacy courses, this 36-hour program will result in both a master’s and a reading specialist endorsement. It includes a three credit hour case study built around the specific needs of a student with reading difficulties and is required for certification.

**Master of Education – Literacy Emphasis with Reading Specialist & ESL Endorsement:**
- This 51-hour program allows you to earn your master’s degree plus two endorsements in a concisely integrated program that offers immediate application to your teaching. It includes a three-credit hour ESL/ELL internship and a three credit hour case study built around the specific needs of a student with reading difficulties and is required for certification.

**ESL Endorsement:**
- This 15-hour program features four courses of current ESL theory with immediate application to teaching, including clinical experiences in an ESL classroom and a three-credit hour semester internship.

**Reading Specialist Endorsement:**
- This 30-hour program will result in a reading specialist endorsement. It includes a three credit hour case study built around the specific needs of a student with reading difficulties and is required for certification.

**Prerequisites**
Admission to the graduate program for the reading endorsement requires two years of teaching. The ESL/ELL endorsement is supplemental and requires the graduate student to have an endorsement in another subject.

**Program Overview**
Concordia University, Nebraska has an established record of quality teacher preparation. The Master of Education with Literacy Emphasis degree offers the same quality of education for teachers who want to continue their careers as Reading Specialists and/or ESL/ELL Specialists. All courses offered address the needs of these education specialists in both public and parochial settings. All degrees and endorsements are accredited by the Nebraska Department of Education and the National Council for the Accreditation of Teacher Education. Nebraska Certification.

Effective September 1, 2015: All candidates applying for certification in Nebraska must provide evidence they have taken the required Praxis II content test and received the required passing score.

**Students seeking Reading Specialist and ESL/ELL certification in states other than Nebraska should determine the licensure requirements in the state(s) in which they will be seeking certification. Written approval that this program will be acceptable for licensure by their state’s department of education should be obtained prior to beginning the program.**
<table>
<thead>
<tr>
<th>Master of Education-Literacy Emphasis with Reading Specialist (36 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 566 Reading in the Middle and Secondary School</td>
</tr>
<tr>
<td>EDUC 594 Research Evaluation and Design</td>
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<tr>
<td>EDUC 565 The Young Child: Language &amp; Literacy Development</td>
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<tr>
<td>EDUC 501 Contemporary Thought in Education</td>
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<tr>
<td>EDUC 519 Word Study: Decoding, Comprehension &amp; Fluency</td>
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<tr>
<td>PSY 511 Psychological Foundations of Teaching and Learning</td>
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<tr>
<td>EDUC 622 Teaching Writing Grades PK-12</td>
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<tr>
<td>EDUC 635 Survey of Contemporary Lit from PK-12</td>
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<tr>
<td>EDUC 520 Literacy Assessment &amp; Intervention</td>
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<tr>
<td>SOC 565 Serving and Leading in the Community and World</td>
</tr>
<tr>
<td>EDUC 568 Practicum in Reading Instruction and Assessment (cohorts prior to March 3, 2014)</td>
</tr>
<tr>
<td>EDUC 630 Preliminary Design and Processes for a Case Study (cohorts beginning March 3, 2014)</td>
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<tr>
<td>EDUC 631 Creating a Case Study in Literacy (cohorts beginning March 3, 2014)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Education- ESL Endorsement and Reading Specialist Endorsement (51 hours)</th>
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<tbody>
<tr>
<td>EDUC 566 Reading in the Middle and Secondary School</td>
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<tr>
<th>Core courses for ESL Endorsement</th>
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<tbody>
<tr>
<td>EDUC 524 ESL/ELL Foreign Language Instruction</td>
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<tr>
<td>EDUC 525 ESL/ELL Foreign Language Curriculum and Assessment</td>
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<tr>
<td>EDUC 526 Language and Culture</td>
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<tr>
<td>EDUC 623 Linguistics for Educators</td>
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<tr>
<td>EDUC 527 Practicum in ELL</td>
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<tr>
<td>Reading Specialist Endorsement (30 hours)</td>
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<tr>
<td>EDUC 566 Reading in the Middle and Secondary School</td>
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<tr>
<td>EDUC 565 The Young Child: Language &amp; Literacy Development</td>
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<td>EDUC 630 Preliminary Design and Processes for a Case Study (cohorts beginning March 3, 2014)</td>
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<tr>
<td>EDUC 631 Creating a Case Study in Literacy (cohorts beginning March 3, 2014)</td>
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<tr>
<th>ESL Endorsement (15 hours)</th>
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<tbody>
<tr>
<td>EDUC 524 ESL/ELL Foreign Language Instruction</td>
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<tr>
<td>EDUC 525 ESL/ELL Foreign Language Curriculum and Assessment</td>
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<td>EDUC 526 Language and Culture</td>
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<tr>
<td>EDUC 623 Linguistics for Educators</td>
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<tr>
<td>EDUC 527 ELL Internship</td>
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</table>
SPECIAL EDUCATION

Options
Master of Education, Special Education – Inclusive Practices (36 Hours)
Master of Education, Special Education – Inclusive Practices with the following endorsements:
K-6 Subject (42 credit hours)
  • K-6 Subject (42 credit hours)
  • 7-12 Subject (42 credit hours)
  • K-12 Field (51 credit hours)

Prerequisites
The program is available for those candidates with a qualifying degree. Only candidates with a valid teaching certificate are eligible for the Nebraska endorsement.

Program Overview
The Master of Education (M.Ed.) in Special Education – Inclusive Practices program is a nonlicensure program offering a master’s degree with an emphasis in special education. This program builds strong connections between theory and practice through quality online instruction paired with practical experiences. Candidates gain a strong foundation in teaching in inclusive settings and content knowledge from experts in the field of education. Concordia Nebraska faculty members actively engage in the practice of educating students with disabilities, implementation of educational policy and research collaboration; this vital knowledge is embedded throughout the program. In the Concordia Nebraska M.Ed. in Special Education – Inclusive Practices program, candidates take a sequence of courses in Special Education and related areas. This cohort format (i.e., a small group that takes the same classes at the same time) fosters life-long professional relationships and offers invaluable peer support. Guidance from Concordia Nebraska faculty provides candidates with the framework and support they need to be successful in today’s rapidly evolving inclusive educational environment. Each Special Education course will include 5 hours of direct contact with children with disabilities and 5 hours of observation. Candidates seeking a Nebraska endorsement will need to specify their endorsement (i.e., K-6 Subject or 7-12 Subject or K-12 Field). This determines the focus of their studies, and must be declared prior to the program start. The direct contact and observation hours within the Special Education courses will meet the 100 hours of student contact required for Nebraska certification. A student’s chosen level of endorsement will determine the level at which practicum hours must be completed. Students pursuing a K-6 Subject or 7-12 Subject endorsement must complete 42 hours of coursework meeting the Nebraska requirements for a Special Education endorsement. Students seeking a K-12 Field endorsement will complete 51 hours of coursework, thus meeting the requirements for this endorsement.

Objectives
The Master of Education in Special Education aligns with the established professional standards by the Council for Exceptional Children for teachers in the field of special education. Candidates who complete the M.Ed. in Special Education – Inclusive Practices program will:
1. Understand how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities in inclusive settings.
2. Be able to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Use knowledge of general and specialized curricula to individualize learning for individuals with disabilities in inclusive settings.
5. Be able to select, adapt, and use repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities in inclusive settings.
6. Use foundational knowledge of the field and their professional Ethical Principles and
Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. Be able to collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>M.Ed. in Special Education – Inclusive Practices (36 Hours)</th>
<th>M.Ed. in Special Education – Inclusive Practices with K-6 or 7-12 Endorsement (42 Hours)</th>
<th>M.Ed. in Special Education – Inclusive Practices with K-12 Endorsement (51 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 593</td>
<td>Basic Foundations of Special Education and Inclusive Practices</td>
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<tr>
<td>EDUC594</td>
<td>Research Evaluation and Design</td>
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<tr>
<td>EDUC501</td>
<td>Contemporary Thought in Education</td>
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<td>PSY511</td>
<td>Psychological Foundations of Teaching and Learning</td>
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<tr>
<td>EDUC 558</td>
<td>Current Issues and Legal Aspects of Special Education</td>
<td>3</td>
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<tr>
<td>EDUC 539</td>
<td>Instructional Methods for Students with Diverse Needs</td>
<td>3</td>
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<tr>
<td>EDUC 576</td>
<td>Behavior Management in Inclusive Settings</td>
<td>3</td>
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<tr>
<td>EDUC 559</td>
<td>Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings</td>
<td>3</td>
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<tr>
<td>EDUC 591</td>
<td>Instructional Methods for Individuals with Intellectual and Developmental Disabilities</td>
<td>3</td>
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<tr>
<td>EDUC 592</td>
<td>Assessment and Evaluation of Diverse Needs</td>
<td>3</td>
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<tr>
<td>EDUC 660</td>
<td>Outcome-based Instructional Methods</td>
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<tr>
<td>SOC565</td>
<td>Serving and Leading in the Community and World</td>
<td>3</td>
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<tr>
<td>EDUC 546</td>
<td>Explicit Instructional Techniques in Reading for Struggling Learners</td>
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<tr>
<td>EDUC 547</td>
<td>Explicit Instructional Techniques in Math for Struggling Learners</td>
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<tr>
<td>EDUC 661</td>
<td>Advanced Behavior Management</td>
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<tr>
<td>EDUC 662</td>
<td>Collaboration and Consultation</td>
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<tr>
<td>EDUC 663</td>
<td>Transition Education and Services – Early Childhood to Adulthood</td>
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<td>3</td>
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</tbody>
</table>

All programs take the same classes, with the addition of advanced courses for endorsements.
**TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)**

**Options**
- Master of Education in TESOL – 36 hours
- ESL Endorsement only – 15 hours

**Prerequisites**
A qualifying undergraduate degree is the educational prerequisite for this program. State certification is also required for pK-12 teachers who wish to work in pK-12 settings (as required by a candidate’s particular state).

**Program Overview**
A Master of Education degree in TESOL (Teaching English to Speakers of Other Languages) provides the in-depth level of ESL teacher training necessary for a candidate to become an ESL specialist, i.e., an instructor who understands both how to teach English and how language learning happens for ESL students. Particular audiences who would benefit from this training include the following:

- pK-12 teachers who desire to become dedicated ESL instructors, ESL teaching coaches, or ESL resource teachers for their schools, districts, or education units;
- Instructors who desire to teach ESL in the US to adults (in community colleges, universities, or refugee/immigrant programs) or to children outside pK-12 school settings (e.g., in refugee programs, immigrant centers, afterschool programs, etc.);
- Individuals who wish to serve as coordinators of adult ESL programs in American community colleges, refugee programs, etc.;
- Instructors who wish to teach ESL overseas in schools and universities; and
- International instructors of EFL (English as a Foreign Language).

A student who wishes to obtain Nebraska ESL certification can do so upon completion 15 hours of coursework in this program consisting of four courses in current ESL theory and practice, linguistics, and language and culture, plus a capstone course.

Concordia University, Nebraska has an established record of quality teacher preparation. The Master of Education in TESOL degree offers the same quality of education for teachers who want to continue their careers as ESL/ELL Specialists. All courses offered address the needs of these education specialists in both public and parochial settings. All degrees and endorsements are accredited by the Nebraska Department of Education and the National Council for the Accreditation of Teacher Education.

Concordia offers this program in a cohort format; a small group, or cohort, takes the same classes at the same time. This format fosters life-long, professional relationships and offers invaluable peer support. Courses take eight weeks to complete. Classes are offered online. Students will finish the program in two years.

**Students seeking ESL/ELL certification in states other than Nebraska should determine the licensure requirements in the state(s) in which they will be seeking certification. Written approval that this program will be acceptable for licensure by their state's department of education should be obtained prior to beginning the program.**

**Objectives**
Program goals for the Master of Education in TESOL directly align with standards set forth by the TESOL (Teachers of English to Speakers of Other Languages) International Association for ESL teacher training programs. Thus the graduate of the TESOL program will be able to:
1. Demonstrate understanding of language as a system (including phonology, morphology, syntax, pragmatics and semantics), and use that knowledge to support ELLs as they acquire English language and literacy in order to achieve in the content areas.
2. Understand and apply theories and research in first and second language acquisition and development in order to support ELL language and literacy learning and content-area achievement.
3. Know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
4. Know, understand, and use evidence-based practices and strategies related to planning, implementation, and management of standards-based ESL and content instruction.
5. Demonstrate knowledge about program models and skill in using teaching strategies for developing and integrating language skills.
6. Know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating the English language skills of listening, speaking, reading, and writing.
7. Support ELLs academic success by teaching language through academic content.
8. Are familiar with a wide range of standards-based materials, classroom resources, and technologies, and are able choose, adapt, and use them in effective ESL and content teaching.
9. Demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.
10. Know and can use a variety of standards-based and performance-based language proficiency instruments, assessment tools, and assessment techniques to identify ELLs with limited English proficiency, place ELLs in appropriate levels of instruction, reclassify ELLs, show ELL language growth, and to inform ELL instruction.
11. Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.
12. Take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.

Courses:

<table>
<thead>
<tr>
<th>Master of Education in TESOL</th>
<th>ESL Endorsement</th>
</tr>
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<tbody>
<tr>
<td>EDUC 524 ESL/ELL Instruction</td>
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<tr>
<td>EDUC 525 ESL/ELL Curriculum and Assessment</td>
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<td>EDUC 594 Research Evaluation and Design</td>
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<td>EDUC 640 Second Language Acquisition</td>
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<td>EDUC 519 Word Study: Decoding, Comprehension &amp; Fluency</td>
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<td>EDUC 621 Teaching ESL Writing</td>
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<td>EDUC 527 ESL/TESOL Practicum</td>
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<td>SOC 565 Serving and Leading in the Community and World</td>
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Master of Healthcare Administration

Concentration Options
- Master of Healthcare Administration, Population Health – 36 hours
- Master of Healthcare Administration, Leadership – 36 hours
- Master of Healthcare Administration, Health Information Technology – 36 hours
- Master of Healthcare Administration, Gerontology – 36 hours

Program Overview
Today's healthcare environment is dynamic and complex requiring leaders and managers possessing exceptional leadership skills and insight. The Master of Healthcare Administration (MHA) program provides an enduring learning experience for students focused on acquiring the leadership skills necessary to transform the current healthcare delivery system.

The program curriculum provides a strong foundation in healthcare and business management concepts, integrating these core courses with specific areas of concentration allowing students to better meet individual career objectives. In addition, the program incorporates a practicum requirement where students can apply the theory of the classroom with 'real-world' experiences.

The mission of the Master of Healthcare Administration program is to provide students with an excellent academic experience focused on furthering their careers as healthcare servant leaders committed to improving the health of the communities they serve. Students will gain an understanding of the healthcare delivery system and will be able to apply a variety of skills in the management and leadership of health care organizations. Specific areas of concentrations in Population Health, Leadership, Health Information Technology, or Gerontology, are available to allow students the ability to focus on their individual interests;

Objectives
After completing the online Master of Healthcare Administration degree program, you will be able to:

1. Apply current business principles, including theory and techniques, to the healthcare environment.
2. Communicate clearly and concisely within the context of professional healthcare environments.
3. Demonstrate the various attributes of leadership and the capacity for servant leadership roles in a healthcare organization.
4. Identify the ethical implications of decision-making and be able to apply Christian values to ethical dilemmas.
5. Articulate various healthcare issues, trends and perspectives relative to the healthcare environment, (e.g., access, quality, costs, underserved populations, diversity, etc.).
<table>
<thead>
<tr>
<th>Core Courses (24 credit hours) (listed in the order in which they will be taken)</th>
<th>Population Health Concentration (9 hours)</th>
</tr>
</thead>
<tbody>
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<td>HADM 500 Health Services Organization</td>
<td>MPH 510 Applied Epidemiology</td>
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<tr>
<td>HADM 505 Management of Healthcare Organizations</td>
<td>MPH 515 Principles of Health Behaviors</td>
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<tr>
<td>HADM 510 HealthCare Financial Management I</td>
<td>MPH 584 Community Health</td>
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<tr>
<td>HADM 515 Health Information Technology</td>
<td>Leadership Concentration (9 hours)</td>
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<tr>
<td>HADM 520 Health Outcomes &amp; Quality Improvement</td>
<td>MPH 543 Leadership and Organizational Management in Health Care</td>
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<tr>
<td>HADM 525 Healthcare Policy</td>
<td>HADM 512 Healthcare Financial Management II</td>
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<td>HADM 530 Health Law &amp; Ethics</td>
<td>MPH 548 Human Resource Management in Health Care</td>
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<tr>
<td>HADM 535 Strategic Management in Healthcare Organizations</td>
<td>Health Information Technology Concentration (9 hours)</td>
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<td>HADM 540 Healthcare Systems – Leadership Implications</td>
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<td>HADM 542 Health Informatics</td>
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<td>HADM 544 Cyber-Security</td>
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<tr>
<td>Gerontology Concentration (9 hours)</td>
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<td></td>
<td>GER 500 Issues in Gerontology &amp; Aging</td>
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<td></td>
<td>GER 502 Social Gerontology</td>
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<td>GER 520 Long-term Care Administration</td>
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<tr>
<td>HADM 599 Healthcare Administration Practicum – prerequisite: completion of core and concentration courses. Experience component of practicum may be waived for students with significant professional healthcare experience.</td>
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</tbody>
</table>
Master of Human Services

Options
- Master of Human Services, Gerontology – 36 hours
- Master of Human Services, Community Health – 36 hours
- Master of Human Services, Human Services Leadership and Management – 36 hours
- Master of Human Services, Generalist – 36 hours

Program Overview
Concordia University, Nebraska has a long history of training students for ministry to the church and world, and we are committed to providing ethical, committed servants well into the future. As an institution, we understand the value of professionals eager to minister to the spiritual, psychological and physical needs of others and to give hope to those with special needs and concerns. The Master of Human Services Program offers both online and hybrid Master’s degree programs designed to provide students with the skills required to work in secular and sacred human care organizations. Graduates work with social programs, special advocates, health care professionals, church based human services, emergency and crisis management, educational institutions, business organizations and other entities, providing information, access to services and education required to cope with a changing and sometimes stressful world.

Objectives
1. Articulate the role, scope and delivery options in human services for a variety of populations.
2. Understand the bio-psycho-social and spiritual aspects of lifespan development as they impact human services.
3. Identify where their skills and abilities fit into the spectrum of human services.
4. Understand policies, procedures and governing systems in the human services.
5. Complete research and application projects critical to their participation in the human services industry.

<table>
<thead>
<tr>
<th>Core Courses:</th>
<th>Gerontology Track:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 500 History and Foundations of Human Service Systems</td>
<td>GERO 500 Issues in Gerontology &amp; Aging Studies</td>
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<tr>
<td>HS 550 Issues in Human Service Administration</td>
<td>GERO 502 Social Gerontology</td>
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<tr>
<td>HS 533 Intercultural Communication in Counseling, Health and Human Sciences</td>
<td>GERO 503 Mental Health and Aging</td>
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<td>HS 555 Lifespan Development</td>
<td>Community Health Track:</td>
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<td>HS 543 Leadership and Organizational Behavior</td>
<td>MPH 515 Principles of Health Behavior</td>
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<tr>
<td>HS 560 Professional Ethics</td>
<td>MPH 584 Community Health</td>
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<tr>
<td>HS 514 Policy, Programs and Services</td>
<td>MPH 585 Programming and Evaluation in Public Health</td>
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<td>HS 570 Managing Volunteers</td>
<td>Human Services Leadership and Management Track:</td>
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<tr>
<td>HS 599 Practicum in Human Services/Gero/Family Life</td>
<td>MPH 560 Nonprofit Management</td>
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<td>MPH 525 Health Policy and Management</td>
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<td>MPH 548 Human Resource Management in Health Care</td>
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<td>Generalist Track:</td>
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<td>Choose any three electives from the previous specializations to build a broad knowledge base across career tracks.</td>
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</tbody>
</table>
Master of Parish Education

Purpose
This program is designed to satisfy the needs of pastors, teachers and directors of Christian education who wish to improve their proficiency in the area of parish education. Courses in education, psychology and theology are included in this program. No state teacher certification is offered with this degree.

Objectives
Graduate students who complete the master of parish education degree will have:
1. increased competence in administering the educational ministry of a congregation;
2. broadened their ability to develop an integrated, multi-aged parish education ministry;
3. gained an appreciation of the importance and role of parish education in carrying out the congregation’s mission;
4. an advanced understanding of varying approaches for preparing parish leaders and teachers;
5. increased their ability to utilize planning in parish education;
6. demonstrated an ability to teach major themes of the Old and New Testaments to all age groups;
7. identified ways of engaging various age groups in a study of Christian ethics and moral decision making;
8. demonstrated the ability to plan and implement a program of confirmation ministry; and
9. developed the skill to initiate and conduct family education in the parish.

Options
NOTE: A directed self-study option may be available to students who have been admitted to candidacy in the parish education program. Courses designed under this option are completed through independent study and conferences with the instructor rather than in a classroom setting. The maximum number of credit hours to be completed in this way is 12, and any hours accepted from other institutions for graduate work will reduce this number in an equivalent amount. The Dean of Education must approve the request for courses using this delivery system. See the next page for a list of courses which can be completed by directed self-study. Any courses previously completed on the undergraduate level must be replaced with supporting courses.

Course Requirements
Core requirements
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 555</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 594</td>
<td>Research Evaluation and Design</td>
<td>3</td>
</tr>
<tr>
<td>SOC/THEO 565</td>
<td>Serving and Leading in Community and World</td>
<td>3</td>
</tr>
</tbody>
</table>

Parish Education Requirements
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 583</td>
<td>Primary Education: Dev., Methods, Curriculum and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 586</td>
<td>Parish Education: Planning and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 585</td>
<td>Parish Education Program Administration</td>
<td>3</td>
</tr>
<tr>
<td>THEO 550</td>
<td>Understanding and Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>THEO 582</td>
<td>Nurturing Faith through Family, School and Congregation</td>
<td>3</td>
</tr>
<tr>
<td>THEO 545</td>
<td>Theology and Practice of Confirmation Ministry</td>
<td>3</td>
</tr>
<tr>
<td>THEO 585</td>
<td>Family Life Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>
Supporting Courses

Option I  EDUC 598 Thesis  6
          One Supporting Course  3
Option II EDUC 599 Independent Study  3
          and Two Supporting Courses  6
Option III Three Courses from Supporting Courses Pool  9

Total: 36 Hours

Supporting Courses Pool

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 521</td>
<td>Advanced Child Development and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 512</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 552</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 542</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 551</td>
<td>Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 545</td>
<td>Foundations of Christian Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>THEO 560</td>
<td>Factors in Congregational Growth</td>
<td>3</td>
</tr>
<tr>
<td>THEO 583</td>
<td>Sexuality and the Family</td>
<td>3</td>
</tr>
<tr>
<td>THEO 587</td>
<td>Planning Adult Education in Congregations</td>
<td>3</td>
</tr>
<tr>
<td>THEO 589</td>
<td>Ministry in a Changing World</td>
<td>3</td>
</tr>
<tr>
<td>THEO 563</td>
<td>Studies in the Lutheran Confessions</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses which can be taken by directed self-study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 583</td>
<td>Primary Education: Dev., Methods, Curriculum &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>THEO 550</td>
<td>Understanding and Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>THEO 582</td>
<td>Nurturing Faith through Family, School and Congregations</td>
<td>3</td>
</tr>
<tr>
<td>THEO 587</td>
<td>Planning Adult Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Science in Athletics Administration

Options
Master of Science in Athletics Administration, High School Athletics Administration -- 30 hours
Master of Science in Athletics Administration, College Athletics Administration -- 30 hours

Prerequisites
Not Applicable

Program Overview
The Master of Science in Athletics Administration degree at Concordia University, Nebraska is a 30 credit hour program that develops students into ethical and respected leaders in the high school or college athletics industries and is delivered in an engaging environment through current leaders in those industries. Students will be prepared to navigate through current and relevant issues faced in the athletics industries.

Curriculum from the National Interscholastic Athletic Administrators Association (NIAAA) is embedded within the M.S. in Athletics Administration program. Students will obtain a graduate degree that will provide them with the knowledge and experience to step into an athletic administration role while also completing the coursework required to become a Certified Athletic Administrator (CAA) through the NIAAA.*

The continued increase in participation in Interscholastic and College Athletics by young men and women creates a demand for leaders who are able to guide Athletic Departments at both the Interscholastic and College levels that will: a) promote mental, physical and spiritual growth among the athletes; b) offer programs that are both competitive and provide a positive experience for the athletes; and, c) contribute to the growth of the academic institution. Concordia Nebraska’s M.S. in Athletics Administration program will provide job-seeking students with an advantage to obtain these positions, particularly if students complete the additional steps required to receive CAA certification through the NIAAA.*

*While students will complete the coursework required to become a Certified Athletic Administrator (CAA) through the National Interscholastic Athletic Administrators Association (NIAAA), there are additional steps that the student will need to pursue with the NIAAA directly to become a member and assure full CAA certification.

Objectives
A graduate with a Master of Science in Athletics Administration degree from Concordia University, Nebraska will be able to:

1. Incorporate standards of ethics; local, state, and federal laws; and applicable athletic governing body regulations into the decision-making process for an Athletic Department.
2. Formulate a process for collaboration among coaches, parents, institution administrators, the community, and the athletes themselves, to create an environment that fosters the physical, mental, and spiritual growth of each athlete in every program sponsored by the Athletic Department.
3. Develop a marketing plan for an Athletic Department that focuses on creating sources of revenue outside the academic institution and develop relationships to assure individuals and organizations that comprise those revenue sources transform into strategic partners for growth.
4. Design a strategic plan for an Athletic Department that addresses financial stewardship and growth, operation efficiency, and successful performance of each athletic program in regards to both competition and academics.
<table>
<thead>
<tr>
<th>Core courses (18 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAA 500 Leadership and Management in Athletics</td>
</tr>
<tr>
<td>MSAA 510 Athletics Sociology</td>
</tr>
<tr>
<td>MSAA 520 Ethical and Legal Aspects of Athletics Administration</td>
</tr>
<tr>
<td>MSAA 530 Management of Facilities and Operations in Athletics</td>
</tr>
<tr>
<td>MSAA 540 Marketing in Athletics</td>
</tr>
<tr>
<td>MSAA 599 Athletics Practicum</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>High School Concentration courses (12 hours):</td>
</tr>
<tr>
<td>MSAA 550 High School Student-Athlete Development</td>
</tr>
<tr>
<td>MSAA 552 High School Athletics Fundraising</td>
</tr>
<tr>
<td>MSAA 554 High School Athletics Finance</td>
</tr>
<tr>
<td>MSAA 556 High School Athletics State and Federal Regulation Compliance</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>College Concentration courses (12 hours):</td>
</tr>
<tr>
<td>MSAA 560 College Student-Athlete Development</td>
</tr>
<tr>
<td>MSAA 562 College Athletics Fundraising</td>
</tr>
<tr>
<td>MSAA 564 College Athletics Finance</td>
</tr>
<tr>
<td>MSAA 566 NCAA and NAIA Regulation Compliance</td>
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</tbody>
</table>

*Students generally choose one of the two concentrations above to pursue. Students do have the option of completing both concentrations by taking classes consecutively or concurrently.
Master of Science in Computer Science

Options
Master of Science in Computer Science, Cyber Operations -- 30 hours

Prerequisites
Candidates should hold a Bachelor’s degree in Computer Science or a related area that involves substantial work in information technology from an accredited university. All students, especially those without an undergraduate degree in Computer Science, should have:

- Substantial, current experience with an imperative programming language and familiarity with a second programming language.
- Familiarity with common data structures like arrays, stacks, and linked lists, and common algorithms for sorting and searching.
- Operational knowledge of modern operating system and computer architectures.
- Knowledge of introductory statistics and college algebra.
- Experience with writing programs that create and access files.
- Involvement with configuring and connecting devices to a network.

The above skillsets are required for success in this program. Students with skillset limitations can be considered with approval from program director. Students with an undergraduate degree in Computer Science must register for the 600 level courses.

Program Overview
The Master of Science in Computer Science program at Concordia University, Nebraska is designed for working professionals who have a desire to develop a technical, inter-disciplinary higher education that is grounded in computer science and information security. The emphasis on current and relevant education in Computer Science with a strong, ethical and value-oriented focus is apparent throughout the curriculum. The program is designed to provide students with the skills required for work in a variety of information technology settings in private and public sectors. The skills and knowledge acquired in this value-based program are critical to intelligence, military, law-enforcement organizations, and in business and commercial settings.

The curriculum for the Master of Science in Computer Science program is designed to provide a focused study of computer science appropriate to the particular concentration. Fundamental computer science concepts will be expanded and applied to advanced topics related to the specific emphasis.

Objectives
A graduate with a Master of Science in Computer Science degree from Concordia University, Nebraska will be able to:

1. continue to acquire advanced knowledge in the field of computer science;
2. effectively and ethically apply specialized knowledge to challenging problems; and
3. communicate technical concepts clearly and comprehensively to a variety of audiences.

<table>
<thead>
<tr>
<th>Core courses (15 hours):</th>
<th>Computer and Network Security (15 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 541/641 Network Design and Protocols</td>
<td>CS 610 Information Conformance and Integrity</td>
</tr>
<tr>
<td>CS 561/661 Advanced Operating Systems</td>
<td>CS 620 Application of Low Level Programming</td>
</tr>
<tr>
<td>CS 548/648 Applications of Discrete Mathematics</td>
<td>CS 622 Malware Reverse Engineering</td>
</tr>
<tr>
<td>CS 551/651 Database Design and Management</td>
<td>CS 624 Network Intrusion and Mitigation</td>
</tr>
<tr>
<td>CS 544/644 Data Structures and Algorithms</td>
<td>CS 630 Security Fundamentals and Principles</td>
</tr>
</tbody>
</table>
Master of Science in Family Life

Program Overview
The Family Life Program (36 credit hours) strengthens lifespan family education for church workers and other professionals through advanced study of the changing nature of present-day families and those for decades to come.

Objectives
Students who complete the Master of Science in family life degree program will be able to:
1. frame lifespan family education on the basis of theological perspectives;
2. apply a family science knowledge base and systems approach to issues and prevention through lifespan family education;
3. generate lifespan family education applications for children, adolescents and adults in the study of:
   - Human growth and development
   - Human sexuality
   - Internal dynamics of family
   - Parent education and guidance
   - Family resource management
   - Families in society
   - Ethics
   - Interpersonal relationships
   - Family law and public policy
   - Family life education
4. develop competencies of selection, assessment and applications in lifespan family education;
5. expand personal-professional competencies in the areas of critical thinking, reflection and applications;
6. acquire skills in the processes of communication, decision-making and problem solving in the professional and personal domains of family and aging education;
7. build interaction skills, a caring capacity and spiritual nurturance for personal-professional intervention and prevention areas of family and aging education;
8. apply a Christian, multi-cultural, family strengths world view to all ages and stages of human development;
9. apply a Christian family strengths model as opposed to a world view of pathology and deteriorating family structure.

<table>
<thead>
<tr>
<th>Core courses:</th>
<th>Elective Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 555 Lifespan Development</td>
<td>FL 597 Internship for National Council on Family Relations (FL 597 must be elected by students desiring certification by the National Council on Family Relations.)</td>
</tr>
<tr>
<td>FL 543 Theory and Dynamics of Family Relations</td>
<td></td>
</tr>
<tr>
<td>FL 545 Marriage and Family Relationships</td>
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<tr>
<td>FL 546 Family Dysfunctions: Crisis Intervention</td>
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<tr>
<td>FL 528 Parent Education</td>
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</tr>
<tr>
<td>FL 583 Sexuality and the Family</td>
<td></td>
</tr>
<tr>
<td>FL 560 Professional Ethics</td>
<td></td>
</tr>
<tr>
<td>FL 540 Family Resource Management</td>
<td></td>
</tr>
<tr>
<td>FL 547 Family Law and Public Policy</td>
<td></td>
</tr>
<tr>
<td>FL 575 Volunteer work with Families and Individuals in Society</td>
<td></td>
</tr>
<tr>
<td>FL 544 Lifespan Family Education</td>
<td></td>
</tr>
<tr>
<td>FL 585 Families &amp; Individuals in Society (a Capstone project will be completed in FL 585)</td>
<td></td>
</tr>
</tbody>
</table>
Master of Science Gerontology

Options
- Master of Science Gerontology, Administration – 36 hours
- Master of Science Gerontology, Mental Health – 36 hours

Program Overview
The goal of the Concordia University gerontology master’s program is to educate students about lifespan development, later life and their own place in an aging society. The program is designed to prepare students for service and careers in the aging services network (health, medicine, business, volunteer and professional ministries and care-giving services.)

Objectives
Students who complete the Master of Science degree in gerontology and aging studies program will be able to:
1. Understand and discuss lifespan development and individual aging.
2. Service mature adults in the church and world.
3. Interact with an aging society and church realizing the implications that our aging institutions have for ministry, services and policies.
4. Conduct training, research, programming, service and curricular development in the field of aging.

<table>
<thead>
<tr>
<th>Core Courses:</th>
<th>Administration Track:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 500 Issues in Gerontology and Aging</td>
<td>GER 520 Long-Term Care Administration</td>
</tr>
<tr>
<td>GER 502 Social Gerontology</td>
<td>GER 521 Activity Planning &amp; Leadership</td>
</tr>
<tr>
<td>GER 501 Aspects of Health and Aging</td>
<td>GER 524 Aging In Place: 21st Century Issues</td>
</tr>
<tr>
<td>GER 514 Aging Policy, Programs, and Services</td>
<td>GER 594 Research Evaluation and Design (this course will have a Capstone project)</td>
</tr>
<tr>
<td>GER 516 Ethics and Aging</td>
<td>Mental Health Track:</td>
</tr>
<tr>
<td>GER 599 Gerontology Practicum</td>
<td>GER 503 Mental Health and Aging</td>
</tr>
<tr>
<td>GER 518 Nutrition &amp; the Older Adult</td>
<td>GER 517 Aging and the Brain</td>
</tr>
<tr>
<td>GER 519 Death, Dying and Trauma</td>
<td>GER 523 Introduction to Geriatric Counseling</td>
</tr>
<tr>
<td></td>
<td>GER 594 Research Evaluation &amp; Design (this course will have a Capstone project)</td>
</tr>
</tbody>
</table>
Master of Public Health

Options
Master of Public Health, Community Health Education – 39 hours
Master of Public Health, Health Policy and Administration – 39 hours

Prerequisites
These prerequisites are necessary to prepare a student adequately for the MPH program. As a general guideline the required prerequisites consist of:

- Completion of a related bachelor’s degree with a minimum GPA of a 3.0
- Successful completion of a statistics course at the undergraduate level

Program Overview
Concordia University, Nebraska is an excellent academic and Christ-centered community equipping men and women for lives of learning, service and leadership in the church and world. Consistent with Concordia’s mission and goals, the Master of Public Health (MPH) program seeks to harness the unique strengths of promoting intellectual, emotional, physical and spiritual growth at Concordia while providing quality education, research, service and leadership aimed at improving public health and eliminating health disparities, locally, nationally, and globally.

Objectives
Concordia’s MPH Program is an online Master’s degree designed to prepare graduates to address the broad mission of public health, defined as “enhancing health in human populations through organized community effort” (Council on Education for Public Health, 1978). It is the mission of Concordia’s MPH program to prepare graduates to protect and promote the health of individuals, communities, and churches through the development, implementation, and evaluation of health strategies in order to educate, promote health, and to prevent disease.

The Community Health Education prepares students to develop, implement, and evaluate health programs, describe models and theories of health behavior, and apply principles and practice of effective health marketing and communication.

The Health Policy and Administration prepares students to improve a population’s health through leadership by developing knowledge, ability, and skills in management techniques, organization of health care, and public health policy.

<table>
<thead>
<tr>
<th>Core courses (27 hours):</th>
<th>Community Health Education Specialization (12 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 500 Fundamentals of Public Health</td>
<td>MPH 560 Public Health Ethics</td>
</tr>
<tr>
<td>MPH 505 Biostatistics</td>
<td>MPH 583 Global Health (online course that includes an international week-long health mission trip)</td>
</tr>
<tr>
<td>MPH 510 Applied Epidemiology</td>
<td>MPH 584 Community Health (required course)</td>
</tr>
<tr>
<td>MPH 515 Principles of Health Behavior</td>
<td>MPH 585 Programming and Evaluation in Public Health (required course)</td>
</tr>
<tr>
<td>MPH 520 Concepts of Environmental Health</td>
<td>MPH 588 Marketing Public Health</td>
</tr>
<tr>
<td>MPH 525 Health Policy and Management</td>
<td>Health Policy and Administration Specialization (12 hours):</td>
</tr>
<tr>
<td>MPH 530 Methods of Research in Public Health</td>
<td>MPH 543 Leadership and Organizational Management in Health Care</td>
</tr>
<tr>
<td>MPH 598 Applied Research in Public Health (capstone course)</td>
<td>MPH 546 Public Health Finance</td>
</tr>
<tr>
<td>MPH 599 Public Health Field Practicum (capstone course)</td>
<td>MPH 548 Human Resource Management in Health Care</td>
</tr>
<tr>
<td></td>
<td>MPH 588 Marketing Public Health</td>
</tr>
</tbody>
</table>
**BUSINESS**

**BUS 120 Financial Accounting [3]**
An introduction to the theory, language, and practice of accounting. Major components of the primary financial statements are examined. Emphasis on the uses of financial information.

**BUS 123 Managerial Accounting [3]**
An introductory course in managerial accounting. Topics include methods of costing, cost–price–volume relationships, flexible budgets, budget variances, capital budgeting decisions, cost allocations. Prerequisite: BUS 121.

**BUS 260 Marketing [3]**
Provides students with a thorough appreciation for the benefits and pitfalls of executing a customer orientation. Using market segmentation; management of mature products and introduction of new products. Developing long-term relationships with customers. Identifying and analyzing possibilities in consumer and industrial markets. Management of the marketing mix including product planning, distribution institutions and activities, promotion and pricing. Prerequisite: Sophomore standing or higher.

**BUS 280 Business Communication [3]**
The intense study of business writing and speaking using audience analysis. Implications for organizational communication and structure are considered. Major assignments include writing letters and reports for targeted audiences, analysis of organizational rhetoric as related to those products, self-presentation and audience analysis in interview situations, and editing skills. Prerequisite: ENG 102. Recommended: CTA 211. Same as CTA 281.

**BUS 299 Business Law [3]**
The course is designed to introduce the student to the rules of law under which the business world operates. It provides the student with a basic understanding of the legal rights and duties which arise from common business transactions. Topics include contracts, personal property, real property, insurance, estates and agency. Prerequisite: Sophomore standing or higher.

**BUS 330 Finance [3]**
Fundamentals of financial management. Policy, methods, institutions, and tools of financial management involved in financing the business organization. Prerequisites: Econ 101, BUS 121.

**BUS 342 Operations Management [3]**
A functional study of operational concepts as applied to managing the production of goods and services within a variety of environments such as profit, nonprofit, service and manufacturing-oriented organizations. Prerequisite: Math 122.

**BUS 350 Human Resources Management [3]**
Knowledge and skill-building for working with people in a business or organization. Business ethics as they relate to Christian principles. Theory combined with applications from psychology and interpersonal communications serve as the focal point of the course. Participants will learn to relate more effectively to others in the work environment. Prerequisite: junior standing.

**BUS 370 Information Systems [3]**
Survey of the information systems discipline, including information technology, telecommunications and networks, systems design and development, and security/privacy issues. Improving organizational effectiveness through appropriate use of information system resources.

**BUS 399 Internship [1-3]**
Students will take an internship as part of their program of studies in business. Students should consult with the director of business and the Office of Career Services to obtain the undergraduate internship/practicum packet and review the required process. May be repeated once. P/F.
BUS 401/405 Business/Professional Studies [3]
A study of Christian ethics and practice within professional work environments. The course considers organizational and human behavior and integrates a Christian faith-based approach to ethics. Case studies are utilized to develop skills in ethical dilemma problem analysis and apply course concepts. Degree Completion Program only.

BUS 444 Organizational Behavior [3]
A study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself. Topics include organizational culture, diversity, gender communication, rewards and punishment, workplace design, work teams, conflict management, leadership, total quality management and organizational development. Prerequisite: Junior standing or higher.

BUS 445 Strategic Management [3]
Designed to give the student practice in integrating the numerous theory courses in all phases of business management. In the role of the top manager, responsible for the total enterprise, the student applies these theories to the solution of problems in practical business cases. Decisions are made to direct the operation of a simulated business in a competitive market. Prerequisite: senior standing.

COMMUNICATION AND THEATRE ARTS

CTA 203 Communication Theory (3)
Course features an overview of communication theory from the classical tradition to current theoretical approaches in human communication. In addition, the course will offer in-depth study in one of the following areas: instructional communication, organizational communication, mass communication theory, interpersonal communication and rhetorical theory. Special topics will be announced by the instructor prior to registration in accord with the instructor's special interests and in consultation with prospective registrants. Location, analysis and application of research is a focus of the course. Prerequisite: Eng 102

CTA 306 Interpersonal Communication in Film and Television (3)
In-depth work and analysis of interpersonal communication using film and television as a mode of study. Topics include relationship development and maintenance strategies, nonverbal communication in relationships, conflict resolution and impression management strategies. Prerequisite: Eng 102.

CTA 309 Small Group Theory for Teams and Leadership (3)
Analysis and study of theories of small groups, including theories of leadership and the facilitation of groups and group dynamics. Areas of study may include goal setting, cohesion and norms, leadership, problem solving, conflict, and facilitating in groups. Prerequisite: Eng 102. Same as BUS 209

CTA 333 Intercultural Communication (3)
The study of cultural practices that influence the exchange of meaning between individuals and groups of differing cultural/racial backgrounds. The course is designed to provide students with an understanding of the uniqueness of cultures, the resulting variations in communication styles and preferences, and to provide strategies and skills for successful communication across cultures. Students will have a 20-hour lab requirement (outside of class) attached to the course. Prerequisites: Eng 102 or Eng 231. Sophomore standing or higher.

ECONOMICS

ECON 103 Principles of Microeconomics [3]
Examination of the behavior of microeconomic units such as consumers, firms and industries. Includes analysis of the problems of monopoly, urbanization, income inequality and poverty. International economics and the world economy are discussed.

ECON 104 Principles of Macroeconomics [3]
A study of the performance of the American economy. Includes an introduction to national income, employment, fiscal policy, money and monetary policy. In addition, topics of economic stability and analysis of economic growth are covered.

GERONTOLOGY

GERO 205 Adult Development and Aging [3]
This course provides students with an overview of adult lifespan development from a psychological and communicative perspective as well as an introduction to aging studies overall. The course is offered as an elective to students in BA programs and to students in gerontology areas.

GERO 401 Health Aspects of Aging [3]
This course is designed to develop and expand knowledge and skill to understand and address contemporary health issues in aging. Prerequisite: GERO 205. Same as HHP 401. HHP 290 Health

GERO 402 Social Gerontology [3]
Social gerontology is the study of the nonphysical aspects of human aging and includes the psychological, social psychological and social aspects of aging. Social gerontology integrates scientific knowledge about social policy and professional practice into the knowledge base created by basic social scientific research. Course includes a review of principles of gerontological research selecting of topics from ageism, theories of development, family and relational networks, sexuality and gender, retirement and financial issues related to social development, and aging and economics. Prerequisite: Gero 205.

GERO 403 Mental Health and Aging [3]
This course will provide students with a comprehensive study of mental health issues associated with aging. Issues include: depression, dementia and the management of lifelong conditions in later life. Prerequisite: GERO 205

This course explores the impacts of an aging society on financial planning and retirement. Students will study in-depth issues in lifespan financial planning.

GERO 417/BIO 417 Aging and the Brain [3]
This course explores the biological development of the human brain throughout the lifespan and examines the biological changes underlying common age-related neuropathies.

GERO 418 Nutrition & the Older Adult [3]
This course examines in depth, the importance of nutrition across the lifespan with specific attention to the particular nutritional needs of older adults.

GERO 419 Death, Dying and Trauma [3]
This course examines the processes, theories and responses to individual and collective trauma, the processes and tasks of dying and the issues of death and bereavement.

GERO 422 Intergenerational Programming and Activities [3]
This course is an overview of issues and options in planning programs and activities for intergenerational groups.

GERO 498 Special Topics in Aging [3]
This course examines special issues in aging and gerontology. Topics are specific to the needs of students in the topic area and expertise of the instructor.

HEALTH AND HUMAN PERFORMANCE

HHP 101 Lifetime Wellness [2]
A course designed to provide an understanding of the values of wellness in our contemporary society and to aid the student in developing a personalized activity program for optimal self-development
MATH

MATH 122 Introduction to Statistics [3]
The fundamentals of elementary statistics, data collection and analysis, probability, distributions, sampling, hypothesis testing, correlation and regression.

NURSING

NUR 400 Pathophysiology [3]
Prepares students with a foundation for understanding major pathophysiology, applied Pharmacology methods, and related nursing implications to pathologic human development.

NUR 410 Professional Roles, Issues, and Nursing Theories [3]
Focus is upon the bridge to baccalaureate education, the socialization process, and professional transition in nursing roles. This course examines current local, national, and international healthcare and nursing issues, including the discussion of theory development and application as currently evolving issues in healthcare and nursing. Implications on integrating a personal philosophy of nursing that serves as a holistic and culturally-sensitive framework are emphasized.

NUR 415 Introduction to Nursing Research and Evidence-Based Practice [3]
Examines the basic overview of the research process, clinical judgment, and current evidence-based practice utilized in nursing. Emphasis is on the review, critique, and application of published nursing research with consideration of the utilization of research findings in clinical practice. Ethical and legal considerations in nursing research are addressed.
Prerequisite: Statistics

NUR 420 Forensic Nursing [3]
Professional nurses need to understand the complexity associated with patients subjected to violence. Forensic Nursing combines aspects of psychology, sociology, medicine, law and forensic science. Forensic nurses provide comprehensive care for patients who were subjected to trauma related to violence. The role of the Forensic Nurse and other Forensic disciplines will be explored. This course will also enhance assessment skills and understanding of injuries related to violence.

NUR 426 Parish Nursing [3]
Designed to understand the Parish nurse’s role in the health care, community, and congregational settings. Emphasis is placed on spiritual care, integration of faith and health, health education, professional counsel, volunteer training and advocacy.

NUR 427 Theories and Applications in Nursing Informatics [3]
Theory and application of health information technology. Includes training in the use of healthcare technology and an introduction to trends and future trends in health informatics.

NUR 430 Issues of Aging and Longevity [3]
Develops the student's knowledge of normal aging and nursing skills critical to the care of older adults. Includes issues related to the aging client in the community and the challenges of healthcare issues confronted by aging clients. Emphasis is on caring for the older adult and providing health promotion, disease prevention, illness care, restoration, rehabilitation, health counseling, education, spiritual care, and client advocate. Incorporate safe practicum experiences with effective decision making within community or healthcare setting.

NUR 484A Nursing in the Community – Part 1 [3]
Students are introduced to the nature, extent, and causes of the basic community health problems to build an understanding of the purpose, function, organization, and administration of community health services at local, state, and national levels. This course is the first in a two-course sequence that explores individuals, families, and communities in the community. Students explore public health and community-oriented nursing concepts including health promotion, disease prevention, community-based illness care, restoration, rehabilitation, health counseling, education, and spiritual care. Students are introduced to the role of the baccalaureate nurse as a leader and as a client, family, and community advocate implementing effective decision making and clinical judgment within the practical standards. Content and practicum experiences in nursing cohorts are based on current evidence based practice, Healthy People
2020, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Community-based projects and independent work are included in the course.

**NUR 484B Nursing in the Community – Part 2 [3]**
Students continue to study the nature, extent, and causes of the basic community health problems to build an understanding of the purpose, function, organization, and administration of community health services at local, state, and national levels. In this second course in a two-course sequence, students focus on health promotion and health education for individuals, families, and communities. Further development of skills involving health promotion, disease prevention, community-based illness care, restoration, rehabilitation, health counseling, education, disaster management, and spiritual care are included in practicum experiences. Emphasis is placed on the role of the baccalaureate nurse as a leader and as a client, family, and community advocate implementing effective decision making and clinical judgment within the practical standards. Content and practicum experiences in nursing cohorts are based on current evidence based practice, Healthy People 2020, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Implementation and evaluation of a community-centered teaching project is the primary outcome of the course. Students also identify and begin planning for their NUR499 capstone project.

**NUR 485 Diverse and Vulnerable Population-Based Health [3]**
Serves to explore epidemiology with underserved and vulnerable populations applied to preserving, promoting, and maintaining the health of the global and diverse population and grounded in social justice.

**NUR 486 Nursing Management and Servant Leadership [3]**
Evaluates role of nurse manager in the healthcare setting, including management theory, concepts and integrating technology for efficient practice. Emphasis on the impact of power, politics, policy, and regulatory guidelines on the role of leadership, effective communication, and ethical decision making skills within the organizational structure.

**NUR 499 Practicum [3]**
The practicum requires students to conduct programmatic research and implement a project in their area of professional interest. The course is an integration of knowledge and core competencies embedding RN-BSN program outcomes in the selected practicum or education project. Nursing practicum experience/education may include service learning projects or integrated projects focusing on leadership, collaboration, and interdependence with multidisciplinary healthcare team to change, implement or improve patient outcomes.

**RELIGION**

**REL 120 History and Literature of the Old Testament [3]**
A historical and theological survey of the Old Testament era and the Old Testament writings with an emphasis on summarizing and communicating their major themes.

**REL 130 History and Literature of the New Testament [3]**

**REL 220 Faith, Life and Nursing [3]**
This course examines the implications of Lutheran Christian theology for an understanding of vocation at both the personal and corporate levels to develop nursing professionals as ethical decision makers. The emphasis of the course is on the application to life of biblically based Lutheran theology. Integration of biblical ethics into personal and professional decision making with an emphasis on nursing practice.

**THEOLOGY**
**Theo 209 Faith and Life [3]**
This course examines the implications of Lutheran Christian theology for an understanding of vocation at both the personal and corporate levels. The emphasis of the course is on the application to life of biblically based Lutheran theology. Topics to be explored will include, but will not be limited to: a survey of the Reformation era, the proper distinction between Law and Gospel, two-kingdoms theology, the priesthood of all believers, vocation, stewardship, ethics, and select contemporary issues in Christian theology. Prerequisites: Fulfillment of the Biblical Literacy component of General Education.

**Graduate Course Descriptions**

*NOTE: Not all courses will be offered in any given term, semester or year. A list of courses to be offered in future years can be obtained from the graduate office.*

**ART**

**ART 541 Jewelry and Metalsmithing [3]**
This is an advanced course in jewelry and metalsmithing intended for in-service elementary and secondary art teachers. Content includes studio work, critical discussion of the work of selected artists, and design theory and practice.

**ART 543 Ceramics for the Classroom Teacher [3]**
This is an advanced course in ceramics intended for in-service elementary and secondary school teachers. Content will include studio work, group discussions, art criticism, and art historical profiles of selected ceramic artists. Prerequisites: Experience teaching ceramics in the classroom or the successful completion of an introductory course in ceramics.

**ART 545 Visual Communication Design [3]**
Visual Communication Design is to effectively train participants to utilize good principles of visual communication in any manner of presentation they design/plan, and to also have a working knowledge of technology and tools to execute presentation designs.

**ART 598 Post-Baccalaureate Practicum in Art [9]**
This is a studio course in which the student, under the supervision of an instructor, concentrates on the development of a portfolio in preparation for graduate study in studio art. This course is available to a limited number of students who have earned an undergraduate degree with a major in art. Prerequisites: Baccalaureate degree with a major in art, successful portfolio review of at least 20 works, a proposed plan of study, and permission of the Department of Art.

**COMPUTER INFORMATION SYSTEMS**

**CIS 541 Networks and Data Communication [3]**
This course investigates the physical and data communication aspects of a computer network. Topics include physical media, network components and the construction of local and wide area networks (LAN, WAN). Communication is focused on TCP/IP, the protocol for exchanging information over the Internet. Advanced topics explore information security and network monitoring. Learning is developed through readings, online discussion and lab projects built in a virtual environment.

**CIS 542 Wireless and Mobile Communications [3]**
This course will investigate the architecture and design of wireless telecommunications and mobile computing. Key concepts, principles, and techniques used in the design of third and fourth generation wireless access technologies will be studied. Other topics will include design issues relating to routing data, congestion control, security, compression algorithms, direct and indirect communication protocols between devices, and the analysis of telecommunication signals and systems.

**CIS 548 Discrete Math and Data Structures [3]**
This course will cover topics that emphasize the applicable algebraic, combinatorial and data structures used in computer science. The course will explore techniques and problems that arise in discrete mathematical modeling. Topics will include, but not be limited to, matrix analysis, combinatorial analysis, algorithmic behavior, optimization, combinatorics, graph theory and cryptography. Emphasis will be placed on modeling problems in a variety of areas including science, economics, statistics, computer design, and in the accuracy and security of digital information.

**CIS 551 Design and Management of Database Systems [3]**
This course will include a review of SQL, relational algebra, the relational data model, Entity-Relationship modeling, and database normalization. The course will include advanced database topics such as different types of databases (e.g., distributed, non-SQL, object-oriented, big data), failure recovery, implementation issues, and database security and access. Projects in the course will require students to design both a relational and a non-relational database system.

**CIS 552 Design and Management of OLAP-based Analytics [3]**
This course will focus upon an understanding of the underlying processes involved in providing data that can be used effectively for performing business analytics. Topics in the course will include data mining, data warehousing, the ETL (extract, transform and load) process, and online analytical processing (OLAP). Projects in the course will require students to emulate these processes and utilize techniques needed to perform OLAP-based analytics over vast amounts of data.

**CIS 561 Operating Systems [3]**
This course will provide a brief review of a basic level of operating system knowledge followed by an examination of more advanced topics in modern operating systems. The key concepts of modern operating system architecture including such topics as memory, virtualization, scheduling, storage, file systems, kernel modules, security and access control, multi-threading and multi-processing will be discussed. This will be a project-oriented course which will give students the opportunity to test components of a modern operating system.

**CIS 571 Software Engineering and Development [3]**
This course provides an in-depth study of the problems involved in the management, design, development, delivery and maintenance of software systems. The course will apply programming fundamentals of data structures and algorithms and problem-solving techniques in the design, development, and management of software. The course will address some of the challenges that are unique in Internet applications including concurrency, security risks, and reliability in the context of unreliable communication and stateless protocols. The course will also investigate software metrics that provide feedback to programmers about their programs and programming projects.

**COMPUTER SCIENCE**

**CS 541/641 Network Design and Protocols [3]**
This course investigates the architecture and operation of the public and private networks that form the Internet. Topics cover the TCP/IP and OSI models, network design, communication protocols, management and security. An understanding of concepts is developed through readings, online discussion, programming projects and hands-on tasks. Students in the CS 641 will complete additional assignments and/or a course project, utilizing advanced concepts and skills beyond the CS 541 material.

**CS 532 Educational Computing [3]**
This course provides the background and experience to assist one in becoming more proficient regarding the use of computers in the classroom and to enable him/her to possibly serve as a resource person in that area. Topics will be discussed and researched to enable students to effectively develop, analyze, and/or apply computer applications and computer-related technology in the classroom.

**CS 544/644 Data Structures and Algorithms [3]**
This course will review and extend knowledge of common data structures such as arrays, stacks, queues, linked lists, trees, and associated algorithms such as searching, sorting, and pattern
matching, as well as algorithm development techniques. Advanced topics will be introduced for use in later courses in this program. Analysis of algorithms will be a key component of this course. Students in the CS 644 will complete additional assignments and/or a course project, utilizing advanced concepts and skills beyond the CS 544 material.

**CS 548/648 Applications of Discrete Mathematics [3]**

This course will cover topics that emphasize the applicable algebraic, combinatorial and graph-theoretic structures used in computer science. Topics will include, but not be limited to, automata theory, matrix analysis, combinatorial analysis, graph theory, cryptography, and coding theory. Emphasis will be placed on applying the concepts to model problems in a variety of areas including life sciences, economics, statistics, computer design, and in the accuracy and security of digital information. Students in the CS 648 will complete additional assignments and/or a course project, utilizing advanced concepts and skills beyond the CS 548 material.

**CS 551/651 Database Design and Management [3]**

This course will include a review of SQL, relational algebra, the relational data model, Entity-Relationship modeling, and database normalization. The course will include advanced database topics such as different types of databases (e.g., distributed, non-SQL, object-oriented, big data), failure recovery, implementation issues, data mining, data warehousing, database security and access, and online analytical processing (OLAP). Students in the CS 651 will complete additional assignments and/or a course project, utilizing advanced concepts and skills beyond the CS 551 material.

**CS 561/661 Advanced Operating Systems [3]**

This course will provide a brief review of a basic level of operating system knowledge followed by an examination of more advanced topics in modern operating systems. The key concepts of modern operating system architecture including such topics as memory, virtualization, scheduling, storage, file systems, kernel modules, security and access control, multi-threading and multi-processing will be discussed. This will be a project-oriented course with a laboratory component which will give students the opportunity to write and test components of a modern operating system. Students in the CS 661 will complete additional assignments and/or a course project, utilizing advanced concepts and skills beyond the CS 561 material.

**CS 610 Information Conformance and Integrity [3]**

The fields of software assurance and information assurance are introduced through a study of threats, vulnerabilities and risks that arise as software is designed or executed and as information is processed, stored or transmitted. Best practices in protection and defense are examined and applied to common scenarios, including the areas of mobile and cloud computing.

**CS 620 Application of Low Level Programming [3]**

This course explores the use of the tools, languages, and techniques available to investigate operating systems and networks at a very low level. Programming in assembler, C, and other system languages will be applied to a series of problems related to computer and architectural security.

**CS 622 Malware Reverse Engineering [3]**

Composition and operation of malware is studied through dissection and analysis of existing exploits. Common malware components such as insertion, dynamic updates, obfuscation, encryption and covert communication will be examined. Case studies are presented from modest exploits to large-scale, distributed botnets.

**CS 624 Network Intrusion and Mitigation [3]**

Potential vulnerabilities in networked systems are explored along with tactics for remediation and minimizing exposure. Hands-on tasks utilize professional and open source tools for ethical hacking. Practical experience is developed through related activities, such as exploitation of application weaknesses. The class project focuses on student assessment of the vulnerabilities of a prepared system.

**CS 630 Security Fundamentals and Principles [3]**

This course investigates the theory and practice of information security. Areas of study are access control and security in applications, operating systems, networks, and telecommunications. Additional topics include legal and ethical aspects of operational security, cryptography, and business continuity and disaster recovery planning.
EDUCATION

EDUC 500 Foundations of Education [3]
Examines key elements of the education profession and evaluates current trends, issues, and approaches in professional education programs. The course also provides an overview of the historical, philosophical, and social foundations underlying the development and purpose of American education and explores the ideas of key educators and the interaction between the public's ideals and the realities of schools including the political, economic, social and legal foundations of education in effective schools.

EDUC 501 Contemporary Thought in Education [3]
This course provides an examination of the theoretical and philosophical bases for contemporary educational patterns; and current educational issues. Interests of the participants will determine the areas of application to private and public education.

This course seeks to develop a critical awareness of the development of and changes in American public and private education from colonial times to the modern era, plus the assimilation of information, skills, and interpretation into the educational thinking and perspective of the contemporary educator. Rather than providing easy answers to historical and modern problems, it aims to challenge assumptions and stimulate questions.

EDUC 503 Educational Psychology [3]
Explores the psychology of learning. As an interdisciplinary blend of psychology and education, it addresses both theoretical and practical issues. As a branch of psychology, it investigates the science of human behavior, especially the behaviors connected to development and learning. This course will focus on how theoretical and empirical knowledge about human cognition and learning can be applied in middle and high schools.

EDUC 504 Middle School Pedagogy [3]
Examines curricular and instructional strategies for middle school grades 5-8. Interdisciplinary curriculum, personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed, modeled and practiced.

EDUC 505 High School Pedagogy [3]
Will examine the different types of secondary schools and their structure/organization, the implications of federal and state legislation on school systems as it pertains to student instruction, and effective characteristics of secondary student instruction. The course emphasizes instructional analysis, standards-based lesson plan and unit plan construction, instructional strategy selection, and classroom management implications.

EDUC 506 Integrating Technology into the Classroom [3]
This course is designed to provide students with an understanding of the role of technology in the 21st century classroom. Students will explore current research, design models, tools, and instructional strategies that support the use of technology to enhance teaching, learning, and assessment. Students will be expected to use course information to design an instructional unit that effectively integrates technology as a tool for enhancing the learning environment.

EDUC 507 Reading/Writing Across Curriculums [3]
Will show students how to incorporate reading, including study skills; writing; speaking; listening; research and inquiry, and technology and media into specific content areas. This course will examine theories and practices in reading comprehension, instructional strategies and communication skills that assist students in becoming mature readers.

EDUC 508 Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society [3]
This course will increase student knowledge and awareness related to issues of multiculturalism and exceptionality. The course will also provide students with socio-historical global perspectives for the study of culture including race, ethnicity, religion, language, gender, sexual orientation, socio-economic status and age in an increasingly diverse world. Students will be challenged to reflect both individually and collectively on the multiple meanings of diversity, exceptionality and multiculturalism in American education and society with a focus on positive human relations.

EDUC 509 Special Topics in Reading [1]
Offered in conjunction with the Plum Creek Children’s Literacy Festival, this course will provide for the study of special topics in literacy. Students will review professional literature and practice. They will design and implement a project that will enhance literacy instruction in their classroom or school.

**EDUC 510 Analyzing and Applying Assessments to Improve Instruction [3]**
Gain an in-depth understanding of formal and informal student assessment including assessment design and analysis. Emphasis on analyzing assessment data to improve instruction, and incorporating effective student assessment into the planning and delivery of instruction.

**EDUC 511 Special Education and the Law [3]**
Focuses on issues related to the characteristics of special needs populations on both ends of the academic spectrum, classroom strategies for instruction of special needs populations and litigation resulting in the mandated provision of services for children with special needs. The course will also look at development and adaptation of materials, media and procedures, specific modifications and accommodations, and classroom organization/management. The course also places an emphasis on understanding and informed use of assessment data, and community involvement and collaboration.

**EDUC 512 Professional Ethics [3]**
This is a course that emphasizes the integrity of the teaching profession, including both building and modeling character and a Christian value system. The course will look at the judicial system and major federal and state court decisions that have affected or influenced education, ethical considerations of the teaching profession, procedures for obtaining a license and teaching position, and other practical issues for teachers.

**EDUC 513 Technology Enriched Classrooms in the 21st Century (TEC-21) [1-3]**
The TEC21 Workshop Program provides a hands-on professional development experience where teachers further develop their pedagogy as it relates specifically to the effective integration of technology into their classroom environment.

**EDUC 514 Analyzing and Applying Assessment to Improve Instruction [3]**
Gain an in-depth understanding of formal and informal student assessment including assessment design and analysis. Emphasis on analyzing assessment data to improve instruction, and incorporating effective student assessment into the planning and delivery of instruction.

**EDUC 516 Education of the Moderately, Severely & Profoundly Handicapped [3]**
The course will define the construct of moderate and severe mental retardation. Terminology of the field as well as characteristics of clients, theoretical models, evaluation of psychomotor, cognitive and affective domains of human development and curriculum development will be discussed.

**EDUC 519 - Word Study: Decoding, Comprehension & Fluency [3]**
This course will examine recent research-based instructional practices regarding phonics, vocabulary, spelling and fluency. Special emphases include: phonemic awareness, print awareness, alphabetic knowledge, alphabetic principle, decoding, reading practice with decodable text, irregular and high frequency words, fluency, development spelling and comprehension. The graduate student will research current theory, instructional practice and assessment related to each of the word study components within specific literacy developmental stages.

**EDUC 520 - Literacy Assessment and Intervention [3]**
This course emphasizes the assessment and intervention process involving "striving" readers from diverse ability, cultural and linguistic backgrounds. Special emphases include: identification of literacy difficulties, formal and informal assessment tools, evaluation, data analysis and appropriate intervention.

**EDUC 524 ESL/ELL Instruction [3]**
The purpose of this course is to introduce students to the theory and practice of second language teaching and learning.

**EDUC 525 ESL/ELL Curriculum and Assessment [3]**
The purpose of this course is to introduce students to second language curriculum selection, evaluation, and development as well as assessment and evaluation of second language learners. Prerequisite: EDUC 524.

**EDUC 526 Language and Culture [3]**
Language and culture are two multidimensional and constantly changing phenomena that are integrally connected to everything that happens in the world. As any language is culturally conditioned, any culture is linguistically defined. Therefore, the main goal of this course is to examine the relationship between language and culture, as well as their effect on community, identity, beliefs, and values. This course guides the student in directly applying an understanding of language and culture to classroom practice and curriculum development.

**EDUC 527 ESL/TESOL Capstone [3]**
This course is designed as a culminating experience for the ESL/TESOL graduate programs. Students are asked to reflect on key areas of learning and application that they have encountered throughout the ESL/TESOL graduate curriculum. The students will also critique and analyze various aspects of their fieldwork experience. All required documentation related to coursework and fieldwork experiences will be collected and reviewed. Prerequisites: EDUC 524; EDUC 525; EDUC 526; ENG 530.

**EDUC 528/FL528 Parent Education [3]**
Examines lifespan faith and moral development of children and parents; characteristics, types, styles and forces that shape parenting practices and processes; development and dynamics of life-span relationships; changing family contexts; programs/services, training and delivery systems; and the impact of cultural-religious norms and family policies upon families.

**EDUC 529 Special Topics: SIOP® (Sheltered Instruction Observation Protocol) in the Content Areas [3]**
This course provides training to content area teachers in the SIOP® (Sheltered Instruction Observation Protocol) method of working with English Language Learners in their classrooms. The SIOP® Model is specifically designed to provide teachers of linguistically and culturally diverse students with the means to teach their content areas effectively as they develop English Language Learners’ language proficiency.

**EDUC 530 School, Community, and Parent Involvement [2 or 3]**
This course concentrates on the teacher's role in building successful relationships between families, educators, schools, and communities. Strategies for increasing respectful family-school relationships that enhance children's school success will be emphasized.

**EDUC 531 Differentiation of Instruction to Improve Student Achievement [3]**
This course reviews theory-based differentiated models of instruction that will provide practitioners with a strong background in a variety of instructional modalities. In this course students will discover what is old and what is new. They will learn how to determine important differences in their students’ points of entry to their classroom and uncover implications for class management; for working with students and parents; and for creating fair and appropriate assessments. This course balances information with practical applications and includes material for teachers across grade levels, personal styles and philosophies of teaching.

**EDUC 532 Enhancing Learning Through Linguistic and Cultural Diversity [3]**
This course explores teachers’ views on the value of linguistic and cultural diversity and the powerful learning opportunities it affords today’s classrooms and schools. Teachers examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities and learn approaches for working together to ensure high levels of learning for all students. Strategies for ensuring equitable access to high-quality learning experiences are presented. Effective practices such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and developing academic vocabulary are explored.

**EDUC 533 Classroom Management: Theory and Practice [3]**
In this course, teachers will study and explore educational literature on classroom management techniques, group dynamics, teacher/student interrelations, leadership styles, peer group dynamics, appropriate punishment, crisis control, coping with special students, teacher/student rights, teacher authority, and communication with parents and administration. The primary objective of this course is to provide teachers with an understanding of classroom management strategies and theories, as applied to real life situations, pertaining to both teachers and students.

**EDUC 534 Empowering Teachers as Leaders [3]**
This course introduces the concept of teacher leadership and its value in the field of education today. This course will explore what it means to be a teacher leader in various environments,
be advocates for students, to participate meaningfully in school reform and/or renewal processes, and to articulate knowledge of content, pedagogy, and other teaching/learning.

**EDUC 535 Portfolio 1 [0]**
The portfolios are outcome and evidence based with the student showing evidence of competency in the standards within his or her field of study. Depending upon the program, students complete either two or three portfolios, which are submitted electronically at set points during the student’s program. The portfolio shows professional growth over time and can serve as a basis for documenting professional development outside of the university setting.

**EDUC 536 Portfolio 2 [0]**
See Educ 535

**EDUC 537 Portfolio Review [0]**
See EDUC 535

**EDUC 538 Internship in Reading [3]**
The internship in Reading is for the student who is completing a second field experience that focuses on the administration of reading programs. These 3 additional credit hours supplement the Practicum in Reading (EDUC 568) and meet the NCATE and International Reading Association’s recommendations for field experiences.

**EDUC 539 Instructional Methods for Students with Diverse Needs in Inclusive Settings [3]**
This course emphasizes the use of instructional strategies to meet the needs of all learners including the culturally diverse, gifted, at-risk, second language learner, and those with special needs at all education levels. Its non-categorical approach helps teachers ensure all students’ success regardless of their specific categories of exceptionality. The course integrates today’s expectations for students with a strong commitment to inclusive practices, tempered to the realities of day-to-day teaching. The text provides teachers with a firm grounding in special education practices, an understanding of the professionals who support these students and the procedures followed to ensure their rights are upheld, and a wealth of research-based strategies and interventions that can foster their success. This course will provide teachers information about the individual needs of all learners, and practice in identifying those needs. It will also provide opportunities to begin creating differentiated instructional strategies to meet the needs of all learners.

**EDUC 540 Curriculum and Instruction Capstone [3]**
The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established in their professional development plan. This project should take into consideration all of the courses leading to this degree and focus on a student’s personal interest area(s) as they relate to improvement in two of the INTASC teaching standards.

**EDUC 545/FL 544 Lifespan Family Education [3]**
This course reviews the nature of lifespan family life education in the community, workplace and church. Students become familiar with professional and faith perspectives related to the foundation and practice of major lifespan family areas. Personal and professional family life assumptions and values are examined. Immediate course applicability is possible through pre- and post work.

**EDUC 546 Explicit Instructional Techniques in Reading for Struggling Learners [3]**
This course provides an overview of relevant and current research skills and techniques for effective reading instruction.

**EDUC 547 Explicit Instructional Techniques in Math for Struggling Learners [3]**
This course provides an overview of relevant and current research skills and techniques for effective mathematics instruction.

**EDUC 548 Instructional Models [3]**
There are many powerful models of teaching designed to result in the learning of students. Successful teachers need to be familiar with a wide spectrum of techniques in order to help students become more effective learners. This course will investigate a variety of teaching strategies, the underlying theories upon which they are based, and illustrations of how to use them in an instructional setting.

**EDUC 549 The Teacher as a Curriculum Builder [3]**
A common view of curriculum building or curriculum design centers around the idea of putting together curriculum documents that illustrate what is to be covered in a given class. However,
there are other ways of looking at the concept that we call “curriculum.” One such way is the paradigm of teacher inquiry. In this course, various methods of personal professional inquiry will be investigated in order to empower teachers to learn more about what guides their practice in an effort to maximize their contribution to their personal “curricula.”

**EDUC 550 Curriculum History and Philosophy [3]**
This course will examine the historical antecedents and philosophical foundations of the area of curriculum study. The contributions of noted curricularists, historical curriculum trends, and the philosophical applications to curriculum theory and practice will form the core of the class content.

**EDUC 551 Curriculum Design and Evaluation [3]**
This course will begin with a review of major educational philosophies and their respective approaches to curriculum development. The focus of the course will include basic principles and practices in the curriculum planning and development cycle; aligning standards to curriculum; issues surrounding curriculum design and implementation, and the link between curriculum, instruction, and evaluation for an elementary, middle or secondary school. Theory will be linked to real-life problems utilizing a variety of active learning exercises.

**EDUC 552 Processes in Elementary and Secondary School Administration [3]**
This course deals with processes in educational administration with emphasis on learning about administrative organization and the role of the principal in leadership, teaching, and management responsibilities in the elementary, middle or secondary school.

**EDUC 553 Administration of School Relations and Finance [3]**
Principles of planning and administering a school public relations program. Capital funding. Long range financing and building programs.

**EDUC 554 Supervision of Instruction [3]**
The student will study modern theories of supervision of instruction; their purpose, methods, and participants. Special emphasis on the role that both teacher and administrator play in the process of supervision in an elementary, middle or secondary school.

**EDUC 557 School Law [3]**
A survey of the principles and practices of school law and their effect on the administrator and classroom teacher. Topics will include education as a state function, separation of church and state, discipline and corporal punishment, tort liability, contracts, and educator protection against lawsuits.

**EDUC 558 Current Issues and Legal Aspects of Special Education and Inclusion [3]**
This course provides the student with the latest information on the statuses, regulations, policy guidance, and cases on special education law, as well as the most current information on: the Individuals with Disabilities Education Act, Rtl—Response to Intervention, Section 504 of the Rehabilitation Act and the Elementary and Secondary Education Act, The Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA). This course will also cover Nebraska Rule 51.

**EDUC 559 Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings [3]**
This course explores diverse instructional strategies to meet the needs of students at-risk or identified with learning disabilities in inclusive settings. Focus is on a range of evidence-based interventions (e.g., accommodations specified in the IEP), curriculum, strategies and materials for addressing individualized student needs within the general education classroom.

**EDUC 563 Early Childhood Education Foundations and Program [3]**
This course provides graduate candidates in early childhood education with knowledge of the history, philosophy and current trends in early childhood education. They will learn about current models and become acquainted with print and technological resources that will enable them to continue to learn in their professional careers.

**EDUC 564 Children’s Literature- Literature for Young Children [3]**
This course provides graduate candidates strategies to select, evaluate, and use children’s literature appropriate for early childhood programs. All genres of literature are addressed along with the history of children’s literature. Topics include methods of presenting literature for enhancement and enjoyment.

**EDUC 565 The Young Child: Language and Literacy Development [3]**
A foundations course in developmental reading for teachers of younger children (ages three through grade 3), emphasizing the characteristics of young children, oral language development, developing reading interests, the integration of all language arts in the beginning reading program, and current issues in teaching the young child to read.

**EDUC 566 Reading in Middle and Secondary Schools [3]**

A foundations course in developmental reading for teachers of intermediate, junior, and senior high students (grades 4 through 12), emphasizing reading in the content areas, comprehension levels, reading-study skills, oral interpretation of literature, recreational reading, and current issues in teaching the older student to become more proficient in reading.

**EDUC 567 Assessment and Instruction in Reading [3]**

This course emphasizes diagnostic evaluation and the organization of the learning environment which will permit personalized literacy instruction for struggling readers, students with special needs, gifted students, and those from diverse cultural and linguistic backgrounds.

**EDUC 568 Practicum in Reading Instruction and Assessment [6]**

This is a laboratory (practicum) experience in which the student, under direct supervision, assesses reading abilities and develops individual educational programs and materials in reading for students with special needs: students experiencing literacy difficulties, gifted students, those with cultural differences, and/or varied linguistic backgrounds.

**EDUC 569 Seminar in Reading [3]**

In this course the student studies and evaluates research and topics in reading in light of sound. Students also begin developing their capstone project.

**EDUC 570 Cultural Awareness for Teachers and Young Children [3]**

An intensive study of some major cultural/ethnic groups in the U.S. today, with emphasis on helping teachers and children accept and enjoy the beautiful diversity of God’s people. Classroom application will be made. Meets Nebraska human relations requirement.

**EDUC 571 Issues in Early Childhood Education [3]**

Issues covered will include working with today’s families, developing appropriate curriculum, environments and assessment for children ages 3-8. Helpful for administrators as well as teachers.

**EDUC 572 Social and Church Agencies that Assist Early Childhood Education [3]**

Examination of a variety of public and church-related agencies that are available to assist families with young children and the educators who care about them.

**EDUC 573A Action Research Project [3]**

In this two-part capstone course, the student studies and evaluates developmentally appropriate program practices to be implemented in her/his own program in a field-based supervised experience. In Part A, students will demonstrate substantive understanding of critical issues in the field of early childhood education. They will complete a literature review and proposal which will lead to the application of improved practice in their setting.

**EDUC 573B Practical Application of the Action Research Project [3]**

In this two-part capstone course, the student studies and evaluates developmentally appropriate program practices to be implemented in her/his own program in a field-based supervised experience. In Part B, students will apply their findings from Part A to create an innovative approach which refines their own practice and promotes a higher level of quality and awareness in the field of early childhood education. Students will report the results in a paper.

**EDUC 574 Early Childhood Program Organization and Management [3]**

This course focuses on organizing, planning, managing, and evaluating programs for young children. Childcare and preprimary programs are examined in light of current developmentally appropriate practice. Students will be introduced to the portfolio requirements for the program. (Also listed as EDUC 452)

**EDUC 576 Behavior Management in Inclusive Settings [3]**

This course explores fundamental concepts and issues related to behavior management at the school-wide and classroom level. Emphasis is placed on research-based intervention for behavioral issues. The instructional goals of this course are to provide students with theory, principles and procedures for serving the academic, social and emotional needs of students with emotional and behavior disorders in inclusive settings. To meet the goals, the course will be organized as follows: a) a brief overview of characteristics, b) planning and organizing
instruction, c) assessment and educational placement considerations, d) curriculum and 
programming including scientifically research-based strategies, and e) educational, social and 
emotional issues across a lifespan. This course will include 10 hours of direct contact with young 
children, ages birth through kindergarten, including those with special developmental and/or 
learning needs.

EDUC 578 Infants and Toddlers: Development, Methods, Curriculum & Assessment 
(Birth-3) [3]
Emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of 
children from birth to age three; developmentally appropriate methodology, curriculum, and 
assessment; family partnerships; advocacy; professionalism; resources for families of children 
from birth to age three. This course will include 10 hours of direct contact with young children, 
ages birth through three, including those with special developmental and/or learning needs.

EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment 
(Ages 3 through 5) [3]
Emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of 
children from age three to age five; developmentally appropriate methodology, curriculum, and 
assessment; family partnerships; advocacy; professionalism; resources for families of children 
age three through five. This course will include 20 hours of direct contact with young children, 
ages three through kindergarten, including those with special developmental and/or learning 
needs.

EDUC 581 Introduction to School Administration [3]
An introduction to philosophy and practice of school administration. With the help of a mentor 
from their building, students will begin to gain administrative experiences to fulfill their 250 hours 
of practicum work. Practicum procedures are explained in the initial class and are compiled 
throughout the entirety of the program. Practicum hours may vary from state to state so students 
need to check with their state department of education.

EDUC 583 Primary Education: Development, Methods, Curriculum & Assessment (Ages 
six through eight) [3] Emphasis on linguistic, physical, social, cognitive, moral, emotional, 
aesthetic development of children ages six through eight; developmentally appropriate 
methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; 
resources for families of children from age six to eight.

EDUC 584 Special Education Methods and Materials [3]
The course will focus on identification and assessment of learning disabilities and ADHD while 
providing methodology and materials appropriate for this population. The field range of placement 
options and effective communication will also be addressed.

EDUC 585 Parish Education Program Administration [3]
An introduction to and exploration of the theory and processes associated with the administration 
of parish education programs. Special emphasis is placed on: idea generating, initiating change, 
leadership, promotion, evaluation, program planning, use of technology, creating ownership, 
explanation of pertinent systems, budget management, and curriculum review.

EDUC 586 Parish Education: Planning and Evaluation [3]
The course will enable the student to assist a Board of Education to plan a comprehensive 
Christian education effort for a congregation. Through this experience the student will (1) broaden 
his/her understanding of the role, nature, types and methods of planning and evaluation; and (2) 
 improve his/her ability to use planning and evaluation on both a congregational and board level.

EDUC 590 C & I Practicum [3]
The Curriculum and Instruction Practicum is an in-the-field experience (150 hours) under the 
guide of a mentor for a semester which must be completed for the Curriculum Specialist 
endorsement.

EDUC 591 Instructional Methods for Individuals with Intellectual and Developmental 
Disabilities and Other Low Incidence Disabilities in Inclusive Settings [3]
This course focuses on effective approaches to working with students who have cognitive, 
autistic, or other moderate disabilities. The purpose of this course is to provide knowledge and 
understanding of how students with special needs are provided educational opportunities in 
today’s elementary and secondary schools. The course will differentiate characteristics of various 
disabilities, distinguish collaborative teaching practices, and identify instructional strategies (e.g.,
modifications specified in the IEP), for successful inclusion of students with disabilities in school communities. The content of this course reflects the depth of knowledge and skill required of effective teachers of students with intellectual and developmental disabilities and other low incidence disabilities.

**EDUC 592 Assessment and Evaluation of Diverse Learners in Inclusive Settings [3]**
This course will build knowledge and understanding of the selection and administration of standardized assessments for screening, diagnostics, and progress monitoring of all learners. Models for the formulation of assessment plans for struggling learners and students with persistent academic disabilities will be explored including assessments based on modified achievement standards. Alternate assessments will also be discussed for students with more significant cognitive disabilities. Additionally, this course will focus on special issues in assessment and evaluation including theoretical, legal, and statistical foundations related to assessment in special education and interpretation of assessment results within a Response to Intervention (RTI)/Problem-solving framework to guide instruction for students with learning difficulties.

**EDUC 593 Basic Foundations of Special Education and Inclusive Practices [3]**
This course emphasizes awareness, knowledge of Special Education terms, collaboration and consultation, and empathy for exceptional and culturally diverse children; it provides an overview of the history, introduction to current theory, research, ethical practice and inclusive practices in special education. An overview of exceptional learner characteristics will be explored with an emphasis on understanding and teaching students with special needs within common structures found in schools today focused on student needs being served in an inclusive setting.

**EDUC 594 Research Evaluation and Design [3]**
This course emphasizes the development of skills in qualitative and quantitative research methods, and the evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional practice.

**EDUC 595 Research Design [3]**
The purpose of this course is to prepare the learner to evaluate critically the various forms of existing information and be able to relate this information to school situations requiring authentic research in administrative roles.

**EDUC 596 Special Education Practicum [3]**
Application of knowledge and skills in a professional setting.

**EDUC 598 Thesis [6]**
Research, organization and writing of the Master’s thesis. A student may register for three hours a term. The thesis must be completed at least 45 days before the day of graduation.

**EDUC 599 Independent Study [3]**
A required course in the Educational Administration program, EDUC 599 is the completion of the project developed in EDUC 595. The student will complete an intensive study involving the relationship of a particular content or administrative area taught in the local school or parish.

**EDUC 599 Independent Study - NCFR Certification [3]**
This course is a 125 hour practicum in the congregation, school or community. The practicum provides opportunities to develop increased understandings of families and individuals. Students develop essential skills under the supervision of the LCMS district education administrators and/or community leaders. The practicum is required for students who desire certification by the National Council on Family Relations.

**EDUC 602 History and Context of Early Intervention and Early Childhood Special Education [3]**
This course will be an introduction to the educational policies, programs, practices, and services specific to infants, toddlers, preschool, and early elementary children (K-Grade 2) who demonstrate delays and disabilities. Students will acquire an understanding of important theoretical and philosophical foundations upon which early childhood education and early childhood special education are based. Natural settings for early childhood development, cultural sensitivity, activity-based interventions, and individualized developmentally appropriate practices will be emphasized. Instructional strategies and programs as well as inclusive environments for young children with special needs will be explored and discussed. Students will learn how programs differ in providing accessible learning environments, social play experiences, and
language-based learning for all young children. Students will learn to apply skills to effectively communicate and interview teachers and administrators in early childhood settings where young children with disabilities participate. Skills in creating a safe and bias-free environment that furthers developmentally appropriate practices for young children will be shared. This course will include best practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships. This course will include 10 hours of direct contact with young children, ages birth through kindergarten, including those with special developmental and/or learning needs.

EDUC 610 School Resource Management [3]
An examination of the principles of planning and administering school resources including fiscal, human and physical resources.

EDUC 612 School Community Relations [3]
An examination of how to manage the marketing and public relations functions of the school in order to facilitate open communication with all community partners.

EDUC 620 School Improvement Processes [3]
An examination of various school improvement processes to include collaborative visioning, data driven decision making, continuous sustainable improvement models and transformational change at the building level.

EDUC 621 Teaching ESL Writing [3]
This course examines research-based instructional practices for teaching effective writing skills to ESL students (both child and adult learners), with a particular emphasis on the successful teaching of the writing skills and strategies students need for academic success when writing across a wide variety of genres. Special consideration is given to the teaching of text structure, the teaching of writing cohesion and coherence, and the development of effective error correction in the writing classroom.

EDUC 622 Teaching Writing in Grades PK-12 [3]
A close examination of the writing of children and youth, and the techniques for teaching writing. Special emphasis on the relationship of writing to literature, reading, language, and the other language arts.

EDUC 623 Linguistics for Educators [3]
This course provides a rigorous overview of the elements of English linguistic study and its application to English language learning and teaching. The course examines grammars and theories of English, language diversity and change, language acquisition, and philosophy and application of language study and teaching.

EDUC 630 Preliminary Design and Processes for a Case Study [3]
This course emphasizes reading, discussing, and planning strategies to be implemented in a subsequent case study course. Set-up for the case study will include: criteria for how to select a student; actually selecting a student; how to gain parental consent; how to create a baseline for further interaction. Additional emphasis will be given in this course to diagnostic evaluation and the organization of the learning environment which will permit personalized literacy instruction for struggling readers. Time will be dedicated to the set-up of the final portfolio.

EDUC 631 Creating a Case Study in Literacy [3]
This course will incorporate strategies that are geared to a specific K-12 student and are diagnostic (journal/log, plan/evaluate, re-plan/re-evaluate) in nature. Experiences will be coordinated in which the graduate student, under direct supervision, assesses reading abilities and develops individual educational programs and materials in reading for students with special needs: students experiencing literacy difficulties, gifted students, those with cultural differences and/or varied linguistic backgrounds. The baseline information on the K-12 student (e.g. reading inventory, reading level, and miscue analysis) will be used for the development of a plan of action and subsequent engagement for remediation. The case study will be the last project for the final portfolio.

EDUC 635 Survey of Contemporary Literature from PK-12 [3]
A survey of contemporary literature for readers from pre-kindergarten level through grade 12. Students will become familiar with contemporary youth poetry and fiction, explore societal issues in literature, develop skills of literary analysis, and connect the use of literature to research in literary study and literacy learning.
EDUC 640 Second Language Acquisition [3]
This course introduces the student to the major theories of second language acquisition, how second language acquisition research is conducted, and the major findings of second language acquisition research that directly impact classroom practice and ESL student learning. The course addresses the different challenges in language acquisition that face young children, older children, and adults, and how those challenges impact ESL pedagogy and andragogy. The graduate student will be required to reflect on various theories and research discussed in the course in order to plan for more effective teaching of ESL students in his/her own instructional setting.

EDUC 650 Family and Culture [3]
Family and culture are integrally connected to children's healthy growth and development. This course equips candidates to understand the complexity of families and to develop positive reciprocal relationships which support and engage diverse families as partners to support meaningful learning experiences and build effective learning environments. This course will include 20 clock hours assisting families and children with verified disabilities at each of the following levels: birth up to age three, ages three to five, and ages five to seven.

EDUC 655 Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education [3]
This course provides graduate students with an overview of the characteristics in young children with disabilities and how services under federal and state regulations/statutes are determined. Family systems, parent/family advocacy, and the influence of cultural perspectives on the education of young children with disabilities will be covered in this course. Best practice models for inclusive classroom (general education settings) learning will be presented in consideration of educating culturally diverse groups of young children and with an emphasis on differentiation in teaching. In this course, the following learning domains will be discussed: cognitive, communication, social/emotional, motor, and daily living and how these may be addressed in an inclusive environment. Models of Co-teaching will be covered in the course. Team models and planning for instruction will be discussed. Professional and ethical practices will be covered related to the legal, historical, and social foundations for early childhood special education. This course will include 10 hours of direct contact with young children, ages birth through kindergarten, including those with special developmental and/or learning needs.

EDUC 657 Teaching Students with Autism and Severe/Profound Disabilities [3]
This course provides graduate students historical, social, and legal foundations and skills for working within a framework of collaborative partnerships for supporting children with autism or severe disabilities across varied classroom settings. The roles of family members and consideration of diversity and multicultural backgrounds in educating children with severe disabilities and autism will be covered. Students will learn characteristics of severe disabilities, autism, and special health care needs. This course will include a discussion of common core standards, methods of planning individualized instruction, instructional strategies that support students with Autism and Severe/Profound Disabilities that prepare these learners to their highest levels of academic achievement and independence. In addition, technology applications for these populations will be discussed. This course will include 10 hours of direct contact with young children, ages birth through kindergarten, including those with special developmental and/or learning needs.

EDUC 660 Outcome-based Instructional Methods in Inclusive Settings [3]
This course explores methods of effective and efficient teaching strategies that promote optimal learning for struggling students including Universal Design for Learning. Candidates will learn how to optimize student learning, select critical content and break complex tasks into obtainable pieces for all students within an inclusive setting. Additional focus will be placed on monitoring accuracy of student responses and adjusting a lesson based on student performance. Throughout this course, candidates will have multiple opportunities to evaluate how explicit instruction (effective and efficient teaching strategies) can align with their current K-12 classroom and discover occasions for application.

EDUC 661 Advanced Behavior Management [3]
An exploration of advanced evidence based behavioral management strategies at tiers two and three of the response to intervention/positive behavior support triangle. A function based process
for choosing the interventions that are likely to be most effective for specific student profiles will provide the foundation for the course.

EDUC 662 Collaboration and Consultation [3]
An exploration of collaboration/consultation skills to help special education professionals understand and participate effectively in their interactions with other school professional, parents, and community, in an increasingly diverse world that is also routinely electronically and globally connected.

EDUC 663 Transition Education and Services—Early Childhood to Adulthood [3]
An examination of the background of transition education and services for individuals with disabilities from early childhood through adulthood. Emphasis will be placed on identification and documentation of necessary transition skills, the nature of the transition process, and the implications of incorporating critical transition skills into the curriculum.

EDUC 670 Technology in Assessment and Instructional Improvement [3]
This course is designed to provide educators with an overview of the uses of technology to improve instruction and assessment. Students will choose a current technology used in a specific learning environment and analyze and evaluate its effectiveness within instruction and assessment including practical classroom use and staff development for the particular technology. Students will then research and make recommendations on how the particular technology could be integrated most effectively to increase teacher understanding, enhance student learning and contribute to school improvement.

EDUC 671 Using Technology to Build Effective Online Learning Communities [3]
This course will explore the characteristics of online learners, creating an effective online learning environment, developing cognitive, social, and teaching presence, and a comparison of andragogy vs pedagogy teaching and learning strategies.

EDUC 672 Best Practice in Integrating Technology into Curriculum and Instructional Design [3]
The focus of the course will include the integration of technology and technical resources and tools into curriculum areas for instructional improvement; aligning content and technology standards to curriculum; research and best practice in implementing educational technology in curriculum design, taking on a leadership role in planning for technology integration in school improvement programs and policy design; and the development of appropriate learning opportunities for staff. Theory will be linked to real-life problems utilizing a variety of active learning exercises.

EDUC 678 Field Experience ECE: Birth to 3 [0]
In this non-credit field experience, students must complete 30 hours of approved field experience with children age birth to three.

EDUC 680 Field Experience ECE: Ages 3-5 [0]
In this non-credit field experience, students must complete 30 hours of approved field experience with children age three to five.

EDUC 683 Field Experience ECE: Ages 6-8 [0]
In this non-credit field experience, students must complete 30 hours of approved field experience with children age six to eight.

EDUC 692 Observing and Assessing the Young Child with Disabilities [3]
This course will emphasize student understanding of the role of assessment and evaluation in early childhood settings through observing, recording, analyzing and interpreting the behavior/characteristics and learning of young children. Practices will engage students in the highest level of learning in preparation of knowledge, skills, and continued growth in the area of assessment. Students will study and use a range of assessments including standardized tests, criterion-based tests, and arena/team assessments, as well as behavioral surveys. The effects of testing and use of standardized tests related to students who are diverse, multicultural, multilingual, high risk, gifted/talented or have disabilities will be discussed in classroom groups. Students will learn to apply skills to effectively communicate and interview teachers and parents of young children, including English language learners and students with disabilities. Skills in creating a safe and bias-free testing environment that furthers the best testing practices will be shared. At the completion of the course, teacher candidates will present their written evaluation of a student, based on student observation, parent/teacher interviews, student assessment, and
including recommendations for classroom strategies and modifications. This course will include best practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships. This course will include 10 hours of direct contact with young children, ages birth through kindergarten, including those with special developmental and/or learning needs.

**ENGLISH**

**ENG/BIO 524 Nebraska Story [3]**
A study of the natural history of Nebraska and Nebraska authors with an interdisciplinary emphasis on science, literature and writing. This course will include visits to selected areas of Eastern Nebraska associated with well-known Nebraska writers. Students will participate in a first-hand study of the natural history of the areas and visit sites related to the literature and lives of the authors. The course will focus on the effect of the land and its history on the writers as well as on the biological and geological history of the land itself. Students' writing and photography will be the primary means of response to course materials and experience.

**ENG 566 Teaching Shakespeare/ Great Books in Grades 7-12 [3]**
A study of six to eight plays, including histories, comedies, and tragedies. Special attention devoted to adapting the material for teaching in elementary and secondary schools.

**FAMILY LIFE**

**FL 528/EDUC 528/428 Parent Education [3]**
Examines lifespan faith and moral development of children and parents; characteristics, types, styles and forces that shape parenting practices and processes; development and dynamics of life-span relationships; changing family contexts; programs/services, training and delivery systems; and the impact of cultural-religious norms and family policies upon families.

**FL 544/EDUC 545 Lifespan Family Education [3]**
This course reviews the nature of lifespan family life education in the community, workplace and church. Students become familiar with professional and faith perspectives related to the foundation and practice of major lifespan family areas. Personal and professional family life assumptions and values are examined. Immediate course applicability is possible through pre-and-post work.

**FL 545/PSY 545 Marriage and Family Relationships [3]**
A study of the foundation of marriage and family within the framework of Christian theology and praxis. Includes the history of marriage and family within the framework of Christian theology and praxis. Includes the history of marriage and family, contributions to and development of the field in divorce prevention, remarriage, divorce recovery, current theories and approaches to marriage and family.

**FL/PSY 546 Family Dysfunctions: Crisis Intervention [3]**
Covers the etiology and interventions of emotional and behavioral dysfunctions from a family systems perspective and a Christian theological framework. Provides community counselors with assessment intervention tools designed to help church professionals in topical areas to gambling, chemical, Internet addictions, anger management and other abuses found in family and community networks.

**FL 547/SOC 546 Family Law and Public Policy [3]**
Basic foundations and knowledge base of family law are studied. Students review their family state laws regarding legal rights of marriage-dissolution, children, family support, child custody, protection, public policies and implications for the church and school. This self-study course includes meetings, conferences with community attorneys, law enforcement agencies and courtroom observations.

**FL 555/PSY 555 Lifespan Development [3]**
A study of the development of changes of the person through the individual and family life cycle. Each stage of the cycle will consider physical development, including body changes and motor skills; cognitive development, including thought and language; psycho-social development,
including emotions, personality and relationships with other people; spiritual development, including spiritual formation and implications for family life ministry.

**FL 560/PSY 560 Professional Ethics [3]**
This course will examine issues of personal morality and faith. The course begins with a brief introduction to theological ethics, and then moves to practical issues in personal morality, which will be discussed in relation to family, and society. The course will address issues such as marriage and commitment, homosexuality, abortion, end of life issues and the development of faith and virtue. Attention will be given to how one’s theological commitments transform secular moral problems and their solutions.

**FL 533/SOC 533 Aging and the Family [3]**
This course provides a lifespan view of aging as individuals and within families. Theoretical frameworks, physiological, psychological, social aspects of aging, public policy and topical issues of families and individuals across time are studied. Students review community agencies, retirement-long-term-care campuses and independent living contexts in their communities, congregations and schools and study ethical issues and ministry opportunities and applications in a variety of contexts.

**FL 543/SOC 545 Theory and Dynamics of Family Relations [3]**
A study of the theological framework of the family and family relations. An examination of contemporary theories used in family analysis and a study of social, psychological and spiritual influences on family interaction, with special emphasis on how intra-family processes and familial interaction in the social milieu are related to personal and family functioning.

**FL 546/SOC 546 Family Law and Public Policy [3]**
Basic foundations and knowledge base of family law are studied. Students review their family state laws regarding legal rights of marriage-dissolution, children, family support, child custody, protection, public policies and implications for the church and school. This self-study course includes meetings, conferences with community attorneys, law enforcement agencies and courtroom observations.

**FL 555 Lifespan Development [3]**
Students examine the interdisciplinary development—physical, cognitive, psychosocial and spiritual—at each stage of growth in the individual and family life cycle. The establishment a spiritual foundation that supports family life ministry is discussed.

**FL 570 Managing Volunteers [3]**
Students will study the reasons people volunteer, how to recruit, support, retain, and manage volunteers.

**FL 575 Volunteer work with Families and Individuals in Society [3]**
Many organizations have a volunteer base that provides support for the organization. The quality of support received from volunteers will be based upon how the staff works with and utilizes the volunteers. Many times organizations determine how they are going to recruit volunteers and do not continue to plan for successful volunteer engagement. The relationship between the organization and the volunteer is crucial. This course will help the learner identify the many aspects organizations must consider when utilizing volunteers.

**FL 583/THEO 583 Sexuality and the Family [3]**
This course develops a Christian lifespan approach to healthy sexuality; focusing on attachment theory, dating, mate selection, marriage and family development. Sexual attitudes, values and belief systems, and responsible behaviors within the church, community and larger society are identified. Lifespan curricula and models are examined.

**FL 585/THEO 585 Families & Individuals in Society [3]**
This course is a study of various models and strategies useful for initiating and sustaining family ministry as a lifelong process in the context of the home and local congregation. Emphasis is placed on Theology and philosophy of family ministry, currents in family change, families in ministry, family life programmatic areas, and curricula for family life educational ministry and skill development.

**FL 540 Family Resource Management [3]**
This course is a study of the effective management of family resources that relate to lifespan family and individual goals. Values, attitudes, goals and resources are reviewed in light of a biblical foundation, management theories, concepts and principles and communication skills.
Management of family time, work, stress, finances, consumerism and the environment provide a knowledge base and decision-making skills for planning, implementing and evaluating change for lifespan decision-making.

Optional Course for the Master of Science Degree in Family Life:
EDUC 597 Practicum/ NCFR Certification [3]
Required course for NCFR certification as a CFLE. Complete 125-hour practicum.

GEOGRAPHY

GEOG 501 Geography Workshop for Teachers [3]
A geography workshop to assist teachers and others in producing lesson plans/projects for the classroom. Can be used to fulfill "Educate America Act: Goals 2000" to help put geography back into the curriculum.

GERONTOLOGY

GERO 500 Issues in Gerontology & Aging Studies [3]
This course provides students with an overview of the field of gerontology, current issues in aging, government policy on aging, the economics of aging, as well as an introduction to careers in aging. Course includes basics of reading and using gerontological research.

GERO 501 Health Aspects of Aging [3]
This course is designed to develop and expand knowledge and skill to understand and address contemporary health issues in aging. The course reviews productive and healthy aging programs, normal aging, age correlated disease and lifespan health.

GERO 502 Social Gerontology [3]
The process of aging covers multiple academic and psychosocial disciplines. This course integrates social policy and professional practice into a broad knowledge base of science and research. Principles of gerontology research are reviewed.

GERO 503 Mental Health and Aging [3]
This course will provide students with a comprehensive study of mental health issues associated with aging.

GERO 504 Faith, Spirituality & Later Life [3]
This course introduces students to issues, concerns and research in the spiritual development of individuals as they age. The course supplements sociological, biological and psychological theories of lifespan development and explores issues of aging and ministry.

GERO 514 Aging Policy, Programs, and Services [3]
This course will investigate the development of aging policy. Students will analyze both the historical and current relationship between social policy and public policy and assess how this influences the development of programs and provision of services for older adults. The role advocacy plays in policy development will also be examined.

GERO 516 Ethics and Aging [3]
This course will be an overview of philosophical understandings of old age, topics of professional ethics, and specific case evaluations of daily urgent ethical issues related to aging.

GERO 517 Aging and the Brain [3]
This course explores the biological development of the human brain throughout the lifespan and examines the biological changes underlying common age-related neuropathies.

GERO 518 Nutrition & the Older Adult [3]
This course examines in depth, the importance of nutrition across the lifespan with specific attention to the particular nutritional needs of older adults.

GERO 519 Death, Dying & Trauma [3]
This course examines the processes, theories and responses to individual and collective trauma, the processes and tasks of dying and the issues of death and bereavement.

GERO 520 Long-Term Care Administration [3]
Examines the transformation of long-term care and trends that will continue to shape the industry. Investigates the challenges and opportunities long-term care presents to professionals and consumers and evaluates the implication of regulations on long-term care.

**GERO 521 Activity Planning and Leadership [3]**
This course reviews strategies and philosophies in event planning and activity management for organizations and businesses. A special emphasis is given to creating educational, intergenerational and elder family programming and services.

**GERO 523 Geriatric Counseling [3]**
This course is an introduction to the treatment modalities and approaches to counseling older adults.

**GERO 524 Aging In Place: 21st Century Issues [3]**
This course examines the concept of “aging in place”, strategies that provide options for living in a community environment, policy trends and emerging issues affecting aging in place. Students will also have the opportunity to put on their entrepreneurs hat and develop programs and services that might be needed for those who choose to “age in place”.

**GERO/HHP 525 Health Programming and Later Life [3]**
This course explores specific health needs of aging individuals and assists students in identifying techniques and strategies used in developing programs for the older adult. The evaluation of programs and the effect upon the older adult will be investigated.

**GERO 594 Research Evaluation and Design [3]**
Evaluate various forms of existing information, with emphasis on the ability to relate this information to personal professional growth. Develop skills in qualitative and quantitative research methods.

**GERO 598 Special Topics in Aging [3]**
This course examines special issues in aging and gerontology. Topics are specific to the needs of students in the topic area and expertise of the instructor.

**GERO 599 Practicum [3]**
The practicum requires students to conduct programmatic research and implement an aging services project in their area of professional interest. Students must interview with and gain permission from the course instructor before beginning their practicum. This practicum requires 125 contact hours and will commence at some point during or soon after this 8-week course and will be completed during the next 48 weeks of Gerontology Master’s program. The practicum must be completed by week six of the final course, GERO 594.

**HEALTHCARE ADMINISTRATION**

**HADM 500 Health Services Organization [3]**
Introduction to the health services delivery system. Analysis of the organizing, financing, and distribution of health services. Alternate delivery systems such as hospitals, acute care facilities, long-term facilities, prepaid practices, fee-for-services group practices, and others are examined. Forces shaping present and future health care are evaluated.

**HADM 505 Management of Healthcare Organizations [3]**
Review considerations related to the management of healthcare organizations focused on the key components of management, governance, organization structures, and other factors involved in healthcare management. Special emphasis on new structures and organizations designed to facilitate the transformation of the traditional healthcare organization. Students will develop an appreciation for the role of management in a variety of health care settings, e.g. hospitals, physician clinics, home health, etc.

**HADM 510 Healthcare Financial Management I [3]**
Introduction to fundamental financial management concepts and the financial skills necessary for managers at a variety of levels in healthcare organizations. Provides an overview of the financial functions in healthcare organizations integrating finance and accounting principles. Topics include: budgets, cash flows, break-even analysis, financial statements, investments, bond ratings, analysis & control, management of capital and decision analysis.

**HADM 515 Health Information Technology [3]**
Introduction to health care information systems, with an overview of the information systems used in the health care industry emphasizing clinical information systems and the administrative applications of information systems in healthcare organizations. In addition to reviewing the various attributes of the different clinical and administrative information systems used in healthcare, competencies will be developed in aligning information systems with the overall management needs and strategic plans of healthcare organizations.

**HADM 520 Health Outcomes & Quality Improvement [3]**
A basic overview of quality management and performance improvement with a focus on quality assessment, risk management, utilization management, outcomes assessment, and benchmarking to evaluate and improve health care services and patient safety. Exposure to a variety of quality tools including Six Sigma and Lean designed to measure performance and fostering continuous improvement.

**HADM 525 Healthcare Policy [3]**
Overview of health policymaking and politics. A study of participants in policy formulation, micro & macro models of health policymaking, role of the different levels of government, issues, and problems in health care planning, interrelationship of agencies involved, Medicare, Medicaid and national health insurance. Key factors impacting health policy are reviewed including political, social, economic and institutional environments.

**HADM 530 Health Law & Ethics [3]**
Study of the laws and medical-legal ethics as they apply to health care administration and the delivery of health care in general. Reviews a variety of legal and ethical subjects, including professional and institutional liability, provider - patient relationships, transactional, and structural issues of the health care delivery system, end of life care, physician assisted suicide and individual rights. The course is taught from the perspective of a shared Christian faith, seeking to value patients and co-workers as children of God, and to make ethical and moral decisions consistent with our beliefs.

**HADM 535 Strategic Management in Healthcare Organizations [3]**
Integration of the functional areas of health care organizations via the strategic planning process. Emphasis placed upon the identification of major strategic processes for healthcare organizations as well as policy and marketing issues related to the current and anticipated future healthcare environment.

**HADM 599 Practicum in Healthcare Administration [3]**
Foundational to the development of healthcare leaders is a learning process which seeks to accomplish three key objectives: to supplement didactic classroom materials with “real-world” experiences (joining of theory & practice), to allow students the opportunity to reflect and articulate on their experiences (reflective observation) and to allow students the ability to demonstrate their knowledge and skills (Cortelyou-Ward, K., Sumner, J. and Rotarisu, T. (2012). Expanding the definition of an internship: Embracing non-conventional graduate students. *The Journal of Health Administration Education*. 29 (4) 329-335). The 70-hour practicum provides the opportunity for students to gain exposure to a healthcare organization and demonstrate their professional healthcare competencies.

Because students have a significant stake in making the practicum a meaningful experience, each student is responsible for finding a suitable healthcare organization in which to complete their practicum as well as a site preceptor to oversee their activities. Prerequisite will be the completion of all core and concentration courses as well as site approval by the MHA Program Director.

**HISTORY**

**HIST 521 Latin America [3]**
Emphasis is placed on major forces and institutions shaping Latin America: Pre-Columbian cultures, Iberian heritage, economic development and dependence, social and political change after independence, relations with the U.S., study of selected nations.
HIST 551 Russia, the Soviet Union, and After [3]
A survey of Russian and Soviet history from the foundations of Russian society to the present with special emphasis on the political, social, economic, religious, educational and cultural development of modern Russia.

HIST 555 East Asian Civilizations [3]
Survey of traditional and contemporary social, political, and intellectual patterns of China and Japan. Asia and the West, the challenge of modernization, and the overturning of traditional social order in the twentieth century.

HUMAN SERVICES

HS 500 History and Foundations of Human Service Systems [3]
This course examines from a broad perspective the philosophy, values, concepts, trends, challenges and opportunities of human service systems.

HS 514 Policy, Programs, and Services [3]
Students become acquainted with human services policies and programs for an aging population, an emerging demographic in need of services.

HS 533: Intercultural Communication for Health and Human Services [3]
Designed to help students understand the uniqueness of cultures and their norms, this course covers differences in communication styles and strategies for successful communication across cultural and racial backgrounds.

HS 543 Leadership and Organizational Behavior [3]
This course helps students emerge as leaders by analyzing and understanding organizational processes. Students examine concepts and theories of behavioral science through individual, group and structural behaviors. Learning outcomes include ethics, communication skills, analysis and problem solving, and cultural understanding.

HS 550 Issues in Human Service Administration [3]
This course introduces basic theories, practices and relevant issues in human service agencies. As a result, students will develop skills to work effectively within an organization, hone their observational skills and understand political dynamics of service delivery groups.

HS 555 Lifespan Development [3]
Students examine the inter disciplinary development—physical, cognitive, psychosocial and spiritual—at each stage of growth in the individual and family life cycle. The establishment a spiritual foundation that supports family life ministry is discussed.

HS 560 Professional Ethics [3]
This course emphasizes the integrity of the human service profession. The course begins with a brief introduction to theological ethics, and then moves to practical issues in personal morality, which will be discussed in relation to family and society. This course will also address contemporary issues faced by persons who work in the field of human services.

HS 570 Managing Volunteers [3]
This course will help you consider the many aspects of managing and working with volunteers. Successfully managing volunteers is one of the keys to a successful program. The course will help you develop and review policies for volunteers. You will also consider how to recruit volunteers and place volunteers in positions that are best suited for the person. Another aspect of managing volunteers that is critical to the success of volunteerism is knowing the risks the volunteers will encounter. You will spend time identifying the risks and knowing what policies and procedures need to be in place to keep the volunteer safe as well as keep the credibility of the program. Finally, you will analyze the aspects an organization will need to incorporate volunteers from before volunteers ever step foot in to help to evaluating after the volunteers are done.

HS 599 Practicum [3]
This course requires students to conduct programmatic research and implement a human services project in their area of professional interest. Students must interview with and gain permission from the program director before enrolling.
MANAGEMENT

MGMT 560 NONPROFIT MANAGEMENT [3]
Concepts in management theory and practice will be applied to the nonprofit organization.

MASTER OF BUSINESS ADMINISTRATION

MBA 505 Ethical and Legal Environment of Business [3]
This course equips business leaders to analyze their own ethical philosophies and those of others in a diverse and global business environment and to apply those philosophies in creating proactive ethics programs and solving ethical issues in their organizations. Included in the course is a study of different ethical models being applied in the modern business environment of the global community and the challenges faced by Christians in this morally diverse environment. This course also introduces students to important legal challenges they will face in leadership roles in business organizations and how they should analyze relevant variables in those areas to make wise decisions. Areas such as the civil litigation process, contract law, torts, and employment law will be discussed to aid in the analysis of the ethical and legal environment of businesses.

MBA 508 Innovation and Business Model Generation in a Digital Age (Fast Track students can take this concurrently with MBA 542) [3]
This course will look at cutting-edge theories and practices in the areas of design thinking, complex problem solving, new types of innovation models, perceptual mapping in marketing research, and generating new business models for early stage companies and corporate intrapreneurship. In looking at design thinking, students will be equipped to examine discontinuities in underserved markets and uncover opportunities ripe for exploitation. Innovation will be explored through cases from the perspectives of product manufacturers, service providers and prospective customers.

MBA 510 Applied Statistical Methods [3]
This course studies statistical methods used in business decision-making, including the use of both descriptive and inferential techniques, probability, regression, and research study designs. Application and integration of statistical methods in business-related fields is emphasized along with the use of computer analysis.

MBA 511/811 Social Marketing Strategies [3]
Multiple facets of social media marketing will be explored in this course including strategies, risks, and opportunities of utilizing social media as a marketing channel. Topics will include keys to establishing, keeping, and improving social media presence, building customer relationships through social media avenues, and comparing effectiveness of traditional media vs. social media.

This course studies the use of internal accounting systems for decision-making and control. Topics include the nature of costs, organizational architecture, responsibility accounting, budgeting, cost allocation theory and practices, and management accounting in a changing environment.

MBA 515/815 Statistical Research [3]
This course is designed to prepare graduate students to write scholarly research papers in their field of study. The four-unit course is designed for students who have limited or no background in research principles, statistics, and research methodology. The final project in the course is a 10-to-12-page research paper written by the student on a topic approved by the student's graduate department.

MBA 520/820 Management Information Systems [3]
This course concerns managing the use of technology, emphasizing computer systems, and providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on
system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook along with projects that allow students to extend their learning and apply it to practical applications.

**MBA 521/821 Information Systems Theory And Practice [3]**

This course provides an understanding of organizational information systems, planning and decision processes, and how information is used for decision support in organizations. This course covers quality and decision theory, information theory, and practice essential for providing viable information to the organization. MBA 521 outlines the concepts of informational technology for competitive advantage, data as a resource, information systems and informational technology planning, total quality management and reengineering, project management and development of systems, and end-user computing.

**MBA 522/822 Business Data Communications [3]**

This course presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail and used extensively in the course as a source of a variety of information pertinent to the content of the course. Network management objectives and techniques are presented and network security is discussed.

**MBA 524/824 Systems Analysis And Design [3]**

This course presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Design Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites.

**MBA 525 Leadership And Organizational Behavior [3]**

This course is designed to increase students' effectiveness and skill in analyzing and understanding organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group and structural behavior and concepts are presented. Special emphasis will be placed on the importance of leadership and communications.

**MBA 526/826 Decision Support Systems [3]**

This course covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems.

**MBA 527/827 Project Management [3]**

This course presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous case studies are considered to help explain how to apply proven project management tools and techniques at each stage in a projects life-cycle. Software tools for project design and management are also presented and used.

**MBA 528/828 Information Systems Management [3]**

This course deals with the management of information technology (IT) as it is being practiced in organizations today. Topics covered include leadership issues as they apply to information systems (IS) management, the managing of the technologies currently in use, and managing systems development and implementation. The important topic of management of the systems that support people in performing information-handling activities to ascertain goals, pursue objectives, and solve problems is also covered. Extensive use is made of specific review questions.

**MBA 529/829 Database Management [3]**

This course provides the basis for a practical approach to database creation and administration. The course presents the various steps required to created data models (relational, network, hierarchical). This course focuses on various competencies within the MBA program: programming, manipulating data, communication, and management of technology. Prerequisite: a basic knowledge of Microsoft Access.

**MBA 530 Corporate Finance [3]**

This course studies the function of finance and the flow of funds within the corporation. This course emphasizes financial analysis, decision-making, planning and controlling, capital acquisition and use, and strategic planning. Prerequisite: MBA 513

**MBA 531 Effective Decision-Making and Communication [3]**

This course enables students to understand the theories and processes by which people construct and interpret messages that influence attitudes and events. Individual and group interactions will explore the decision-making process within organizations. Students will reflect about the purpose and effects of decisions made in business, and examine the proper way to communicate these decisions.

**MBA 545/845 Internship [3]**

The internship experience is meant to give students a real world perspective in a business related area, while working toward completion of the MBA degree. Curricular emphasis is placed on student use of learned skills and exposure to hands-on business techniques. Students are required to complete a minimum of 120 hours of clock time at their internship site. All sites are to be approved by the MBA program director or associate program director. International students cannot substitute this class for a class given in a regular term. International students must have their I-20s signed by the school’s designated school official before they begin this experience. This course is a 3-credit class.

**MBA 550/850 Strategic Marketing [3]**

This course will focus on the development of decision-making skills for both effective and efficient marketing. Emphasis will be placed on the importance of marketing in strategic planning and the critical process components in the development of effective marketing strategies. Topics will include market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation.

**MBA 551 Operations Management [3]**

This course focuses on operations in both the manufacturing and service sectors. Emphasis will be placed on analyzing logistics to promote efficiency and overall quality. Topics include production planning, inventory management, statistical process control, project management, product design and lean manufacturing.

**MBA 552/852 Direct Marketing [3]**

This course introduces the concepts, strategies, and applications involved in direct marketing, including direct mail, lead generation, circulation, relationship-loyalty programs, store-traffic building, fund raising, pre-selling, and research. Topics include launching direct marketing programs, planning and market segmentation, promotion, media selection, list management, creative process, production, pricing, customer service, and response/performance measurement. The course includes examination of all major direct marketing media: direct mail, broadcast (including the Internet and other technologies), print advertising, catalogs, telemarketing, inserts and videos. The measurability and accountability of direct marketing and the relationship to the total marketing mix are stressed. The fundamentals of the new direct marketing methods involving the Internet are also explored and put into practice in this course.

**MBA 553/853 Sales Management [3]**

This course studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. Prerequisite: MBA 550 Marketing Management.

**MBA 554/854 Advertising Management [3]**

This course will focus on the art and science of developing effective advertising. Emphasis will be placed on the ability to use advertising to send a message that will persuade the diverse audiences who can be influenced to seek a good, service, or idea. Students will analyze the methods of advertising used by some of the most financially successful companies in the world and assess the decision-making process of how the messages were crafted to reach customers.

**MBA 555/855 Small Business Management [3]**

This course studies the principles of management as applied to a small business with emphasis on the elements necessary to create a successful business operation. Development of a business plan will be culmination of the course.

**MBA 556/856 Real Estate Management [3]**
This course will provide the student with an overview of the essentials for real estate investing including focusing on common forms of ownership, market and financial analysis, taxation issues, and general financing. This analysis will also include a critical look at the different types of investment property, including residential, commercial and industrial properties. The course will also focus on the historical cycle of the real estate market including the recent boom and crash.

**MBA 557/857 Sustainable Business Practices [3]**
This graduate level business course is an introduction to developing and implementing a successful program in the domain of sustainability and social responsibility. The importance of building business value while improving environmental and social outcomes over the long run is a running theme throughout the course. The student is introduced to methods of implementing technologies and practices and how to measure the consequent social and environmental performance. Reporting and presenting social and environmental performance is given full treatment. This class reveals the most widely used concepts of sustainability and social responsibility in the modern business organization. Likely to be the most important challenges of the 21st century, this overview addresses the essence of the emerging green economy.

**MBA 558/858 Real Estate Investing [3]**
This course will encompass a broad study of real estate finance, investment and development with an emphasis on commercial property investment and development. The course will integrate real estate disciplines including real estate law, valuation theory, ownership structure, market research and analysis and project due diligence issues into the core topic of commercial real estate investment. Case examples using current real estate finance and underwriting and capital market techniques will be included in class discussion. Supplemental readings will be selected from trade publications and actual project files to further enhance the practical value of the course work.

**MBA 560 Managerial Economics [3]**
This course focuses on the application of relevant economic theories and utilization of tools of analysis from decision-making science to examine how a firm makes optimal managerial decisions, given the constraints it faces. Topics covered include demand, production, economic behavior, cost, pricing, market structure, and government regulations.

**MBA 565/865 Supply Chain Management [3]**
This course is the study of the integration of organizational strategies, policies, and programs across organizations with the parent organization, supplier organizations, and sub-supplier organizations. This course examines supply chain management in both a domestic and global environment.

**MBA 570/870 Legal Aspects Of Business Administration [3]**
This course entails the study of the contemporary and legal issues facing managers and the development of practical skills for analyzing decision-making from both the legal and ethical standpoints. Issues will be studied from the position of managerial decision-making with an emphasis on the establishment of sound, well-grounded policies intended to prevent and resolve disputes.

**MBA 571/871 Environmental Law [3]**
The course description is not available at the time of print.

**MBA 576/876 Fraud Management [3]**
This course will provide students with a general overview of areas within occupational fraud such as skimming, trade secret theft, cash larceny, check fraud, register schemes, money laundering, and misappropriation of cash and assets. Other areas of emphasis will include corruption and the steps taken to conduct an internal investigation when fraud is suspected.

**MBA 600/900 Compensation and Benefits [3]**
This course studies the design and implementation of strategic-based compensation systems for organizational excellence. Topics include: business strategy and the compensation system; motivation and compensation philosophies; compensation planning and design; base, carriable, and indirect pay processes; market pricing; total compensation strategies and practices, and “pay” system management issues and processes.

**MBA 605/905 Alternative Dispute Resolution [3]**
This course focuses on the practices and policies which are intended to manage and resolve disagreements with minimal cost and adversarial impact. Conciliation, meditation and arbitration
are explored in both mandatory and voluntary settings. The application to disputes in business contexts is emphasized.

**MBA 610/910 Human Resources Management [3]**
This course introduces and examines the major functions and processes of managing human resources. Theoretical and current issues will be addressed through class discussion and case analysis utilizing organization and managerial examples. Topics will include assessment of resource need, job description development, hiring practices, training program development, compensation and benefit plan structure, and termination procedures.

**MBA 612 Real Estate and Small Business Investing [3]**
This course will provide a foundation of the essential tools needed for investing in small businesses and real estate. Areas of small business investment analysis will include assessment of past and projected financial performance, valuation of tangible and intangible property, and current and projected market and industry performance. Areas of real estate investment analysis will include types of investment property, historical cycle of the real estate market, current market analysis, taxation issues, and general financing.

**MBA 614 Business Analysis and Modeling Using Financial Statements [3]**
This course provides a framework to utilize financial statements to evaluate the current and future financial health of an organization. Topics include estimating funds requirements, debt policy and long-term financing, capital budgeting, cost of capital, and valuing investment opportunities. Pro forma models will be built to help decision-making.

**MBA 615/915 Labor and Employment Law [3]**
This course will study the development and current operation of labor unions, the process and outcomes of collective bargaining and the impact on management and society. Review of state and federal legislation will be emphasized. The course will also focus on current issues in employment law, including discrimination, wrongful termination and employment-at-will.

**MBA 616 Capital Markets and Institutions [3]**
Students will be provided with a foundation of the structure, governing principles and operations of financial markets and institutions, particularly the Federal Reserve and the banking industry. Topics will include access to and valuation of financial instruments in capital markets, as well as the impact of monetary policy, economic stability, and relationships among institutions on those markets and the financial instruments within them.

**MBA 617 Compensation Package Development and Administration [3]**
This course focuses on how organizations integrate pay and benefits into compensation systems that can be used as strategic tools for improving the effectiveness of an organization. The factors impacting the ability to manage compensation packages will be examined including external competition, contributions by employees and consistency within the organization. Topics relating to pay systems will include constructing pay structures and pay for performance. Topics relating to benefits administration will cover both legally required programs and voluntary programs. Legally required programs topics will include worker compensation, unemployment, and social security. Voluntary programs topics will include administration of health and disability insurance and retirement plan administration. Prerequisite: MBA 610.

**MBA 618 Legal Issues In Human Resources [3]**
The purpose of this course is to provide the students with a comprehensive overview of the employment and labor laws that impact the human resources function. Emphasis is placed on applying employment and labor laws to develop programs that enable organizations to be proactive in meeting the needs of their employees and the organization by exploring alternative means to resolve workplace disputes, preventing litigation, and implementing and administering personnel policies in compliance with applicable laws. Employment Law topics will include the Civil Rights Act of 1964, ADA, OSHA and related laws that impact areas of the employment relationship including recruitment, accommodation, and evaluation. Labor Law topics will include the steps that lead to union formation, collective bargaining, work stoppage, many other facets of the National Labor Relations Act. Students will also gain formal experience in negotiation. Prerequisite: MBA 610.

**MBA 619 Employee Training, Development, and Retention [3]**
This course will explore the methods and connection of the training, development and retention of employees to an organization’s success. Training and Development topics will include
connecting needs analyses with business objectives, designing of training programs using a variety of modalities to meet employee learning needs, and the delivery and assessment of training programs to assure the employees gain the skills and knowledge necessary to benefit the organization and their own professional growth. Retention topics will include the development of total reward strategies and designing a process to address employee professional and personal needs. Prerequisite: MBA 610.

**MBA 620/920 Economics and Public Policy Of Health Care [3]**
This course involves the economic analysis of current health care issues that lead to policy formation. Students will apply traditional economic concepts, such as demand, supply, production and investment, to analyze the health care sector of the economy and health policies. The course will include study of the influences on demand for health care, supply of health care, trends in managed care and rationale for government intervention including Medicare, Medicaid, and price regulation. International comparison and general considerations to guide health policy as well as ethical implications of policy decisions are included. Issues will be framed within a historical perspective with the intent of teaching students how to conceptualize and deal with future issues. Prerequisite: MBA 500/800.

**MBA 621/921 Financial Institution Management [3]**
This course provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept.

**MBA 622/922 Risk Management and Insurance [3]**
This course is an introduction to the world of risk management and insurance and how it can be used to minimize an organization’s risk of liability. Areas of emphasis will be on property insurance, life insurance for employees, health plan content and expenses, and general liability insurance.

**MBA 623 Statutory Accounting [3]**
This course deals with the unique accounting system for insurance, pension, and institutional decisions.

**MBA 624/924 Health, Life and Social Insurance [3]**
This course investigates annuities, types of health and life coverage, employee benefits, and unemployment, disability, and old-age insurance.

**MBA 625/925 Securities Analysis [3]**
This course is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized. This course is intended as a requirement in the Finance emphasis area and requires Corporate Finance as a prerequisite. It also intended to be a prerequisite for Portfolio Mathematics.

**MBA 626/926 Portfolio Mathematics [3]**
This course emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance. Prerequisite: MBA 625/925

**MBA 629 Creating and Leading Effective Teams [3]**
This course provides students with the skills needed to successfully lead teams to achieve goals and objectives by fostering team cohesiveness, collaboration, and effective communication. Topics include the internal and external factors that impact team performance, including proper assessment of individual strengths, efficient team structure, identification of cultural and language issues, problem solving, and the development of a team culture that promotes high performance and innovation.

**MBA 630/930 Ethics and Leadership In Health Care [3]**
This course provides an introductory insight into medical ethics. It allows the student to explore different beliefs and theories that are necessary to make informed decisions.

**MBA 631 Business Negotiation and Conflict Resolution [3]**
This course exposes students to the strategies and theories behind the art of negotiation and conflict resolution in the business environment. Topics will include assessing client and opponent
goals, strategy development, the use of third parties to resolve conflicts, provide mediation, and to overcome external forces such as time, pressure, racism, and sexism that can negatively impact conflict resolution efforts.

**MBA 632 Cross Cultural Management [3]**

Students will be provided with the tools needed to manage a diverse team through development of an understanding of the variety of aspects of culture and how to use culture to create a competitive advantage. Topics will include understanding verbal and nonverbal communication, analysis of common barriers to communication across cultures, and methods to foster cross cultural communication amongst diverse team members.

**MBA 636 Marketing Research [3]**

This course will provide students with detailed insight into conducting effective marketing research that supports decision-making in the marketing strategy process. Topics will focus on the research design process including design of research instruments that align with the research sample to produce the primary and secondary data needed to conduct a high quality analysis.

**MBA 642 Nonprofit Management [3]**

This course is designed to increase students’ effectiveness and skills in understanding and managing today’s nonprofit organizations. This course provides students a strategic approach to nonprofit management. Students will review areas essential to effective leadership of nonprofit organizations, including the context of the nonprofit sector, governance, ethics, leadership, fund development, social entrepreneurship, financial accountability, human resource and volunteer management.

**MBA 644 Organizational Resource Development [3]**

This course is designed to provide students with a foundation of how to acquire financial, material, and human resources for an organization. Topics of resource stewardship, individual and corporate motivation of support, fundraising, social entrepreneurship, grant writing, and budgeting will be explored.

**MBA 646 Public Program Evaluation [3]**

A foundation will be established in the creation and evaluation of public programs that serve individuals, communities, networks, and other organizations. Students will utilize quantitative and qualitative means to conduct a needs assessment, evaluate operational efficiency and effectiveness, and analyze data to measure the progress of public programs, to stay aligned with their respective missions and achieve financial and service goals.

**MBA 650 Compliance and Regulatory Risk [3]**

This course will provide students with an understanding of the purpose behind regulation and the importance of the establishment of a thorough compliance program to minimize risk. Topics will include internal management of compliance through employee training and oversight along with external management of compliance, particularly with third parties such as agents, suppliers, contractors, and partner organizations.

**MBA 651 Introduction to Business Analytics [3]**

Business analytics uses data sources and statistical techniques to generate valuable information used in business decision making. This course provides an overview of business analytics processes. Students develop an understanding of the role of analytics in business strategy, information management, and big data technology. Privacy, ethics, and data governance issues are also addressed.

**MBA 652 Strategic Analytics (Fast Track students can take this concurrently with MBA 653) [3]**

This course addresses concepts from the field of business, competitive analysis, and market intelligence. Students examine business and competitive analysis techniques and consider ideal analytical approaches, and the communication of analytical results. Case studies and projects support conceptual understanding.

**MBA 653 Data Visualization and Communication (Fast Track students can take this concurrently with MBA 652) [3]**

This course addresses concepts from the field of business, competitive analysis, and market intelligence. Students examine business and competitive analysis techniques and consider ideal
analytical approaches, and the communication of analytical results. Case studies and projects support conceptual understanding.

**MBA 655 Professional Tax Research [3]**

This course introduces students to the legal aspects of taxation and the development of federal tax law as a basis for planning business decisions. Students become familiar with and use professional tax literature and technology for problem-solving. Case-based problem-solving provides experience in dealing with unstructured situations encountered in professional tax practice. This course emphasizes problem identification, research-based analysis, and resolution. Practical assignments are completed using research tools to locate, understand, and interpret primary source materials.

**MBA 656 Governmental and Not-for-Profit Accounting (Fast Track students can take this concurrently with MBA 657) [3]**

This course is an advanced-level study of accounting and financial reporting for state and local governments. It provides a detailed review of the accounting and financial reporting standards promulgated by the authoritative body, Governmental Accounting Standards Board (GASB), influencing the accounting and reporting for state and local governmental entities. Course material covers fund accounting concepts and practices as well as government-wide financial reporting similar to private business consolidated reporting and the relationships between the two.

**MBA 657 Corporate Taxation (Fast Track students can take this concurrently with MBA 656) [3]**

This course provides an overview of various aspects of corporate taxation, including, but not limited to, the following: formation, operation and liquidation of both C and S corporations, and determination of when selection should be made; tax treatment of dividend distributions and redemptions of corporate stock; and introduction to topics of corporate divisions, reorganizations and consolidated returns. **Prerequisite: MBA 655 Professional Tax Research**

**MBA 660 Entrepreneur Development [3]**

This course is required for Concordia University MBA Students who are participating in the MBA Organization Development Clinic where a client of the clinic is an Entrepreneur who is requesting assistance in the development of a Business Plan to submit to potential investors. This is an eight-week course where the Entrepreneur client meets with the students enrolled in this course during the Week One class session to discuss the idea for the potential business, the reasoning behind the idea, and objectives for the students to meet in the course. Each student spends 100 documented hours working for the Entrepreneur client under the guidance of both the MBA Instructor assigned to that course and the Entrepreneur Client. During the final class session, the students will submit a written document to the Entrepreneur Client that addresses the objectives provided and will conduct an oral presentation to the Entrepreneur Client. **Prerequisites:** MBA 505, MBA 513, MBA 525, MBA 530, MBA 610, MBA 551, MBA 560 and MBA 550.

**MBA 662 Nonprofit Organization Development [3]**

This course is required for Concordia University MBA Students who are participating in the MBA Organization Development Clinic where a client of the clinic is an existing Nonprofit Organization that is requesting assistance in the development of a Marketing Plan to increase donor or volunteers, Planning of a Promotional Event, or Development of a Training Program for volunteers. This is an eight-week course where the Nonprofit Organization client meets with the students enrolled in this course during the Week One class session to discuss the mission, vision and services provided, the current needs for the organization, and the objectives for the students to meet in the course that can address those needs. Each student spends 100 documented hours working for the Nonprofit Organization client under the guidance of both the MBA Instructor assigned to that course and the Nonprofit Organization client. During the final class session, the students will submit a written document to the Nonprofit Organization client that addresses the objectives provided also will conduct an oral presentation to the client presenting their findings. **Prerequisites:** MBA 505, MBA 513, MBA 525, MBA 530, MBA 610, MBA 551, MBA 560 and MBA 550.

**MBA 664 Small Business Development [3]**

This course is required for Concordia University MBA Students who are participating in the MBA Organization Development Clinic where a client of the clinic is an existing Small Business that is
requesting assistance in the development of a Marketing Plan to increase sales, Assessment of Operation Efficiency, or Development of a Sales Training Program for Employees. This is an eight-week course where the Small Business client meets with the students enrolled in this course during the Week One class session to discuss the mission, vision and services provided, the current needs for the organization, and the objectives for the students to meet in the course that can address those needs. Each student spends 100 documented hours working for the Small Business client under the guidance of both the MBA Instructor assigned to that course and the Small Business client. During the final class session, the students will submit a written document to the Small Business client that addresses the objectives provided also will conduct an oral presentation to the client presenting their findings. Prerequisites: MBA 505, MBA 513, MBA 525, MBA 530, MBA 610, MBA 551, MBA 560 and MBA 550.

**MBA 685/985 Special Topics In Health Care [3]**
This course offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues.

**MBA 690 Strategic Management**
This course is a culminating MBA degree course. Managers in today’s business environment must adapt and evolve to meet the technological and global pace of business. This course will provide the manager with the tools to successfully evaluate the internal and external environment and develop a strategic plan that is aligned with the goals of the organization and the needs of the market. Focus will be placed on the formation, implementation, and evaluation of strategic plans through a balance of readings, class discussion, case analysis and simulations. Students’ achievement of the MBA Program Goals will be measured.

**MATH**

**MATH 502 Practical Math Labs and Activities for Elementary Teachers [3]**
This course is designed to give the elementary teacher practice in analyzing math materials for math activities and in writing and building these activities for the classroom. Emphasis will be on topics in geometry such as: relationships in the triangle, on parallel lines, and in the circle; other elementary math topics will be investigated. Prerequisite: consent of instructor. See also Computer Science.

**MATH 504 Mathematics for the Secondary Teacher [3]**
Activity approach to teaching/learning math concepts in geometry, probability, statistics, logic, ancient mathematical systems, calculations and enrichment topics. Attention is devoted to various grade levels on which topics are presented and how they can be presented. Prerequisite: Secondary math teaching certificate and graduate level standing, or permission of the science/mathematics/business departments or the College of Education.

**MATH 505 Mathematics for Elementary Teachers [3]**
An activity approach to teaching and learning concepts in geometry, probability, statistics, logic and calculators. Special attention is devoted to application on various grade levels.

**MATH 515 History of Math [3]**
Development of math throughout various civilizations. It is designed to create an appreciation for our present mathematical system and an understanding of how our present mathematical system came to be what it is today.

**MATH 518 Topics in Mathematics [3]**
A seminar course in mathematics. The topic or topics will be chosen to complement the student's background and interests. A course emphasis will be on how independent research can be used to benefit classroom teaching.

**MATH 565 Geometry [3]**
Survey of complex number system, corresponding plane and their properties. Simple but elegant geometric theorems are proven using definitions of lines, vectors and points on complex plane. Prerequisites: Calculus sequence, one course in math structures and proofs and graduate standing. An undergraduate course in foundations of geometry is very helpful.
MASTER OF PUBLIC HEALTH

MPH 500 Fundamentals of Public Health [3]
This course provides an introduction and overview of the scope and history of public health and the core concepts that represent the foundation of the field.

MPH 505 Biostatistics [3]
Biostatistics introduces the concepts of fundamental statistical data analysis. Topics include descriptive statistics, probability, standard probability distributions, sampling distributions, point and confidence interval estimation, hypothesis testing, power and sample size estimation, one- and two-sample parametric and non-parametric methods for analyzing continuous or discrete data, linear regression, ANOVA, and experimental design in addressing, analyzing and solving problems in public health, health care, clinical, and population-based research. The emphasis will be on interpretation, concepts, and use of statistical software. Prerequisites: An undergraduate introduction to statistics course.

MPH 510 Applied Epidemiology [3]
Students will examine core principles of epidemiology and statistical evaluation of the impact of microbial diseases on the health of community- and clinic-based populations. The epidemiology and prevention of chronic diseases will also be emphasized.

MPH 515 Principles of Health Behavior [3]
This course provides a broad overview of the field of behavioral health, examining a variety of behavioral models and theories in order to better understand behavior change, health risk behavior and psychological/behavioral factors that affect physical conditions in individuals and populations. Emphasis is placed on applying theory to a variety of health concerns.

MPH 520 Concepts of Environmental Health [3]
This course examines several concepts including biological, chemical, physical, and psychosocial aspects in environmental health and applies them to the prevention of environmentally induced diseases. Additionally, the course explores issues related to biological monitoring of environmental health hazards, health surveillance, environmental monitoring, and current environmental standards governing air, water, food, and soil quality.

MPH 525 Health Policy and Management [3]
This course presents an overview of health policymaking and describes healthcare policy in the US with emphasis on Medicare, Medicaid and the Affordable Care Act. Emphasis will also be placed on management and communication strategies important to public health professionals. We will examine the roles of state and federal agencies in the healthcare as well as the ethical perspectives on health policy and individual and population rights. An overview of community health programs, health disparities and a brief comparative analysis of health care in the United States as compared to other countries will be discussed.

MPH 530 Methods of Research in Public Health [3]
This course focuses on practical issues in health research studies. Topics include an overview of public health research, ethics in research, the theory/research relationships, formulating research questions, specifying study design and objectives, defining variables, the validity and reliability of measures, scale construction, formatting questionnaires, developing analysis plans, choosing data collection methods, sampling techniques and sample size, developing and completing research studies, preparing data for analysis, and reporting findings.

MPH 543 Leadership and Organizational Management in Health Care [3]
This course is designed to increase your effectiveness and skill in analyzing and understanding health care organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group, and structural behavior and concepts are presented. A special emphasis on leadership is provided.

MPH 546 Public Health Finance [3]
This course explores the acquisition, utilization, and management of resources for the delivery of public health functions and how those factors translate to population health.

MPH 548 Human Resource Management in Health Care [3]
This course explores the many aspects of human resources relative to a health care organization. Students will discover the role of human resources in supporting the strategic goals of the organization and identify the core functions of human resources, including payroll, benefits, employee relations, retirement and more. Students will have the opportunity to present on the life cycle of the employee and receive peer feedback on that project.

**MPH 560 Public Health Ethics [3]**
Coursework examines the fundamental ethical issues in public health research and practice, with a special emphasis on professional ethics, morality, and faith.

**MPH 583 Global Health [3]**
This course is a highly recommended face-to-face elective that introduces students to crucial global health issues and culminates in a weeklong, face to face, trip to a developing country; recent trips have been to Guatemala and Belize. Students will explore health determinants and key areas of disease burden which affect developing nations, understanding the role that health technology plays in solving these problems.

**MPH 584 Community Health [3]**
This course explores the nature, extent and causes of basic community health problems. Develop your understanding of the purpose, function, organization and administration of community health services at local, state and national levels.

**MPH 585 Programming and Evaluation in Public Health [3]**
This course focuses on the assessment of public needs and emphasizes the design, implementation and evaluation of programs using a multi-dimensional approach. The planning process is framed in current theory, such as logic models and analytics for evaluating effective community-based and focused public health programs.

**MPH 588 Marketing Public Health [3]**
This course offers an overview of the strategic and tactical practice of social marketing including basic principles, the planning process, the role of research in social marketing, message development and delivery, and evaluation of social marketing programs.

**MPH 598 Applied Research in Public Health [3]**
This course enables you to apply research methodologies learned in previous classes. You will complete a research project incorporating -research that can be applied to public health. You must incorporate a proposition that has been successfully evaluated and appropriately cited with statistics. Prerequisites: Completion of core courses

**MPH 599 Public Health Field Practicum [3]**
The practicum offers practical experience to build competence in the specialization of general public health. Prerequisites: Completion of core courses and field site approval by the MPH Program Director.

**MASTER OF SCIENCE IN ATHLETICS ADMINISTRATION**

**MSAA 500 Leadership And Management in Athletics [3]**
This course is designed to provide the student with insight into various leadership styles and techniques that can be utilized within an Athletic Department to assure the success of the department in producing competitive programs that foster growth of its student-athletes in all areas. Particular focus will be placed on the development of a mission statement, vision statement and organizational goals for the department that align with the academic institution and assisting coaches in the same process and assuring its implementation.

**MSAA 510 Athletics Sociology [3]**
This course will explore the current perspectives of athletes, coaches, parents and institutions on the role of Interscholastic and College Athletics in the United States. Emphasis will be placed on how to unify the aforementioned internal parties who directly or indirectly contribute to the success of an athletic program and how to collaborate on external societal forces that can impact that success.

**MSAA 520 Ethical and Legal Aspects of Athletics Administration [3]**
This course equips students to analyze their own ethical philosophies and those of others in diverse Interscholastic and College Athletics environments and to incorporate those philosophies
in solving ethical issues in their Athletic Departments. Included in the course is a study of different ethical models being applied in the modern athletics environment and the challenges faced by Christians in this morally diverse environment. This course also introduces students to important legal challenges they will face in leadership roles in Athletic Departments and how they should analyze relevant variables in those areas to make wise decisions. Areas such as Hazing, Negligence, Title IX, Sexual Harassment, Americans with Disabilities Act, and other employment laws will be discussed.

**MSAA 530 Management of Facilities and Operations in Athletics [3]**
Students will be exposed to the steps taken to ensure a high quality experience is provided for all athletes in practices and competitions. Particular focus areas will be the design, construction and maintenance of athletic fields and courts; athletic equipment maintenance; and efficient operations of competition events.

**MSAA 540 Marketing in Athletics [3]**
This course will focus on the development of decision-making skills for both effective and efficient marketing in Interscholastic and College Athletics. Emphasis will be placed on the importance of marketing in strategic planning and the critical process components in the development of effective marketing strategies to procure Ticket Sales, Concession Sales, Corporate Sponsorships and Donations. Topics will include market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation.

**MSAA 550 High School Student-Athlete Development [3]**
This course will provide students with insight into the importance of using an athletic program as a vehicle to foster the physical, mental and spiritual development of athletes. Particular focus will be placed on assuring this development is integrated into the mission, vision and goals of each program within the Athletic Department. Additional focus will be a case study approach used to foster development of these three areas within high school athletes and to overcome the external factors that can impede this development, including bullying and alcohol and drug use.

**MSAA 553 High School Athletics Fundraising [3]**
This course will focus on the increasing need for both public and private high school athletic departments to engage in fundraising to subsidize the funding received from the academic institution in order to sustain operations and have the ability to grow. Particular focus will be placed on alternative revenue sources that can be procured including donations, merchandise sales, ticket and concessions sales, corporate sponsorships, and profit-sharing sales campaigns with outside organizations. Additional focus will be placed on the operational steps for a successful fundraising campaign and the integration of the personal sales process into that campaign.

**MSAA 554 High School Athletics Finance [3]**
This course will provide students with the foundation to procure and manage a budget for an Athletic Department that allows the department and each of its programs to continue to grow and meet their respective vision and goals. Particular emphasis will be placed on income statement and balance sheet production and their use for decision-making by the department, forecasting revenue and expenses based on organizational need and student participation, and incorporating software to assure the accounting process is accurate and efficient.

**MSAA 556 High School Athletics State and Federal Regulation Compliance [3]**
This course will provide students with a foundation of the organizational structure of the National Federation of State High School Associations (NFHS), National Interscholastic Athletic Administrators Association (NIAAA), and applicable State Athletic Associations. Particular emphasis will be placed on the procedure of the NFHS and State Athletic Associations in enacting regulations, investigating violations of those rules by member institutions, and appealing decisions by applicable governing bodies. Students will learn how to navigate through the Rules Manuals for applicable governing bodies by applying the rules to issues that arise within a high school Athletic Department in a wide variety of areas including behavior in competition, game scheduling, practice commencement, and eligibility of transfer-students.

**MSAA 560 College Student-Athlete Development [3]**
This course will provide students with insight into the importance of using an athletic program as a vehicle to foster the physical, mental and spiritual development of college athletes. Particular focus will be placed on assuring this development is integrated into the mission, vision and goals...
of each program within the Athletic Department. Additional focus will be a case study approach used to foster development of these three areas within college athletes and to overcome the external factors that can impede this development, including alcohol and drug use, depression and anxiety, and lack of support from family and friends.

**MSAA 562 College Athletics Fundraising [3]**
This course will focus on the increasing need for college Athletic Departments to engage in fundraising to subsidize the funding received from the academic institution in order to sustain operations and have the ability to grow. Particular focus will be placed on alternative revenue sources that can be procured including donations, merchandise sales, concession and ticket sales, and corporate sponsorships. Additional focus will be placed on the operational steps for a successful fundraising campaign and the integration of the personal sales process into that campaign.

**MSAA 564 College Athletics Finance [3]**
This course will provide students with the foundation to manage a budget for a college Athletic Department that allows the department and each of its programs to continue to grow and meet their respective vision and goals. Particular emphasis will be placed on income statement and balance sheet production and their use for decision-making by the department, forecasting revenue and expenses based on organizational need and student participation, and navigating through the Financial Aid process necessary to achieve a balance with Academic and Athletic-based scholarship limits.

**MSAA 566 NCAA and NAIA Regulation Compliance [3]**
This course will provide students with a foundation of the organizational structure and operations of the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA). Particular emphasis will be placed on the procedure for enacting regulations amongst the three governing bodies and investigating violations of those rules by member institutions. Students will learn how to navigate through the Rules Manuals for each governing body by applying the rules to issues that arise within a college Athletic Department in a wide variety of areas including recruiting, financial benefits to student-athletes and academic eligibility.

**MSAA 599 Athletics Practicum [3]**
This course will be completed in the student’s final term of the program. The student will be responsible for identifying an institution that will allow the student to work directly with the Athletic Department and apply the skills learned throughout the Master of Science in Athletics Administration program. The student must accumulate 80 documented hours within the chosen Athletic Department and submit a research paper of no less than 20 pages to the instructor assigned for the course for which the student conducts an internal assessment of the Athletic Department, an external assessment of the department, and develops recommendations for the Athletic Department based on observations and evidence-based research. Upon procurement of the practicum site, the student and the instructor will develop particular goals for the paper and for the experience.

**PSYCHOLOGY**

**PSY 500 Advanced Human Relations [1]**
This workshop for experienced teachers and administrators will investigate a Biblical basis for human relations in schools and improve the teacher’s personal behavior relations skills and professional skills in multicultural education. This fulfills the requirement of LB 250, a Nebraska state law which requires a human relations component for issuance or renewal of teaching certificates.

**PSY 511 Psychological Foundations of Teaching and Learning [3]**
A study of selected theories of learning and their implications for the classroom setting. Applications of psychological principles and research to instructional situations with an emphasis on those that involve a Christian setting.

**PSY 512 Educational Assessment [3]**
A study and critical evaluation of the assessment process. Types of assessment construction, interpretation, use and communication of test data will be discussed.

**PSY 514 Psychology of Exceptionality and Multiculturalism [3]**
A survey course considering the types, characteristics, problems, and needs of children who deviate from the norm. The areas of exceptionality given special consideration will include the mentally retarded; the gifted and creative; learning disabled; behavior disordered; communication disordered; visual or hearing impaired; physically/health impaired and multicultural.

**PSY 515 The Maladjusted Child in the Schools [3]**
The course is designed to examine current theories, practices and services related to the education of behavior disordered children.

**PSY 521 Advanced Child Development and Psychology [3]**
An advanced study of children as they develop from conception through the elementary school years. Emphasis on factors which pattern personality development and learning.

**PSY 542 Introduction to Counseling [3]**
One aspect of ministry is the art of investment through listening with sincere concern when individuals need assistance in dealing with certain situations which arise in their lives. In the parish setting, this is especially true in regard to youth. This course introduces students to the fundamentals of individual counseling, emphasis being placed on helping the students assess their ability to empathetically understand, accept, and respect the individual.

**PSY/FL 545 Marriage and Family Relationships [3]**
A study of the foundation of marriage and family within the framework of Christian theology and praxis. Includes the history of marriage and family, contributions to and development of the field in divorce prevention, remarriage, divorce recovery; current theories and approaches to training in CPREP: The Christian Prevention and Relationship Enhancement Program and/or PREPARE/ENRICH certification or re-certification among others.

**PSY/FL 546 Family Dysfunctions: Assessment and Intervention [3]**
Covers the etiology and interventions of emotional and behavioral dysfunctions from a family systems perspective and a Christian theological framework. Provides community counselors with assessment and intervention tools designed to help church professionals in topical areas to gambling, chemical, Internet addictions, anger management and other abuses found in family and community networks.

**PSY 551 Personality Theory [3]**
A study of classical, behavior, and modern theories of personality dynamics. Attention is directed toward understanding human behavior from a variety of psychological perspectives and toward applying insights gained from personality theory to helping relationships.

**PSY 552 Psychology of Adolescence [2-3]**
A study of physical, social, sexual, cognitive, moral and spiritual development during adolescence with special attention to practical assistance and intervention for young people by counselors, teachers, youth workers and pastors.

**PSY/FL 555 Lifespan Development [3]**
A study of the development of changes of the person through the individual and family life cycle. Each stage of the cycle will consider physical development, including body changes and motor skills; cognitive development, including thought and language; psycho-social development, including emotions, personality and relationships with other people; spiritual development, including spiritual formation and implications for family life ministry.

**PSY/FL 560 Professional Ethics [3]**
This course will examine issues of professional ethics, morality and faith. The course begins with a brief introduction to theological ethics before examining and applying National Council on Family Relations (NCFR) and church body ethical guidelines to case situations. Aspects of professional ethics will be discussed throughout the course. The course moves to practical issues in personal morality, which will be discussed in relation to family and society. Issues such as marriage and commitment, homosexuality, abortion, end of life issues and the development of faith and virtue will also be discussed. Attention will be given to how one’s theological commitments transform secular moral problems and their solutions.
SCIENCE

SCI 502 Science for Elementary Teachers: Content and Process [3]
A study of basic content and processes of science for the elementary teacher, including background material for the teacher to understand science content generally found in elementary materials. Special emphasis on how to do "hands-on" science lessons.

SCI 597 Internship in Environmental Education [3]

SOCIOLOGY

SOC 515 Sociology of Education [3]
An analysis of the educational institution of the United States focusing on the structure of learning, the organization of education, and the relation of schooling to sub-communities and other social organizations from the sociological and social psychological perspective.
SOC/FL 533 Aging and the Family [3]
This course provides a lifespan view of aging as individuals and within families. Theoretical frameworks, physiological, psychological, social aspects of aging, public policy and topical issues of families and individuals across time are studied. Students review community agencies, retirement-long-term-care campuses and independent living contexts in their communities, congregations and schools and study ethical issues and ministry opportunities and applications in a variety of contexts.
SOC 545/FL 543 Theory and Dynamics of Family Relations [3]
A study of the theological framework of the family and family relations. An examination of contemporary theories used in family analysis and a study of social, psychological and spiritual influences on family interaction, with special emphasis on how intra-family processes and familial interaction in the social milieu are related to personal and family functioning.
SOC 546/FL 547 Family Law and Public Policy [3]
Basic foundations and knowledge base of family law are studied. Students review their family state laws regarding legal rights of marriage-dissolution, children, family support, child custody, protection, public policies and implications for the church and school. This self-study course includes meetings, conferences with community attorneys, law enforcement agencies and courtroom observations.
SOC/THEO 565 Serving and Leading in Community and World [3]
This course provides an in-depth examination of vocation, professional and organizational development and the ways educators, building on their personal beliefs and values, enact authentic service and leadership in a variety of contexts. Using the framework of evangelical Lutheran Christianity, participants explore, analyze and clarify, and apply vocation to their community and to the world.

SPECIAL EDUCATION

SPED 517 Advanced Assessment Techniques for Diverse Learners [3]
Emphasizes formative and diagnostic assessment methods used to improve the academic achievement of students with disabilities. The course readings will broaden knowledge of assessment in intelligence, language, and bilingual assessment.

THEOLOGY

THEO 518 From Exile to Christ [3]
This course is a historical study of Palestinian Judaism from the post-exilic period to the birth of Christ with extensive reading in the intertestamental documents, noting those theological developments which prepare for the New Testament.
THEO 540 Family Resource Management [3]
This course is a study of the effective management of family resources that relate to lifespan family and individual goals. Values, attitudes, goals and resources are reviewed in light of a biblical foundation, management theories, concepts and principles and communication skills. Management of family time, work, stress, finances, consumerism and the environment provide a knowledge base and decision-making skills for planning, implementing and evaluating change for lifespan decision-making.

**THEO 545 Theology and Practice of Confirmation Ministry [3]**
A study of confirmation ministry which focuses on theological foundations, the faith formation of catechumens, educational models, the design of confirmation ministry and resources.

**THEO 550 Understanding and Teaching the Bible [3]**
This course gives attention to the role of the Bible in faith formation, hermeneutical principles, ways of teaching the Bible, Bible study programs, small group study, and ways of promoting involvement with the Bible in families and congregations. Prerequisites: REL 121; REL 131; and one of the following: THEO 241, 242, 251, or 252.

**THEO 560 Factors in Congregational Growth [3]**
An examination of Biblical and confessional perspectives on congregational growth. Sociological factors will also be considered. Emphasis will be placed on equipping the student to determine appropriate programs of outreach for a parish.

**THEO 563 Studies in the Lutheran Confessions [3]**
A study of the historical statements of the faith of the Lutheran church as related to the religious concepts which give meaning and direction to the Lutheran system of education.

**THEO/SOC 565 Serving and Leading in the Community and World [3]**
An in-depth examination of profession, vocation, and service (ministry) and the ways in which individuals, building on their personal belief systems might with integrity enact authentic leadership in a variety of contexts. Using the Lutheran movement within the tradition of orthodox Christianity as a point of departure, students will analyze and apply their ultimate values to specific societal problems.

**THEO 570 Introduction to Christian Counseling [3]**
Based on the truth and wisdom of Holy Scripture this course synthesizes the contributions from the bio-social sciences, church history, and ministry to help construct a contemporary perspective and praxis of Christian counseling. Psychology and Christian theology are balanced with an appropriate concern for the place of Christian spirituality and the presence of God in the process of counseling.

**THEO 571 The Role of Scripture and Christian Spirituality in Christian Counseling [3]**
This course is as much about the spiritual life of Christian counselors as it is about the spiritual life of Christian counselees. It centers on the Word of God, and it considers Christian spiritual discipline, which assists in the transformation of a Christian. It aims to help the Christian counselor toward balancing theology, psychology, and spiritual formation. It will help the Christian counselor to understand what ways to use Scripture in counseling for which clients and under which circumstances.

**THEO 582 Nurturing Faith through Family, School, and Congregation [3]**
A study of the formation of faith and virtue based on Biblical, theological, and psychological perspectives serves as the foundation for investigating ways in which the family, congregation and schools of the church can nurture the faith of children, youth and adults.

**THEO 583 & FL 583 Sexuality and the Family [3]**
This course develops a Christian lifespan approach to healthy sexuality; focusing on attachment theory, dating, mate selection, marriage and family development. Sexual attitudes, values and belief systems, and responsible behaviors within the church, community and larger society are identified. Lifespan curricula and models are examined.

**THEO/FL 585 Family Life Ministry [3]**
This course is a study of various models and strategies useful for initiating and sustaining family ministry as a lifelong process in the context of the home and local congregation. Emphasis is placed on theology and philosophy of family ministry, currents in family change, families in ministry, family life programmatic areas, and curricula for family life educational ministry and skill development.

**THEO 587 Planning Adult Education in Congregations [3]**
This course gives attention to ways of teaching the faith to early, middle, and late adulthood, adults as learners, and the design of educational programs and curricula.

THEO 589 Ministry in a Changing World [3]
After developing a Biblical/theological view of ministry and vocation, the student will identify perspectives, resources and opportunities for ministry in church and society in a variety of contexts.
Administrative Personnel/Graduate Faculty

ADMINISTRATIVE PERSONNEL

President ................................................................. Brian Friedrich
Provost ....................................................................... Jenny Mueller-Roebke
Dean, College of Arts and Sciences ................................ Brent Royuk
Dean, College of Education, Health & Human Sciences ....... Nancy Elwell
Associate Dean, College of Education ............................ Ron Bork
Dean, College of Graduate Studies and Adult Education ...... Jonathon Moberly
Chair, Health and Human Services ............................... Vacant
University Registrar ................................................. Ed Siffring
Graduate Assistant Registrar ....................................... Sue Jensen
Undergraduate Assistant Registrar ............................... Brad Woodruff

PROGRAM DIRECTORS

Vicki Anderson ......................................................... TESOL, ELL/ESL
Frederick Donovan III ............................................... Computer Science
Heidi Gubanyi ........................................................ RN to BSN
Jen Janousek ............................................................. Public Health
Tamara Kenning ....................................................... Human Services
D. Mike Leibert ........................................................ Healthcare Administration
Shannon Leinen ......................................................... MBA
William Lentz ........................................................ Degree Completion Program
William Lentz ........................................................ Education Administration
Torri Lienemann ........................................................ Special Education
Jonathon Moberly .................................................... Athletics Administration
Annette Oliver ........................................................ Early Childhood
Barbara Perlewitz ...................................................... Curriculum and Instruction
Robert G. Smallfoot ................................................ Family Life, Gerontology
Kathleen Wheeler .................................................... Reading/Literacy

GRADUATE FACULTY

Albright, Brian, D.Sc .................................................. Associate Professor of Mathematics
Anderson, Vicki, Ph.D .............................................. Assistant Professor, ESL/TESOL
Ashby, Lisa, Ph.D ...................................................... Professor of English
Beck, Curt, Ph.D ...................................................... Associate Professor of Business Administration
Bergman, Marvin, Ed.D ............................................ Emeriti Professor of Education
Bergman, Shirley, Ph.D ............................................ Emeriti Prof of Aging and Family
Blanco, Charles, Ph.D ............................................... Professor of Theology
Blanke, Mark, Ed.D .................................................. Professor of Education
Blersch, Jeffrey, DMA ............................................. Professor of Music
Bockelman, James, MFA .......................................... Professor of Art
Boggs, Seth, MFA .................................................... Assistant Professor of Art
Bork, Ron, Ed.D ...................................................... Professor of Education
Boyce, Vicki, Ph.D ................................................... Professor of HHP
Callahan, Connie, Ph.D ........................................... Assistant Professor of Biology
Creed, Bruce, Ph.D .................................................. Professor of Communication
Dolak, E. David, Ed.D ............................................... Emeriti Professor of Psychology
Dolak, Grace-Ann, Ph.D ........................................... Emeriti Professor of Education
Donovan, Frederick, MA .......................................... Director of Computer Science
Einspahr, Kent, Ph.D ............................................... Professor of Computer Science
Einspahr, Kregg, Ph.D ............................................... Professor of Biology
Elwell, Nancy, Ph.D ................................................. Associate Professor of Education
Friedrich, Brian, D.Min. & Ph.D. .................................................... President
Geidel, Amanda, Ph.D. .................................................................... Assistant Professor of Education
Grimpo, Elizabeth, DMA .............................................................. Associate Professor of Music
Gubanyi, Heidi, MSN, RN. ................................................................. Assistant Professor of Nursing
Gubanyi, Joseph, Ph.D. .................................................................. Emeriti Professor of Biology
Haley, Gabriel, Ph.D. ................................................................. Assistant Professor of English
Helmer, Joel, Ph.D. ........................................................................ Professor of Geography
Herl, Joseph, Ph.D. .......................................................................... Professor of Music
Hermann, Robert, Ph.D. ................................................................. Professor of Physics
Hink, John, Ph.D. ........................................................................... Assistant Professor of History
Holtorf, Paul, Ph.D. .......................................................................... Professor of Theology
Huntington, Timothy, Ph.D. .......................................................... Associate Professor of Biology
Janousek, Jen, Ph.D. ........................................................................ Associate Professor of HHP
Johnson, Kyle, Ph.D. .................................................................. Assistant Professor of Biology
Jurchen, Kristin, Ph.D. ................................................................. Associate Professor of Chemistry
Jurchen, John, Ph.D. ................................................................. Associate Professor of Chemistry
Kenning, Tamara, MA, LMHLP, LPC, LADC........................... Associate Professor of Human Services
Kinworthy, John, Ph.D. ............................................................... Emeriti Professor of History
Lamm, Erica, Ph.D. ........................................................................... Assistant Professor of Communication
Langewisch, Andrew, Ph.D. .......................................................... Professor of Business Administration
Leibert, D. Mike, Ph.D. ............................................................... Director of Healthcare Administration
Lienemann, Torri, Ph.D. ................................................................. Assistant Professor of Special Education
Meehl, Mark, Ph.D. ...................................................................... Professor of Theology
Miller, Kathy, Ph.D. ........................................................................ Professor of Sociology
Moberly, Jonathon, JD .............................................................. Dean & Director of Athletics Administration
Moore, Bryan, MFA ............................................................. Associate Professor of English and Theater Arts
Mosemann, Russell, Ph.D. ........................................................... Professor of Computer Science
Moulds, Russell, Ph.D. ................................................................. Professor of Education
Mueller-Roebke, Jenny, Ph.D. ......................................................... Provost, Professor of English
Obermueller, Stanley, Ph.D. ...................................................... Emeriti Professor of Business Administration
Oliver, Annette, MEd. ............................................................. Assistant Professor of Education
Perlewitz, Barb MSEd.................................................................. Director of Curriculum & Instruction
Phillips, C. Matthew, Ph.D. .............................................................. Emeriti Professor of History
Preuss, Judy, Ph.D. ........................................................................ Emeriti Professor of Education
Preuss, William Ed.D............................................................... Emeriti Professor of Education
Reek, Dirk, Ph.D. ........................................................................... Associate Professor of Theology
Reinke, Edward, Ph.D. ............................................................... Professor of Mathematics
Rippstein, Timothy, Ph.D. .......................................................... Assistant Professor of Education
Robson, Don, MFA ................................................................. Professor of Art
Royuk, Brent, Ph.D. ....................................................................... Professor of Physics
Smallfoot, Robert, Ph.D. .............................................................. Professor of Education
Snow, John, Ph.D. .......................................................................... Professor of Math
Soloway, Lynn, MFA.................................................................. Professor of Art
Sylwester, Don, Ph.D. ................................................................. Emeriti Professor of Physics
Thurber, Daniel, Ph.D. ............................................................... Professor of English
Tonjes, Bernard, Ph.D. ............................................................... Associate Professor of Education
Uffelman, Janell, Ph.D. ............................................................... Professor of Education
Vasconcellos, Paul, Ph.D. .............................................................. Emeriti Professor of Theology
von Kampen, Kurt, Ed.D............................................................ Professor of Music
Warren, Thad, Ph.D. ................................................................. Professor of Education
Wheeler, Kathleen, Ed.D. .............................................................. Director of Literacy
Wolfram, William, MFA ............................................................. Emeriti Professor of Art
ZumHofe, Laurie, Ph.D. ................................................................. Associate Professor of English
Lincoln Campus
570 Fallbrook Blvd.
Lincoln, NE 68521

Concordia’s Lincoln campus is conveniently located just 5 minutes north of downtown Lincoln.
Concordia University, Nebraska is currently authorized or licensed* to operate from a physical location in the state of Nebraska. Additionally, Concordia is authorized to deliver online education in most other states. Concordia is a participant in the State Authorization Reciprocity Agreement (SARA) initiative. Concordia will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will work to obtain such additional approvals. Look for your state of residence below for more information on authorization and how to file a grievance. (Note: Many states do not require specific authorization or licensure for their residents to enroll in online programs.)

We are including this information in our catalog in order to comply with new regulations regarding state authorization.

**State Contact Information for Student Complaints**

**ALABAMA**  
**Alabama Commission on Higher Education**  
P. O. Box 302000  
Montgomery, AL 36130-2000

**Teacher Education:** State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).

[www.aldse.edu](http://www.aldse.edu)

**Nursing:** State approval of a program to offer Alabama licensed nurses opportunities for advanced degrees does not indicate eligibility for approval to practice as an advanced practice nurse in Alabama. Applicants for approval in Alabama are required to meet the Alabama requirements for national certification, graduation from a specific-type program for the advanced practice approval, and completion of the appropriate application. Any program offering a pre-licensure track to Alabama students shall meet the requirements of the Alabama regulations for pre-licensure programs of the graduates may not be eligible to take the national licensure examination required by the Alabama Board of Nursing to enter the practice.

[www.abn.alabama.gov](http://www.abn.alabama.gov)

**ALASKA**  
**Alaska Commission on Postsecondary Education**  
PO Box 110505  
Juneau, AK 99811-0505  
customer.service@alaska.gov

**Alaska Office of Attorney General Consumer Protection Unit**  
1031 W. Fourth Avenue, Suite 200  
Anchorage, AK 99505  
attorney.general@alaska.gov  
[http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf](http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf)
ARKANSAS
Educator Preparation Programs: Arkansas students are to understand that enrollment in the educator preparation programs offered by Concordia University, Nebraska (i.e. M.Ed. Curriculum & Instruction, M.Ed. Educational Administration, M.Ed. Early Childhood, M.Ed. Literacy, M.Ed. TESOL…) requires them to pursue teacher/administrator licensure in Nebraska and then earn an Arkansas educator or school administrator license/endorsement by reciprocity. They are to understand that the State of Arkansas has additional course requirements in order to earn an Arkansas license in the program area or a similar program area, and that they must check the website for information on Arkansas reciprocity: www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/licensure-by-reciprocity

Arkansas Higher Education Coordinating Board Arkansas Department of Higher Education
114 East Capitol Ave
Little Rock, AR 72201
ADHE_Info@adhe.edu
http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/ICAC%20Rules%20and%20Regulations/APPENDIXJ.pdf

Arkansas State Board of Private Career Education
501 Woodlane, Suite 312S
Little Rock, AR 72201
sbpce@arkansas.gov
http://www.sbpce.org/complaint_process.html

CALIFORNIA
California Bureau of Private Postsecondary Education
P.O. Box 980818
W. Sacramento, CA 95798-0818
bppe@dca.ca.gov
http://www.bppe.ca.gov/forms_pubs/complaint.pdf

COLORADO
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
http://highered.colorado.gov/Academics/Complaints/default.html

CONNECTICUT
Connecticut Department of Higher Education
61 Woodland Street
Hartford, CT 06105-2326
http://www.ctohe.org/StudentComplaints.shtml

Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110
Hartford CT 06106
trade.practices@ct.gov
Consumer Complaint Hotline: (800) 842-2649
DELAWARE

*Delaware Higher Education Office*
Carvel State Office Building, 5th Floor
820 N. French Street
Wilmington, DE 19801-3509
http://www.delaware.gov/topics/complaintsreports

*Delaware Attorney General Consumer Protection Wilmington:*
820 N. French Street, 5th floor
Wilmington, DE 19801
consumer.protection@state.de.us

DISTRICT OF COLUMBIA

*District of Columbia Office of the State Superintendent of Education, Education Licensure Commission*
810 First Street, NE, 9th Floor
Washington, DC 20002

FLORIDA

*Florida Commission on Independent Education*
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Commissioner@fldoe.org
http://www.fldoe.org/cie/complaint.asp

GEORGIA

*Georgia Nonpublic Postsecondary Education Commission*
2082 E Exchange Pl. #220
Tucker, GA 30084-5334
http://rules.sos.state.ga.us/docs/392/5/06.pdf

HAWAII

*Hawaii State Board of Education*
P.O. Box 2360
Honolulu Hawaii 96804
ocp@dcca.hawaii.gov
http://hawaii.gov/dcca/ocp/consumer_complaint

IDAHO

*Idaho State Board of Education*
Attn: State Coordinator for Private Colleges and Proprietary Schools
650 West State Street
P.O. Box 83720
Boise, ID 83720-0037

ILLINOIS

*Illinois Board of Higher Education*
431 East Adams, 2nd Floor
Springfield, Illinois 62701-1404
http://www.ibhe.org/CONSUMERINFO/complaint.htm
info@ibhe.org
Institutional Complaint Hotline: (217) 557-7359
Illinois State Board of Education
100 N. 1st Street
Springfield, Illinois 62777
http://webprod1.isbe.net/contactisbe/ (email)

Illinois Attorney General Consumer Fraud Bureau
500 South Second Street
Springfield, IL 62706
http://www.illinoisaaditorgeneral.gov/about/email_consumers.jsp
Consumer Fraud Hotline: (800) 243-0618

INDIANA
Indiana Commission on Proprietary Education
Attn: Director of Regulatory Compliance
302 W Washington Street, Room E201
Indianapolis IN 46204
http://www.in.gov/che/2744.htm

This institution is authorized by:
The Indiana Board for Proprietary Education
101 W. Ohio St., Suite 670
Indianapolis, IN 46204-1984

IOWA
Iowa Student Aid Commission
603 E. 12th Street, 5th Floor
Des Moines, IA 50319
info@iowacollegeaid.gov

KANSAS
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
http://www.kansasregents.org/resources/PDF/524-ComplaintProcedureandForm.pdf

KENTUCKY
Kentucky Council on Postsecondary Education
1024 Capital Center Dr., #320
Frankfort, KY 40601-7512

Kentucky Board of Proprietary Education
911 Leawood Drive
Frankfort, KY 40601-3319
http://www.bpe.ky.gov/Application%20and%20Forms/Form%20to%20File%20a%20Complaint.pdf

Office of the Attorney General
Capitol Suite 118
700 Capitol Avenue
Frankfort, Kentucky 40601-3449
consumer.protection@ag.ky.gov
LOUISIANA
Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677
http://regents.louisiana.gov/assets/docs/ProprietarySchools/StudentComplaintProcedure.pdf

MAINE
Maine Department of Education
Complaint Investigator
23 State House Station
Augusta, ME 04333-0023
jonathan.braff@maine.gov

Maine Attorney General, Consumer Protection Division
6 State House Station
Augusta, ME 04333

MARYLAND
Concordia University, Nebraska is registered with the Maryland Higher Education Commission to enroll Maryland students in its fully online distance education programs. Registration is not an authorization of the institution to operate in Maryland or an approval or endorsement of the University’s programs.

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
http://www.mhec.state.md.us/career/pcs/gripe.asp

Maryland Attorney General, Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202
consumer@oag.state.md.us
(410) 528-8662/(888)743-0823 – toll free

MASSACHUSETTS
Massachusetts Board of Higher Education
One Ashburton Place
Room 1401
Boston, MA 02108
http://www.mass.edu/forstudents/complaints/complaintprocess.asp

MICHIGAN
Michigan Department of Labor & Economic Growth Office of Postsecondary Services, Proprietary
School Unit Staff
PO Box 30714
Lansing, MI 48909
http://www.michiganps.net/complaint.aspx

MINNESOTA
Concordia University, Nebraska is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.
**Minnesota Office of Higher Education**  
1450 Energy Park Drive, Suite 350  
St. Paul, MN 55108-5227  
http://www.ohe.state.mn.us/sPages/oheContact.cfm

**Minnesota Attorney General’s Office**  
1400 Bremer Tower  
445 Minnesota Street  
St. Paul, MN 55101  
http://www.ag.state.mn.us/ElectronicForms/ComplaintForm.pdf

**MISSISSIPPI**

**Mississippi Commission on College Accreditation**  
3825 Ridgewood Road  
Jackson, MS 39211-6453

**Mississippi Commission of Proprietary Schools and College Registration**  
3825 Ridgewood Road  
Jackson, MS 39211-6453  
http://www.sbcjc.ms.vs/pdfs/pg/PSComplaintForm.pdf

**Consumer Protection Division Office of the Attorney General, State of Mississippi**  
P.O. Box 220  
Jackson, Mississippi 39205  
http://www.ago.state.ms.us/index.php/contact (email)  
http://www.ago.state.ms.us/forms/complaint-form/

**MISSOURI**

**Missouri Department of Higher Education**  
205 Jefferson Street, P.O. Box 1469  
Jefferson City, MO 65102-1469  
info@dhe.mo.gov

**MONTANA**

**Montana Board of Regents Office of Commissioner of Higher Education, Montana University System**  
2500 Broadway Street  
PO Box 203201  
Helena, MT 59620-3201

**Montana Office of Consumer Protection**  
2225 11th Avenue, P.O. Box 200151  
Helena, MT 59620-0151  
contactocp@mt.gov  

**NEBRASKA**

**Nebraska Coordinating Commission for Postsecondary Education**  
P.O. Box 95005  
Lincoln, NE 68509-5005

**Nebraska Department of Education Investigations Office**  
PO Box 94933  
Lincoln, NE 68509-4933  
http://nde.ne.gov/cc/complaint.pdf
Nebraska Attorney General, Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
http://www.ago.ne.gov/resource/forms/consumer_complaint.htm
Consumer Protection Hotline: (800) 727-6432

NEVADA
Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, Nevada 89123
http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm

NEW HAMPSHIRE
New Hampshire Postsecondary Education Commission
3 Barrell Court #300
Concord, NH 03301-8531
http://www.nh.gov/postsecondary/complaints

NEW JERSEY
New Jersey Commission on Higher Education
PO Box 542
Trenton, NJ 08625
nj_che@che.state.nj.us

New Jersey Department of Labor and Workforce Development
1 John Fitch Plaza, P.O. Box 110
Trenton, NJ 08625-0110
schoolapprovalunit@dl.state.nj.us
http://lwd.dol.state.nj.us/labor/forms_pdf/sedtrain/Conflict%20Resolution%20Questionnaire.pdf

New Jersey Division of Consumer Affairs
124 Halsey Street
Newark, New Jersey 07102

NEW MEXICO
New Mexico Higher Education Department
2048 Galisteo
Santa Fe, NM 87505
http://www.hed.state.nm.us/uploads/FileLinks/b23fc959f37c44bb8e3caae612e0dba7/PPS%20Complaint%20Form.pdf

NEW YORK
New York Office of College and University Evaluation New York State Education Department
89 Washington Avenue
Albany, NY 12234
ocueinfo@mail.nysed.gov
http://www.highered.nysed.gov/ocvc/spr/COMPLAINTFORMINFO.html

New York Bureau of Proprietary School Supervision New York State Education Department
116 West 32nd Street, 5th Floor
New York, New York 10001
www.acces.nysed.gov/bpss

132
www.acces.nysed.gov/bpss/students/documents/ComplaintForm.pdf

New York State Department of State Division of Consumer Protection Consumer Assistance Unit
99 Washington Avenue
Albany, New York 12231-0001
https://www1.consumer.state.ny.us/cpb/CauComplaintForm.html

NORTH CAROLINA
North Carolina Community College System Office of Proprietary Schools
200 West Jones St.
Raleigh, North Carolina 27603
http://www.nccommunitycolleges.edu/Proprietary_Schools/docs/PDFFiles/StdtCompltForm.pdf

North Carolina Consumer Protection Attorney General’s Office
Mail Service Center 9001
Raleigh, NC 27699-9001
http://www.ncdoj.gov/getdoc/59be4357-41f3-4377-b10f-3e8bd532da5f/Complaint-Form.aspx

NORTH DAKOTA
North Dakota Department of Career and Technical Education
State Capitol - 15th Floor
600 E. Boulevard Ave. Dept. 270
Bismarck, ND 58505-0610
cde@nd.gov

North Dakota Consumer Protection Division Office of Attorney General
Gateway Professional Center
1050 E Interstate Ave. Suite 200
Bismarck, ND 58503-5574
http://www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf

OHIO
Ohio State Board of Career Colleges and Schools
35 East Broad Street, Suite 2481
Columbus, OH 43215
http://scr.ohio.gov/LinkClick.aspx?fileticket=%2bwawKHWPRAH8%3d&tabid=68

Ohio Board of Regents
25 South Front Street
Columbus, OH 43215

Ohio Attorney General Consumer Protection Section
30 E. Broad St., 14th floor
Columbus, OH 43215-3400
http://www.ohioattorneygeneral.gov/consumercomplaint

OKLAHOMA
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104

Oklahoma State Board of Private Vocational Schools
3700 Classen Boulevard, Suite 250
Oklahoma City, OK 731182864
Oklahoma Office of the Attorney General Consumer Protection Unit  
Attn: Investigative Analyst  
313 NE 21st Street  
Oklahoma City, OK 73105  
http://www.oag.state.ok.us/oagweb.nsf/ccomp.html

OREGON
Oregon Office of Degree Authorization
1500 Valley River Drive, Suite 100  
Eugene, OR 97401

Oregon Department of Education Private Career Schools Office
255 Capitol Street NE  
Salem, OR 97310-0203  
http://www.ode.state.or.us/teachlearn/specialty/pcs/forms/complaint-procedures.doc

Oregon Attorney General Financial Fraud/Consumer Protection Section
1162 Court St. NE  
Salem, OR 97301-4096  
http://www.doj.state.or.us/finfraud/pdf/concompform.pdf

PENNSYLVANIA
Pennsylvania Department of Education
333 Market Street  
Harrisburg, PA 17126-0333

Office of Attorney General Bureau of Consumer Protection
14th Floor, Strawberry Square  
Harrisburg, PA 17120  
http://www.attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf

PUERTO RICO
Puerto Rico Council on Higher Education
PO Box 19900  
San Juan, PR  
00910-1900

Puerto Rico Department of Justice
PO 9020192  
San Juan, PR  
00902-0192

RHODE ISLAND
Rhode Island Board of Governors for Higher Education
Shepard Building  
80 Washington Street  
Providence, RI 02903

Rhode Island Department of Attorney General
Consumer Protection Unit
150 South Main Street  
Providence, RI 02903  
http://www.riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf

SOUTH CAROLINA
South Carolina Commission on Higher Education
SOUTH DAKOTA
South Dakota Board of Regents
306 E. Capitol Ave, Suite 200
Pierre, SD 57501-2545

South Dakota Office of Attorney General Division of Consumer Protection
1302 E Hwy 14, Suite 1
Pierre SD 57501-8051
http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

TENNESSEE
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
http://www.tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf

TEXAS
Texas Workforce Commission
Career Schools and Colleges - Room 226-T
101 East 15th Street
Austin, Texas 78778-0001
http://www.twc.state.tx.us/svcs/propschools/ps401a.pdf

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, Texas 78752

Office of the Attorney General Consumer Protection Division
PO Box 12548
Austin, TX 78711-2548
https://www.oag.state.tx.us/consumer/complaintform.pdf

UTAH
Concordia University has met the requirements of Utah Code Ann. 13-34a-203 to be a registered postsecondary school required under 34C.F.R 600.9 to be legally authorized by the State of Utah.

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, Utah 84111
consumerprotection@utah.gov
http://consumerprotection.utah.gov/complaints/index.html

VERMONT
Vermont Department of Education State Board of Education Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

Vermont Attorney General’s Office
109 State Street
Montpelier, VT 05609-1001
Refund Policy:
The student will receive a full refund of all money paid if the student:
   1. Cancels within the three-business-day cancellation period under EAB 6.04;
2. Accepted was unqualified and the school did not secure a disclaimer under EAB 9.04;
3. Enrollment was procured as the result of any misrepresentation in the written materials used by the school or in oral representations made by or on behalf of the school.

Refunds will be made within 10 business days of cancellation.

A student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period, is entitled to a pro rata refund as follows:

<table>
<thead>
<tr>
<th>At Least But Less Than</th>
<th>Refund of Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit/class</td>
<td>10%</td>
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<tr>
<td>10%</td>
<td>20%</td>
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<tr>
<td>20%</td>
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<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>60%</td>
<td>No refund</td>
</tr>
</tbody>
</table>

As part of this policy, the school may retain a one-time application fee of no more than $100. The school will make every effort to refund prepaid amounts for books, supplies and other charges. A student will receive the refund within 40 days of termination date. If a student withdraws after completing 60% of the instruction, and withdrawal is due to mitigating circumstances beyond the student’s control, the school may refund a pro rata amount.

A written notice of withdrawal is not required.

**WYOMING**

*Wyoming Department of Education*
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-2060

*Attorney General’s Office*
123 Capitol Building
200 W. 24th Street
Cheyenne, WY 82002
[Attorneygeneral.state.wy.us/PDF/ComplaintForm.pdf](Attorneygeneral.state.wy.us/PDF/ComplaintForm.pdf)

* This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or Attorney General's Offices will accept complaints regardless of whether an institution is required to be licensed in that state.