



CONCORDIA UNIVERSITY
N E B R A S K A

Graduate Catalog 2024-2025

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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ACADEMIC CALENDAR

Fall Term 2024 August 26 – December 21

First Module	August 26 – October 20
Second Module	October 21 – December 21

No classes: December 22 – January 5

Spring Term 2025 January 6 – April 27

First Module	January 6 – March 2
Second Module	March 3 – April 27

Commencement: May 10

Summer Term 2025 May 8 – August 24

First Module	May 8 – June 29
Second Module	June 30 – August 24

Online Academic Calendar is found at:
<https://www.cune.edu/events/academic-calendar>

THE UNIVERSITY

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 a member institution of the Concordia University System (CUS) of the Lutheran Church–Missouri Synod (LCMS).

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.

SETTING

Since 2012, Concordia's graduate programs have been primarily delivered in 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 7,200 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 U.S. Department of Education requires that Concordia University provides information to students who are interested in a program leading to professional licensure. This information is available at: <https://www.cune.edu/concordia-difference/about-concordia/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 College of Business and Technology at Concordia University, Nebraska has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road, Suite 300, Overland Park, KS, 66213, USA. For a list of accredited programs click here: <https://iacbe.org/memberpdf/ConcordiaUniversityNE.pdf>

CONTACT INFORMATION

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Website: www.cune.edu

GENERAL ACADEMIC INFORMATION

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 PROGRAM

Students interested in enrolling in the Concordia University, Nebraska Graduate Program 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 and submitting official transcripts.

Degree Seeking Graduate Students

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

1. Application for admission to the Graduate Studies and Adult Education program.
2. Official Transcript of credits showing bachelor's degree from a regionally accredited college or university and at least a 2.80 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. Letter of Intent – specific details can be found at: <https://cune.edu/admissions/graduate>
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 Program:

1. Application for admission form and payment for any associated fees.
2. 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.
3. Letter of Intent – specific details can be found at: <https://cune.edu/admissions/graduate>
4. 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 Program 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 program 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. International students can apply for on-line programs. 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.
2. An international student looking to come to the U.S. to study full-time as an F-1 visa student can apply to graduate programs that provide primarily a traditional face-to-face format and take place at the Lincoln 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. **There are currently no graduate programs available in this format.**

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.

F. International Credential Evaluations (InCRED) at www.incredevals.org/students.

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, 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. It should also be noted that courses that transferred in for one program may not necessarily transfer in for another program.

Students who wish to change their programs of study can only do so at the end of a Financial Aid Term. Thus, the program changes can only be done at the end of the Fall 2 Module (late December); Spring 2 Module (late April); or the Summer 2 Module (late August) of each Academic Year. Students who wish to change their programs of study in the middle of a Financial Aid Term, must withdraw from their current programs of study at the end of the first module in that Financial Aid Term, and resume study in their new programs at the beginning of the next Financial Aid Term.

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. The student must contact his or her Graduate/Adult Student Success Advisor (GASSA) to add a course.

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. 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 has not paid their tuition balance by either securing financial aid, arranging a monthly payment plan, or paying in full by Friday of the second week of class may be administratively withdrawn from the university.
- A student who is a non-participant/non-attendee in the first ten days of class may be considered a "no show" and will 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 for face-to-face courses includes:

- 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, completing an interactive tutorial, or participating in computer-assisted instruction.
- Attending a study group assigned by the university.
- Participating in an online discussion about academic matters.
- Initiating contact with a faculty member to ask a question about academic subject studied in the course.

Academic attendance and academically related activity for an online/distance education student includes:

- Student submission of an academic assignment.
- Student submission of an exam; documented student participation in an interactive tutorial or computer-assisted instruction.
- A posting by the student showing the student's participation in an online study group that is assigned by the institution.
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- E-mail from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.

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.

Exceptions to the Administrative Drop requirements may apply to international students based on visa requirements. Any exceptions to the requirements must be approved by the respective Dean.

Withdrawals:

After the ten day 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.

If a student is administratively withdrawn within the first ten days of a term during the first Module or makes the decision to withdraw after the tenth day of the Module, the student must submit an Intent to Return form for the second Module to the applicable Student Services Representative. Otherwise, the student's registration for the second Module will be cancelled. Any tuition refund for a withdrawal will follow the appropriate refund schedule per class length.

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 attending in the judgment of the Student Services Representative, after consulting with the instructor, then the student will be administratively dropped or withdrawn no later than 14 days after the student's last date of attendance. If he/she is administratively withdrawn, a grade of "W" will be recorded on the official transcript by the Graduate Registrar upon notification by the Student Services Representative. The student's tuition refund is based on the date of the submission of the withdrawal form. 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 on the last date of attendance 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.

Whenever a student is awarded a final grade of "F" for a course, the instructor must record a Last Date of Attendance along with the final grade. Passing grades do not require a Last Date of Attendance.

- Earned F: Enter the last date of the module. If the student attended through the end of the course, the instructor should record the last scheduled date of the course as the Last Date of Attendance. (Considered to be an Earned F.)
- Unearned F: Enter the Last Date of Attendance.
- If the student did not attend through the end of the course, the instructor should enter the Last Date of Attendance (Considered an Unearned F).

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.

Compassionate Attrition:

A student may request a compassionate attrition from all coursework after the published withdrawal deadline for the term or part of term, as applicable, in which the student is enrolled and when extraordinary circumstances prevent the student from continuing. An extraordinary circumstance is a circumstance that could not be reasonably predicted or expected. The compassionate attrition covers physical and mental health, care of a seriously ill immediate family member, death in the student's immediate family, or extreme circumstance or disaster. A previously stable pre-existing condition that has since exacerbated in a way that could not be foreseen or anticipated can be considered for a compassionate attrition. Graduate students will work with their Applicable Dean.

All requests for compassionate attrition require thorough and credible documentation from a reliable third party. Credible documentation should include, but is not limited to, the provider(s) name, credentials, address, fax, and phone number, and signed by the provider. A reliable third party must be someone who is familiar with the history and functional limitations of the individual's physical or mental health condition, including the impact on completing coursework, and the necessity for the requested attrition. Generally, someone related to the student should not be the one to provide supporting documentation. Documentation for other extraordinary circumstances will also be required. The process for requesting and granting a compassionate attrition will be outlined in the document, "Compassionate Attrition Process". Submission of information does not guarantee approval.

If a compassionate attrition is granted from the University after the published withdrawal deadline for the term or part of term, as applicable, in which the student is enrolled: The student's Room and Meal Plan charges are refundable on a prorated basis, if applicable.

Fees and tuition are nonrefundable for the term or part of term, as applicable, in which the student is enrolled in which the compassionate attrition is requested and granted.

The University Registrar will withdraw the student from all classes and record a W on the transcript resulting in no negative impact on the student's GPA.

STUDENT COURSE LOAD

There are three terms (16 weeks) per year in the Graduate Program: 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, the Dean's 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 program 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.

SECOND MASTER'S DEGREE

When a prior master's degree has been awarded from Concordia University, students are prohibited from earning the same degree twice.

Any course that has been used toward an earned graduate degree at another institution shall not be accepted for transfer credit. Transfer courses used in one master's degree program at Concordia shall not be accepted as credit toward another degree.

A maximum of 9 credit hours from the first Concordia master's degree and appropriate to the second degree, may be applied toward the second degree from Concordia University. These must have been completed within the previous 10 years. Exceptions to the time limit must be approved by the program director and the Dean of the appropriate college.

NON-DEGREE-SEEKING STUDENT

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

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

INACTIVE STUDENTS

Students who have not registered for a course within the preceding 365 days will be considered inactive. To reactivate their enrollment, they must fill out a new application and submit this form to their Student Services Representative/Advisor, along with transcripts of any new coursework taken at other institutions. Students whose progress toward a degree has been irregular or interrupted for three years or more must meet requirements stated in the most recent catalog.

ACADEMIC PROBATION

Regular status graduate students whose cumulative grade-point average (GPA) falls below 3.0 will be placed on academic probation. 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. An adult undergraduate online student whose cumulative grade-point average (GPA) falls below a 2.0, will be placed on academic probation. These students may be released from academic probation by completing 12.00 or more semester hours in a given semester and achieving 2.00 (C) cumulative GPA. If the student is placed on academic probation in a subsequent semester, s/he is subject to dismissal.

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.

PRIOR LEARNING ASSESSMENT

Graduate programs and Online Undergraduate programs will allow students to earn a maximum of six credit hours towards a graduate degree through Prior Learning Assessment. These six credit hours would be applied towards the limit of 25% of credit hours accepted for transfer into a graduate program.

A student who desires to have prior learning assessed for graduate credit must go through the process for Prior Learning Assessment before completion of the first six credit hours that the student is enrolled. The process for students to earn graduate credit for Prior Learning includes, but is not limited to the following:

1. Application submitted to the applicable graduate Program Director.
2. Payment of a non-refundable fee to the university to have the prior learning assessed.
3. Enrollment by the student in a 0 credit Prior Learning Assessment course that consists of different types of documentation of prior learning related to applicable objectives for the course or courses that the student is attempting to earn credit for,
4. An assessment of the documentation provided by the student is examined using a standard template by the applicable Program Director or a full-time Faculty member in the applicable department.
5. The student is awarded a "Pass" if the student provides the required documentation of prior learning for each

objective within the graduate course and the documentation provided is deemed worthy of meeting the applicable course objective by the faculty member assigned to assess the prior learning. This documentation that would be required to be provided includes, but is not limited to, a signed job description by the student's supervisor, signed testimonial by the student's supervisor or colleague, or copy of certificate of completion for training. Failure to provide the required documentation for all objectives that is deemed appropriate by the faculty member assigned to assess the prior learning will result in a "Fail". Since the Prior Learning Assessment course is 0 credits, a "Fail" does not impact the student's GPA.

6. If a "Pass" is awarded for the Prior Learning Assessment, then the applicable Program Director completes a Course Substitution form for the appropriate course for credit to be awarded.

Students interested in pursuing Prior Learning Assessment for their graduate program or Online Undergraduate program should contact their GASSA or for further details.

TRANSFER CREDIT

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 Registrar and appropriate certification officer, the dean of the applicable college may accept additional coursework.
5. Graduate level courses completed less than five years prior to admission may be eligible for transfer upon approval by the program director. Graduate level courses completed five years or more prior to admission will not be

eligible for transfer. Exceptions must be approved by the applicable Dean.

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, instructor approval for audit must be received in writing by the Registrar's 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.

Grade	Points per Credit
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
W	0.00*
I	0.00**

*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 0.00 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" so long as:

- The student has completed at least 75% of the assignments in the course.
- The student has a grade of at least a B- in the course.
- The student formally requests an incomplete from the instructor and provides documentation of an unavoidable or unforeseen circumstance; and
- The instructor and the applicable Program Director agree that the abnormal circumstances will prevent that student from completing the course requirements.

If a student does not meet all the above criteria, the request will require the applicable Dean's approval.

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 the applicable college. 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.

STUDENT COMPLAINT PROCEDURE

Concordia University takes seriously student concerns and complaints regarding the conduct of students, faculty, and staff. ISSUES INVOLVING SEXUAL MISCONDUCT ARE NOT WITHIN THE SCOPE OF NOR COVERED BY THIS PROCEDURE. If this is a Concern or Complaint involving sexual misconduct (harassment, assault, stalking or similar conduct) it should be immediately directed to the University Title IX Coordinator at: 402-643-7261. The University's Policy Against Sexual Misconduct and information on how to file a complaint concerning sexual misconduct can be found at <http://www.cune.edu/a-to-z/offices/title-ix/>.

ISSUES OF A LEGAL NATURE should be addressed with The Office of the General Counsel at (402) 643-7192 or Kirby.Klappenback@cune.edu.

The following procedures provide guidance for resolving conflict between individuals relating to both academic and non-academic issues. Concordia University believes that all students should be treated with respect and dignity and should receive the best quality of services possible. Additionally, as Christians, we strive to respond to conflict biblically through use of Matthew 18 by encouraging both

parties to listen to each other, think about the concerns expressed, and be open to resolving the issue (see Matthew 18 in its entirety in the appendix).

Step 1: Student Concerns

Concordia University takes student concerns seriously. A "Concern" is defined as an initial unresolved question regarding some circumstance experienced by a student at the university. If you have a Concern, the first step toward a resolution is to work individually with the faculty or staff member most directly related to that issue. Many problems are easily solved this way.

In cases where it is not possible or appropriate to work directly with that person, or if the student is unable to reach a resolution, you may also address academic concerns with department chairs and program directors, or non-academic concerns with the supervisor of the university area where the issue is occurring. Undergraduate students should contact the Student Affairs Office for assistance in determining the appropriate supervisor. Students in graduate courses should contact their Student Service Representative.

Step 2: Student Complaints

If the issue remains unresolved after you have met with the individual and/or supervisor, you may submit a formal Complaint. A "Complaint" is defined as a written expression of dissatisfaction concerning a university employee, department, service, process, or administrative action that requires investigation and/or resolution. You must submit a signed complaint form with specific dates, names and facts to the persons listed below. Only Complaints that are submitted in writing will be managed by this procedure and recorded and archived by the university. All such Complaints will be treated in a confidential manner to the extent feasible while permitting Concordia University to thoroughly investigate the Complaint, involve appropriate supervisors when necessary, and take appropriate action.

Complaint forms should be submitted to:

- Undergraduate complaints should be submitted to the Vice President for Student Affairs and Athletics at (402) 643-7373 or gene.brooks@cune.edu
- Graduate complaints should be submitted to your Graduate/Adult Student Success Advisor (GASSA). These contacts will provide guidance on the process for addressing your particular issue and will route your complaint to the appropriate following administrator.
 - Course issues, academic dishonesty, program requirements: **Program Director**
 - admission to or dismissal from specific academic programs: **Dean of the appropriate college**
 - Student academic records: **Registrar**
 - Academic services and resources, student disability accommodations or discrimination: **Academic**

Resource and Disability Support Services Coordinator

- Financial matters: **Accounts Receivable and Billing Manager**
- Parking Tickets, student life, treatment by another student, athletics, or FERPA: **Vice President for Student Affairs and Athletics**

Step 3: Student Appeals

If your Complaint is not satisfactorily resolved through the formal complaint process listed above, you may make an appeal for a review of the decision to the designated administrative officer listed below based on the subject of the complaint. That administrative officer may convene an appellate board to review the decision depending on its subject matter and the related university policies. All appeals must be submitted in writing and addressed to the designated administrative officer within five (5) business days after you have been notified of the decision. Your written appeal should state the basis on which the appeal is being made and should contain specific information and supporting documentation.

Appeals of Complaint Decisions

If your appeal is based on one of the following areas, then appeals of Complaint Decisions should be made to the following administrators:

- Course issues, academic dishonesty, program requirements, or admission to or dismissal from specific academic programs: **University Provost**
- Student academic records: **University Provost**
- Academic services and resources: **University Provost**
- Student disability accommodations or discrimination: **504 Compliance Officer**
- Financial matters: **Chief Financial Officer**
- Parking Tickets, student life, treatment by another student, athletics, or FERPA: **Executive Vice President CFO/COO**

If instead, your appeal is related to one of the areas directly below, you should instead consult the corresponding procedure that already exists in CUNE Academic Policies or for that issue:

- **Student Grade Appeals:**
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 be appealed. Any exceptions must be approved by the program director and respective Dean.
- **Student Conduct Decisions:**

Decisions on student conduct that are in violation of the Graduate Student Code of Conduct are made by the Dean of the relevant college. Decisions on Academic Dishonesty conduct are based on Graduate Academic Policy G-2.382. Appeals of conduct decisions made by the Dean should also be submitted to the Vice President for Student Affairs and Athletics just as is done by undergraduate students.

- **Student Status Appeals:** Appeals regarding academic dismissals and probations must be made to the University Provost.
- **Satisfactory Progress Status:** Students who are ineligible for aid because they did not make satisfactory progress may request in writing within 15 days of notification a review of their situation. Appeals will be reviewed by the Director of Student Financial Services and the student will be notified of the final determination (APH 2.121).
- **Program Admission and Status:** Students who wish to appeal departmental decisions regarding their admission or status in specific programs will follow procedures according to relevant academic policy, including Music (APH 4.160), Pre-Seminary (APH 4.180), Teacher Education (Education Handbook 4.140), DCE Internship Approval and Termination (Education Handbook 4.171 and 4.172). Appeals of decisions regarding the Lutheran Teachers Diploma, DCE Certificate, Director of Parish Music Certificate, Colloquy Certification, and Placement of Synodical Candidates are governed by Education Handbook 4.200. Appeals of decisions by the Education Intervention Board follow procedures described by Education Handbook Appendix C. Decisions related to initial admission to the institution may not be appealed.

Step 4: The decisions of all appeals described above may be appealed to the University President.

Step 5: It is expected that students will fully utilize any/all of Concordia University's administrative procedures to address concerns and/or complaints in as timely a manner as possible. On occasion, however, a student may believe that these administrative procedures have not adequately addressed complaints. If the complaint is still not satisfactorily addressed, students have the right to file a complaint with:

1. The Higher Learning Commission ("HLC") of the North Central Association of Colleges and Schools is an independent body responsible for the accreditation of programs offered by Concordia University. Accredited institutions are required to submit progress reports,

monitoring reports, contingency reports, and annual reports, as well as to participate in focus visits. When a complaint raises issues regarding an institution's ability to meet accreditation criteria, HLC will forward a copy of the complaint to the institution and request a formal response. Complaints may be filed with Higher Learning Commission at the following link: <http://www.ncahlc.org/information-for-the-public/complaints.html>.

2. If you believe that your Complaint continues to warrant further consideration after exhausting the review of either the administrators at Concordia University or HLC, you may contact the Nebraska Coordinating Commission for Postsecondary Education. The commission may be contacted at PO Box 95005 Lincoln, NE 68509-5005 or by phone at (402)-471-2847 and fax: at (402)-471-2886.

3. The Office of the Attorney General for the State of Nebraska is authorized to investigate and prosecute violations of state consumer laws, including laws relating to deceptive advertising, credit, charitable solicitations, telecommunications, telemarketing, and sales. The Attorney General's Office cooperates with other states, the Federal Trade Commission, and other federal agencies in addressing national consumer protection issues. Complaints may be filed with the Attorney General for the State of Nebraska:

Nebraska Attorney General, Consumer Protection
Division 2115 State Capitol
Lincoln, NE 68509
http://www.ago.state.ne.us/consumer/emailforms/consumer_complaint.htm.
Consumer protection hotline: 800-727-6432

Nothing in this disclosure should be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaints. Concordia University has provided this disclosure in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34, sections 600.9 (b) (3) and 668.43(b). If anything in this disclosure is out of date, please notify the Office of the General Counsel at Concordia University, 800 N. Columbia Ave., Seward, NE 68434.

LENGTH OF COURSES

Courses will be assigned to a term with specific meeting dates and times. This information is available on the portal (portal.cune.edu) and on the student's Banner account. Within a term is a module (eight weeks), a normal load is 3.0 credit hours per module. A class module is eight weeks in length.

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 Graduate/Adult Student Success Advisor. Students who are unable to participate regularly in their courses for any reason should contact their instructor and their Graduate/Adult Student Success Advisor. Students who intend to withdraw from a course or a program should notify their instructor and Graduate/Adult Student Success 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 applicable Dean of the Graduate Program, Graduate/Adult Student Success Advisor and the Provost's office. The

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 Graduate/Adult Student Success Advisor who will confer with the respective Dean and the supervising instructor. Procedures to be followed in the study as well as target date for completion of the independent study shall be submitted by the student in consultation with the supervising instructor and the 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 credit hours of a student's academic program. Additional hours require approval of the Dean upon recommendation of the Program Director.

BACHELOR TO MASTER'S PROGRAM

Departments may establish accelerated Bachelor 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 3.3. 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.

***See the Undergraduate Catalog for Details.

Bachelor to Master's Program Options include:

- Master of Arts - School Counseling
- Master of Business Administration
- Master of Education
- Master of Public Health

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 respective 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 Dean and to his/her Graduate/Adult Student Success 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 a M.Ed. in Literacy and an M.A. in School Counseling). 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 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 or 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.

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.

EMERGENCY TRANSFER PROTOCOL

This protocol is designed to facilitate a prompt response from Concordia University in the event, that a closure or probable closure of a college or university creates the possibility of a mass transfer situation. This protocol does not cede any of the faculty's authority over academics. Rather, it represents a proactive step by the faculty to articulate transfer guidelines in advance of unexpected circumstances so that the university can effectively recruit and advise prospective students.

The Provost may enact this protocol if a college or university unexpectedly closes, or a closure appears probable. In that circumstance, the Provost will proceed as follows:

A. The Provost will seek the consent of the Graduate Council and the Dean to enact the protocol, utilizing email

communication if a gathering of the Graduate Council and the Dean cannot expeditiously occur.

B. Should the protocol be enacted, the Provost will inform the Program Directors, and applicable department chairs, as soon as possible.

Transfer Guidelines According to Circumstance

A. For graduate and adult Education programs, Program Directors will determine transferable courses and projected programs of completion, for the students from each closing institution.

B. Specifically, for Degree Completion Programs, the Department of Theology, Philosophy, and Biblical Languages will determine the Theology and Biblical Literacy General Education courses required of the students from each closing institution. Students must complete 120 hours of college coursework (total in career) and meet requirements set out in the Undergraduate Emergency Transfer Protocol.

C. Concordia will strive to make reasonable accommodations to the academic residency requirements in order to facilitate timely graduation of transfer students.

D. The completion of practicum hours will be determined on a case-by-case basis with the Program Director and the Dean.

STUDENT SERVICES

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 and adult 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 2024 -2025 terms will be defined by these dates:

Fall: August 26 - December 21

Spring: January 6 – April 27

Summer: May 8 - August 29

A course is assigned to the term in which it begins. For example, a course beginning on any date between August 26 and December 15 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 are 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 portal (portal.cune.edu).

ACADEMIC RESOURCE CENTER

At Concordia University Nebraska, we have academic resources to support you as a student here. The Academic Resource Center (ARC) provides on-campus academic assistance for Concordia students. All students are invited to visit the ARC for one-on-one help with study skills, time management, test-taking skills, and organization. The ARC is located at the south end of the Link Library. Visit our Academic Resource Center webpage for more information.

Concordia has partnered with Pear Deck Tutor to provide tutoring and writing support to all undergraduate and graduate students in over 300 subjects. Pear Deck Tutor provides access to one-on-one, live tutoring and writing support anytime, anywhere, 24/7. Pear Deck Tutor also provides access to an asynchronous writing lab to receive feedback on draft written assignments within 12 hours. Information about Pear Deck Tutor can be found in your courses by clicking the "Pear Deck Tutor" link in your Blackboard course navigation. We are pleased to provide this service to our students for free and encourage you to use it to help you be successful.

Additionally, Concordia is excited to share that ReadSpeaker is available in all your courses on Blackboard! This tool converts written text into natural-sounding speech, making it easier to access and understand your course materials. Perfect for students with reading difficulties, visual impairments, or those who prefer listening to content. Customize the voice, speed, and highlights to suit your needs. Tutorials are available in the "Support" section of your course, and help is available via helpdesk.cune.edu. We are pleased to provide this tool to our students for free and encourage you to use it to help you be successful.

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 via 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 Pear Deck Tutor Service. 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 the portal (portal.cune.edu).

COUNSELING SERVICES

The Counseling Office located in Jesse Hall 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, Jesse Hall 101, Concordia University Counseling Office, 800 N. Columbia Ave. Seward, Nebraska, 68434.

Learn more about CUNE counseling services by visiting student services on the portal (portal.cune.edu).

Disability Support Services

Concordia University, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Subpart E), does not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities are legally entitled to request reasonable modifications, accommodations, and/or auxiliary aids and services that will enable them to access and have opportunity to participate in all postsecondary educational programs and services.

Who Qualifies?

Under Section 504 of the Rehabilitation Act, a person is considered to have a disability if that person:

- Has a physical or mental impairment that substantially limits one or more of such person's major life activities,
- Has a record of such an impairment, or
- Is regarded as having such an impairment.

Accessing Disability Support Services

Concordia University is committed to a climate of mutual respect and full participation. In the event you encounter any barrier(s) to full participation in any of the educational programs, activities,

or services offered by Concordia due to the impact of a disability (e.g., physical, mental, cognitive) and may need accommodations to fully participate, you are encouraged to contact our Disability Support Services office (DSS). DSS facilitates this process to establish that (a) a student is a person with a disability; (b) the accommodations requested are logical, reasonable, and necessary to facilitate equal access and remove barriers, and; (c) the requested accommodation is reasonable within the appropriate context. You may request accommodations at any time through the Student Health Portal or visit our Disability Support Services webpage for more information. Accommodations are not retroactive, nor do they transfer from institution to institution. To contact the Director of Disability Support Services, please call 402.643.7187 or 800.535.5494 ext. 7187 or email ada@cune.edu.

Student Responsibilities

As a student with a disability, to be otherwise qualified means you have to meet the same academic requirements and standards as non-disabled students. These requirements and standards must be considered necessary to maintain the integrity of a course, program or college policy. It also means you are required to meet instructors' expectations for students in regard to class participation, work standards, attendance and ability to demonstrate acquired knowledge.

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.

CRIMESTATISTICS 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 report can be located on our website at www.cune.edu/rtk and in hard copy in the Student Life Office. You will also be able to connect to our site via the CUNE home page at www.cune.edu. This report is prepared in cooperation with the local law enforcement agencies surrounding our main campus and alternative sites, and campus security. Each entity provides updated information on their educational efforts and programs to comply with the Act. Each year an e-mail notification is made to all enrolled students that provides the web site to access this report.

Faculty and staff receive similar notification with their

paycheck.

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

Grounded in the U.S. Constitution, copyright law grants protection to original works of authorship fixed in a tangible means of expression. That includes just about anything that is written, recorded, built, or crafted, whether published or unpublished. It even covers websites and the images on them. If you want to use, sample, or make a copy of all or part of a work created by someone else, you need to first determine how copyright law applies to your situation. Using something for a class assignment does NOT automatically make it "fair use".

Concordia's full copyright policy is on the library's copyright page: <https://cune.libguides.com/copyright/>. There you find tools to help figure out whether your intended use is "fair" and learn how to locate resources that are free to use.

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

GRADUATE TUITION AND FEES – per credit hour

Master of Education	\$450*
Education Endorsement or Certificate	\$450*
Master of Athletics Administrations.....	\$450
Master of Arts School Counseling.....	\$450*
Master of Family Education.....	\$450
Master of Marriage & Family Therapy.....	\$500
Master of Public Health.....	\$525*
Master of Business Administration.....	\$595
Graduate Business Certificates	\$375

**Additional program fee of \$10 per semester.*

TUITION AND FEE PAYMENT

Students will be registered for classes after they have applied and been accepted to Concordia University. Prior to the beginning of each term/module, each student registered for classes will receive an email notification sent to their student cune.org email account directing them to view the term charges online through Concordia's portal (portal.cune.edu). This notification is sent approximately three weeks prior to the start of each term/module or upon registration.

Payment, for all classes in the term, must be received by the payment deadline date as indicated in the graduate and adult education academic calendar. For example, you may be registered for two, eight-week courses which span a traditional semester and, as such, tuition for both courses will be due at the start date of the first course.

Payment can be satisfied by paying the full amount due, arranging a monthly payment plan, or securing financial aid. Online payments (in full or monthly payment plans) are made

through the portal (portal.cune.edu). Checks should be made payable to "Concordia University, Nebraska" and mailed to:

Concordia University
Student Financial Services, JCC 204,
800 North Columbia Avenue
Seward NE 68434.

Please indicate the student's ID number on the memo line of the check.

Students with unpaid balances are subject to classes being dropped for non-payment (see Administrative Drop policy below). Any unpaid balance is subject to a late fee and the account being placed on hold preventing registering for future classes, receiving a transcript (either official or unofficial), or receiving a diploma. Delinquent accounts are subject to being referred to a collection agency for further action.

***Please note, payment plans are not available for past due balances.**

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/today/students/academic-support/academic-policies/policy-return-financial-aid-received-through-title-iv-funds>

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.

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. 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 has not paid their tuition balance by either securing financial aid, arranging a monthly payment plan, or paying in full by Friday of the second week of class may be administratively withdrawn from the university.
- A student who is a non-participant/non-attende in the first ten days of class, may be considered a "no show" and will 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 for an online/distance education student includes:

- Student submission of an academic assignment.
- Student submission of an exam.
- Documented student participation in an interactive tutorial or computer-assisted instruction.
- A posting by the student showing the student's participation in an online study group that is assigned by the institution.
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- E-mail from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.

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 ten day drop period, a student may withdraw from a class any time up to the withdrawal date by contacting their Student Service 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.

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 attending in the judgment of the Student Services Representative, after consulting with the instructor, then the student will be administratively dropped or withdrawn no later than 14 days after the student's last date of attendance. If he/she is administratively withdrawn, a grade of "W" will be recorded on the official transcript by the Graduate Registrar upon notification by the Student Services Representative. The student's tuition refund is based on the date of the submission of the withdrawal form. 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 on the last date of attendance 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.

Whenever a student is awarded a final grade of "F" for a course, the instructor must record a Last Date of Attendance along with the final grade. Passing grades do not require a Last Date of Attendance.

- Earned F: Enter the last date of the module.
- If the student attended through the end of the course, the instructor should record the last scheduled date of the course as the Last Date of Attendance. (Considered to be an Earned F.)
- Unearned F: Enter the Last Date of Attendance.
- If the student did not attend through the end of the course, the instructor should enter the Last Date of Attendance (Considered an Unearned F).

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.

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 undergraduate students.

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.

Please refer to www.cune.edu/sap for complete review of the SAP policy.

VETERAN'S BENEFITS AND TRANSITION ACT OF 2018

It is the policy of Concordia University that any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation, or Chapter 33, Post 9/11 GI Bill® benefits shall be permitted to attend or participate in their course of education from the date that they provide to Concordia a Certificate of Eligibility (COE) and at least until the date on which payment is received from the VA, or 90 days after the date that tuition and fees are certified following receipt of the COE.

Concordia University will not impose any penalty, such as late fees, denial of access to classes, libraries, or other facilities, or require that a student entitled to VA benefits borrow additional funds because of an inability to meet financial obligations to Concordia due to a delay in disbursement of funding from the Department of Veterans Affairs under Chapter 31 or 33.

Statement of Compliance with section 1018 of Isakson and Roe

Concordia University Nebraska provides students using benefits under Chapter 30,31,32,33,94 35 of Title 38

U.S.C. or Chapter 1606 of Title 10, U.S.C. with a personalized shopping sheet. Information on this shopping sheet includes: Estimated total cost of a program, including tuition, fees, books, supplies, and other additional costs

Estimated cost of living expenses plus costs listed above that are covered by VA Education Benefits

- Other types of Federal financial aid offered by the institution that is not administered by VA but that covered students may be qualified to receive
- Estimated amount of student loan debt a student would have on graduation
- Other information to facilitate comparison by the

individual about financial aid packages offered by different educational institutions

The personalized shopping sheet will be provided within 15 days after tuition and fees are determined for a calendar year if there is a change.

Additional information is located at:

<https://www.va.gov/education/gi-bill-comparison-tool/>

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill

CALLED TO ACTIVE MILITARY DUTY

It is the intent of Concordia University, Nebraska to facilitate the withdrawal or change in registration and the reenrollment of students who are called to active military duty. If called to active duty in the U.S. armed forces, students may withdraw and receive a full refund of tuition and fees for that semester. The student (or a representative) should take a copy of the military orders to the Registrar's office to process withdrawal or change in registration. Withdrawal for active military service will have no effect on any subsequent request to withdraw from the University. Students may re-enroll upon completion of their tour of duty.

The University policy governing military call-ups allows for a variety of unique solutions not covered by University policy (such as receiving incompletes in some classes while retro-withdrawing from others leading to a partial refund; or receiving a total refund of tuition and fees) which minimizes the effects of time and financial investment put into a semester already in progress when you are called to active military service.

You will need a copy of your orders. You should first consult with your advisor. Based on the specific course(s) in which you are enrolled and the point in the semester when the call-up occurs, you may be advised to discuss incomplete contracts with individual instructor or be directed immediately to the Registrar's office.

The Registrar and Student Financial Services staff will make determinations as to appropriate withdrawal procedures and refunds and explain the process for re-enrollment after completing active duty. They will also assist with quick referrals related to financial aid issues, cancellation of any campus housing contracts, and allowable refunds.

MASTER'S DEGREE PROGRAMS

College of Education, Health & Human Sciences

Education Certificates

Educational Technology
Exceptional Learners Birth-3rd Grade
Exceptional Learners K-12
Science, Technology, Engineering and Math (STEM)
Teaching English to Speakers of Other Languages (TESOL)
Trauma & Resilience

Degrees

Master of Arts
Master of Education
Master of Public Health
Master of Science

Education Certificates

Courses may be applied to the corresponding M.Ed. Curriculum and Instruction, M.Ed. Special Education, or M.Ed. TESOL degree.

Advancement for Christian Schools (12 credit hours)

- EDLD 540 Principles of School Advancement P-12
- EDLD 542 School Identity, Mission, and Growth P-12
- EDLD 544 School Funding Models and Sources P-12
- EDLD 550 Strategic Enrollment and Marketing for Christian Schools P-12

Courses may be applied to the M.Ed. Curriculum & Instruction with Advancement for Christian Schools Emphasis. Courses can be substituted into the MBA program, with EDLD 540, 542, and 544 as a concentration and EDLD 550 taking the place of MBA 550.

EDLD 542 can substitute into the M.Ed. Educational Administration program, taking the place of EDUC 581.

Early Childhood Administration (12 Graduate credit hours or 12 Undergraduate credit hours)

Option 1: 12 graduate credit hours:

- EDUC 574 Early Childhood Program Organization and Management
- EDUC 650 Family and Culture
- EDUC 580 Pre-Primary Education: Development, Methods, Curriculum &

- EDUC 625 Assessment (Ages 3 through 5) Serving and Leading in Community and World

Graduate level courses may be applied to the M.Ed. Early Childhood, M.Ed. Early Childhood Inclusive B -3rd, or the M.Ed. Early Childhood Special Education program.

Option 2: 12 undergraduate credit hours

Students may register for undergraduate credit hours with Early Childhood Graduate Program Director approval.

- EDUC 452 Early Childhood Program Organization and Management
- EDUC 332 Early Childhood Curriculum and Methods
- EDUC 334 Family and Culture
- EDUC 454 Serving and Leading in Community and World

Educational Technology (12 credit hours)

- EDUC 506 Integrating Technology into the Classroom
- EDUC 670 Technology in Assessment and Instructional Improvement
- EDUC 671 Using Technology to Build Effective Online Learning Communities
- EDUC 672 Best Practice in Integrating Technology into Curriculum and Instructional Design

Courses may be applied to the M.Ed. Curriculum & Instruction with Instructional Technology Leadership Endorsement.

Exceptional Learners: Birth-3rd Grade (12 credit hours)

- EDUC 602 History and Context of Early Childhood Special Education
- EDUC 650 Family and Culture
- EDUC 692 Observing and Assessing the Young Child with Disabilities
- EDUC 576 Behavior Management in Inclusive Settings

Courses may be applied to M.Ed. Curriculum & Instruction with Exceptional Learner Birth-3rd Grade or M.Ed. Special Education.

Exceptional Learners: K-12 (12 credit hours)

- EDUC 539 Instructional Methods for Students with Diverse Needs in Inclusive Settings
- EDUC 559 Instructional Methods for Students with Learning Disabilities
- EDUC 576 Behavior Management in Inclusive Settings
- EDUC 593 Basic Foundations of Special Education and Inclusive Practices

Courses may be applied to the M.Ed. Curriculum & Instruction with Exceptional Learner K-12 or M.Ed. Special Education.

Futures and Innovations in Christian Education

- EDLD 560 Promising Possibilities for the Future of Christian Schools
EDLD 562 Designing High-Impact Mission-Minded Christian Schools
EDLD 564 Challenges & Opportunities of Christian Education in Contemporary Society
EDLD 566 Leading Mission-Minded Innovation in Christian Education

Courses may be applied to the M.Ed. Curriculum and Instruction with Futures and Innovations Emphasis

Literacy Certificate (12 credit hours)

- EDUC 519 Word Study: Decoding, Comprehension & Fluency
EDUC 520 Literacy Assessment and Intervention
EDUC 622 Teaching Writing in Grades PK-12
EDUC 635 Survey of Contemporary Literature from PK- 12

Courses may be applied to the M.Ed. Literacy and/or the Reading Specialist Endorsement

Science, Technology, Engineering and Math (STEM) (12 credit hours)

- EDUC 603 STEAM Integration in the Classroom
EDUC 604 Math, Science, and the Engineering Design Process
EDUC 606 Teaching STEAM to Diverse Learners
EDUC 607 STEAM Teacher Leadership

Courses may be applied to the M.Ed. Curriculum and Instruction with STEAM Emphasis

Teaching English to Speakers of Other Languages (TESOL) (9 credit hours)

- EDUC 525 ESL/ELL Curriculum Assessment
EDUC 526 Language and Culture
EDUC 527 ESL/TESOL Capstone

Courses may be applied to the M.Ed. Curriculum & instruction with ESL Endorsement, M.Ed. Reading Specialist with ESL Endorsement, or M.Ed. TESOL

Trauma & Resilience (12 credit hours)

- EDUC 693 Trauma and the Individual
EDUC 694 Leadership in Trauma and Resilience
EDUC 695 Trauma – Informed Classroom
EDUC 696 Building A Resilient School

Courses may be applied to the M.Ed. Curriculum and Instruction with Trauma & Resilience Emphasis

Master of Arts

Marriage and Family Therapy

Program Overview

The Master of Arts in Marriage and Family Therapy will prepare students for licensure in the state of Nebraska and aligns with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) to fully prepare graduates to apply for licensure in their state of residence. Students will be trained and equipped to assess, diagnose, and treat individuals, couples, families, and groups. The program is online in synchronous and asynchronous format, with 62-64 credit hours required, determined by options for the clinical practicum (see Foundational Practice Component).

OBJECTIVES

Graduate candidates of the Master of Arts in Marriage & Family Therapy program will be skilled in the competency areas outlined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The COAMFTE Developmental Competency Components refer to the primary areas of professional learning and skill development central to the effective and ethical practice of a future Marriage and Family Therapy professional. The graduate candidate will secure the knowledge, abilities and skills, and attitudes required for each of these 5 areas:

- Knowledge of the profession
- Practice of therapy
- Human diversity and social structures
- Professional identity, ethics, and law; and
- Research and evidence-based practice.

This framework is intended to encompass historical, current, and future elements of MFT professional identity and practice, and to organize student learning outcomes expected of a graduate of the COAMFTE Accredited program.

Through the courses identified in CUNE's program, Marriage and Family Therapist candidates will be provided opportunities to demonstrate the dispositions and competencies required by the following outcomes:

- I. Apply knowledge of family science/therapy in a culturally appropriate manner to various demographic groups.
- II. Demonstrate awareness of one's personal narrative and faith identity and apply concepts to individual contributions to the field of marriage and family therapy.
- III. Become ethically grounded clinicians, demonstrate integrity, and operate within the laws of the profession.
- IV. Utilize a variety of theoretical approaches to marriage and family therapy.
- V. Effectively generate lifespan family educational applications for children, adolescents and adults

in the study of human growth, development, and sexuality; family dynamics and resource management; parent education and guidance; family life education and interpersonal relationships.

PROGRAM

The Marriage and Family Therapy program offers an intensive 62-64-credit-hour experience, which can be completed within two years (may be extended due to clinical practicum requirements). Courses are offered online, with synchronous sessions as well as asynchronous assignments and additional coursework. Courses are aligned with the Graduate calendar until the course requirements are met.

Marriage and Family Therapy students must attend two residencies on campus. Students must join their cohort on campus at Concordia, Nebraska, to meet with faculty and receive additional information on various topics applicable to the program.

MFT Relational/Systemic Philosophy is a framework for how MFTs view the world. This perspective focuses on relationships, including patterns of interaction between individuals that organize relationship dynamics with an emphasis on what is happening rather than why it is happening. Relational systems comprised of individuals are seen as self-organizing, dynamic entities embedded in contexts of larger systems and function both as subsystems and supersystems with biopsychosocial influence. Recognizing and respecting the relational field of interconnection and influence serves as the foundation for professional efforts to engage others, make meaning, and participate in change.

Foundational Practice Component is the practicum and/or internship phase of the program associated with the foundational curriculum, where students apply what they are learning in clinical practice. The foundational practice component requires a minimum of 300 direct clinical contact hours with individuals, couples, families, or other systems, at least 100 of which must be relational hours that occur over a minimum of twelve months of clinical practice. Students must receive at least 100 hours of MFT relational/systemic supervision from a program clinical supervisor on a regular and consistent basis while seeing clients. MFT relational/systemic supervision can be individual MFT relational/systemic supervision or group MFT relational/systemic supervision and must include a minimum of 50 hours of MFT relational/systemic supervision utilizing observable data.

Group MFT relational/systemic supervision consists of one supervisor and eight or fewer students. Regardless of the number of program clinical supervisors present, a group cannot exceed eight students to qualify for group relational/systemic supervision. Individual MFT relational/systemic supervision is defined as one supervisor with one or two supervisees. MFT Relational/Systemic Supervision may be provided through virtual supervision.

Supervision is distinguishable from psychotherapy or teaching.

Regulatory Requirements are the licensing laws of the state, province, or location where the program resides. Concordia University's program prepares students for licensure in Nebraska. Additional information about other states and contact information for all states that have MFT regulations can be found on the AMFTRB website at <https://amftrb.org/> and the Registry for Canadian Marriage and Family Therapy (RMFT) website at <https://camft.ca/>

Marriage & Family Therapy 62-64 credit hours

MFT 505	Psychotherapy and Cultural Diversity
MFT 508	Addictions, Assessment, and Interventions
MFT 527	Legal, Ethical, & Moral Issues in Family Therapy/Education
MFT 530	Crisis and Trauma in Community Mental Health
MFT 542	Christian Spiritual Formation & Psychotherapy
MFT 551	Theories of Psychotherapy
MFT 554	Human Sexuality and Sex Therapy
MFT 562	Couples/Marriage Intervention & Therapy
MFT 610	Advanced Life Span Developmental Psychology
MFT 612	Child and Adolescent Therapy
MFT 616	Psychopathology
MFT 618	Family Dysfunctions, Interventions & Therapy
MFT 622	Research Methodology
MFT 629	Psychological Assessment
MFT 631	Introduction to Clinical Practice: Basic Skills
MFT 632	Introduction to Clinical Practice: Adv. Skills
MFT 636	Group & Interpersonal Relationship Skills
MFT 642	Psychobiology and Psychopharmacology
MFT 646	Introduction to Clinical Placement
MFT 648	Clinical Consultation
MFT 660	Clinical Placement I
MFT 661	Clinical Placement II

School Counseling

Track 1 – 50 credit hours serving already certified teachers
Track 2 – 62 credit hours serving those without a teaching credential

Program Overview

The Master of Arts in School Counseling will prepare students for work and Nebraska licensure as PK-12 school counselors. This is a two-track program. Track 1 includes 50 credit hours serving already certified teachers, and Track 2 includes an additional 12 credit hours for those without a teaching credential. Our program aligns with the

American School Counseling Association's (ASCA) National Model and school counselor competencies. Therefore, graduates will be fully equipped to design, implement, deliver, and assess comprehensive school counseling programs.

Objectives

Graduate candidates will be skilled in the competency areas as outlined by the American School Counseling Association (ASCA) and the Rule 24 Endorsement Guidelines directed by the Nebraska Department of Education (NDE).

These competency requirements can be broken up into five general areas. The graduate candidate will secure the knowledge, abilities and skills, and attitudes required for each of these five areas:

School Counseling Program

Foundations

Management

Delivery

Accountability

Through the courses identified in CUNE's program, school counselor candidates will be provided opportunities to demonstrate the dispositions and competencies required by the following guidelines:

SCHOOL COUNSELING PROGRAM

School counselor candidates will possess the knowledge, abilities, skills, and attitudes necessary to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs (Third Edition 2012 or most current). Specifically, our students upon completion of our program, will meet the following standards:

Standard 1. School counselors shall articulate and demonstrate an understanding of:

Element 1. Their role as leaders who collaborate with stakeholders to improve student achievement, and who are uniquely positioned to be student advocates and systems change agents.

Element 2. Individual counseling, group counseling, and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social, and emotional development; and career development including the identification of appropriate postsecondary education for every student to be college and career ready.

Element 3. Educational systems, philosophies, and current trends in education, including federal and state legislation and education initiatives.

Element 4. Measurement and assessment literacy
Element 5. The continuum of mental health services, including prevention, intervention, and referrals strategies to enhance student success.

Element 6. Theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.

Element 7. Legal and ethical issues unique to school counseling.

FOUNDATION

Standard 2. School counselor candidates will possess the knowledge, abilities, skills, and attitudes necessary to design

the Foundation component and implement the elements in a school counseling program, including:

Element 1. Program focus complete with beliefs, benefits, vision, and outcomes, for students and for the school counseling program.

Element 2. Student School Counseling Standards & Competencies

A. Mindsets and Behaviors – National School Counseling standards

B. Local, district, and state academic standards

C. Nebraska Career Readiness Standards (employability skills)

Element 3. ASCA Professional School Counselor Competencies (Our course benchmarks are taken directly from these.)

II. MANAGEMENT

Standard 3. School counselor candidates will possess the knowledge, abilities, skills, and attitudes necessary to design the Management component and implement these elements in a school counseling program, including:

Element 1. Use school counselor competency assessment and school counseling program assessments.

Element 2. Use current and emerging technology to efficiently manage the school counseling program.

Element 3. Use time assessment to measure and determine that 80% of time is spent in direct and indirect services as recommended.

Element 4. Create annual agreements with administrators. Element 5. Establish advisory councils to review and make recommendations for the program.

Element 6. Use data to measure results of the school counseling program.

Element 7. Prepare action plans detailing how the school counselor intends to achieve results in school counseling curriculum, small groups, and closing-the-gap activities. Element 8. Develop lesson plans, design curriculum, implement classroom management strategies, and differentiated instructional strategies.

Element 9. Create annual and weekly calendars to provide information about program activities.

III. DELIVERY

Standard 4. School counselor candidates will possess the

knowledge, abilities, skills, and attitudes necessary to design the Delivery component and implement the elements of a school counseling program in classroom school counseling lessons, small group activities, and individual counseling/student planning sessions.

Element 1. Direct Services in Academic Development: Develop a program for PK-12 Academic Development.

Develop an Academic Development program to teach effective learning strategies, self-management behaviors, and related skills for academic achievement. The program includes academic counseling and advisement to access higher education. Content should include: transitions strategies through the PreK-12 and to postsecondary education, instruction of postsecondary entrance requirements, education planning, academic growth mindsets, knowledge of grading, transcripts, registering for courses/activities aligned to goals, assessments, access to special academic programs, career academies, advanced placement, dual credit, college early entry, or other educational opportunities, and related skills needed for academic achievement aligned to postsecondary and career goals of students.

Element 2. Direct Services in Career Development: Develop a program for PreK-12 College and Career Readiness.

Develop a Career Development program that includes self-awareness, career exploration, and career planning and management. Content should include: NDE- Nebraska Career Education and Career Technical Education resources; Nebraska Career Readiness Standards; Postsecondary access and financial aid resources from Nebraska Education Quest Foundation; transition activities and planning for all students, including students with disabilities.

Element 3. Direct Services in Social/Emotional Development: Develop a program for PreK-12 Social Emotional Development.

Develop a Social Emotional Learning program to support students to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, appreciate diversity, establish and maintain positive relationships, and make responsible decisions to improve achievement.

Element 4. Direct Services for Individual Student Planning: Develop a program for Individual Student Planning, a document, and a process that students use- with support from school counselors, teachers, and parents to define career goals and postsecondary plans to inform decisions for registration of courses and activities throughout high school that lead to graduation and college and career access.

Element 5. Direct Services for Responsive Services: Develop a program for Responsive Services-- designed to help students resolve academic, career, and

social/emotional issues--including counseling, crisis response, and referral resources within the school and community.

Element 6. Develop a program for Indirect Services-to promote student achievement and to improve equity and access for all students. Indirect Services may include strategies for referral processes, consultation, collaboration, and parent/family engagement, establishing

community partnerships and/or development of new evidence-based programs to support student achievement.

IV. ACCOUNTABILITY

Standard 5. School counselor candidates will possess the knowledge, abilities, skills, and attitudes necessary to design the Accountability component and implement these elements in a school counseling program:

Element 1. School Data Profile Analysis: Provide summary of school achievement, attendance, behavior, safety, assessments, dual credit participation, course taking patterns, college and career readiness, graduation rate, postsecondary going rate, parent participation etc. Element 2. Use-of-Time Assessment Analysis: School counselor will plan for 80% or more of their time on direct and indirect student services.

Element 3. Program Results-Analysis: Develop school counseling program results reports to ensure effectiveness and to inform decisions related to program improvement using curriculum results, small-group results and closing-the- gap results.

Element 4. Share results and goals of the school counseling program to stakeholders regularly, employing school counselor skills of leadership, advocacy, and systemic change for the benefit of all students to higher achievement.

Element 5. Evaluation and Improvement: The school counselor will self-assess using the ASCA School Counselor competencies and ethics and participate in a school counselor performance appraisal with school administration. The school counselor will conduct program assessments to evaluate goals and results of the school counseling program.

Furthermore, CUNE school counseling graduate candidates will meet the PK-12 endorsement standards required for Nebraska.

Standard 6. School Related Field Experiences for a School Counselor candidate must include at least 100 clock-hours in school settings at the grade levels of the endorsement in one or more components of the ASCA National Model (i.e., Foundation, Management, Delivery, and/or Accountability) prior to the internship experience.

Standard 7. Internship experiences must include a minimum of 450 clock-hours under the supervision of a

certified school counselor, and demonstration of the competencies in these guidelines. The internship experiences must take place in a school setting at the grade levels of the endorsement.

One hundred eighty (180) of the 450 clock-hours must be in direct service, including but not limited to, individual and group counseling, individual student planning, or developmental classroom guidance. Exceptions to the grade level requirements may be granted by the program director.

Professional Licensure Disclosure

The U.S. Department of Education requires that Concordia University provides information to students who are interested in a program leading to professional licensure. This information is available at: <https://www.cune.edu/concordia-difference/about-concordia/accreditation>

Track 1 (50 credit hours) / Track 2 (62 credit hours)

- COU 501 Foundations of School Counseling
- COU 502 Ethical & Legal Issues in School Counseling
- COU 503 Counseling Diverse Populations
- COU 510 Counseling Theories
- COU 512 Child & Adolescent Development & Learning
- EDUC 594 Research Evaluation & Design
- *Must be the first six courses taken in the program.
- COU 515 Group Theory & Counseling
(Field experience required; must be taken in fall or spring)

*Track 2 students must pass a background check prior to enrollment in this course.

*Track 2 students must submit passing Praxis Core Academic Skills Test Scores prior to enrollment in this course.

- COU 520 School Counseling Program Dev & Mgmt.
- COU 522 Foundations of Assessment
- COU 530 Consultation Strategies in the Schools
- COU 540 Practicum

*Site approval must be secured prior to enrollment in this course.

*Enrollment in this course requires a minimum 3.0 GPA.

- COU 550 Abnormal Psychology
- COU 560 Trauma & Crisis Intervention
- COU 570 Career Dev in the Schools

- COU 600 School Counselor Capstone

*Capstone is one of the final three courses to be taken in the program. It may be taken ANY term and may also be taken simultaneously with COU 601 or 602.

- COU 601 A/B Internship I (PK-6) 225 hours

*Must be taken in fall or spring and one of the final three courses taken in the program.

*Site approval must be secured prior to enrolling in course.

*Track 2 students must complete and pass a second background check prior to enrollment in this course.

- COU 602 A/B Internship II (7-12) 225 hours

*Must be taken in fall or spring and one of the final three courses taken in the program.

*Site approval must be secured prior to enrolling in course.

*Track 2 students must complete and pass a second background check prior to enrollment in this course.

Students who have not previously earned a teaching certificate (Track 2) must complete these additional 12 credits:

- EDUC 531 Differentiation of Instruction to Improve Student Achievement
- EDUC 551 Curriculum Design & Evaluation

Choose two from these courses:

- EDUC 505 Instruction and Assessment
- EDUC 510 Analyzing and Applying Assessments to Improve Instruction
- EDUC 520 Literacy Assessment & Intervention
- EDUC 533 Classroom Management: Theory and Practice
- EDUC 559 Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings
- EDUC 576 Behavior Management in Inclusive Settings
- EDUC 592 Assessment and Evaluation of Diverse Learners
- EDUC 593 Basic Foundations of Special Education & Inclusive Practices (3)
- EDUC 660 Outcome-based Instructional Methods in Inclusive Settings

PROGRAM CHECKPOINTS:

Prior to admission to Concordia University, Nebraska Graduate Program all candidates must:

Pass the admission essay.

Provide two professional letters of reference (non-family member).

Provide all undergraduate and graduate transcripts. Minimum cumulative GPA required is 2.75.

Prior to completion of COU 502, all candidates must:

Complete Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department.

Complete Felony/Misdemeanor Statement and submit to Concordia Education Department.

Prior to enrolling in COU 515 Group Theory and Counseling, all Track 2 candidates must: be admitted to Education Program

Admission to Education Program:

Complete and pass a criminal background check.

Candidate must complete Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department

Candidate must complete Felony/Misdemeanor Statement and submit to Concordia Education Department.

Candidate must have a 2.8 GPA and at least a C or

better in all courses.
Candidates must submit required Field Experience paperwork while enrolled in COU 515 course.

Continuing in Program:

Prior to enrollment in COU 540 Practicum, candidate must be allowed to continue in the program.

Candidates must submit Practicum Plan and Learning Agreement and Site Supervisor vita for approval by program director.

Candidates must submit documentation of proof of liability insurance through his/her American School Counselor Association's Student Membership.

Admission to Internship:

Prior to COU 601 A/B or COU 602/AB, candidate must be admitted to internship.

1. Candidates must submit COU 601 A/B Internship I Packet for approval by program director and submit COU 602 A/B Internship II Packet for approval by program director. Candidates must submit documentation of proof of liability insurance through his/her American School Counselor Association's Student Membership.
2. Candidates must complete and pass a second criminal background check.
3. Candidate must complete second Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department prior to Clinical Experience: Student Teaching.
4. Candidate must complete second Felony/Misdemeanor Statement and submit to Concordia Education Department and prior to Clinical Experience: Student Teaching.
5. Candidates must have a 2.75 GPA and at least a C or better in all courses.
6. Candidate must register for, pay for, and take the PRAXIS Subject Assessment (5421) prior to internship. Score reports must be sent directly to Nebraska Department of Education (7643) and Concordia University Nebraska (6116). Even though a candidate may be admitted to the Education Program, passing scores are required for teacher certification in the state of Nebraska.

Program Completion:

1. Candidate must pass all courses with a grade of C or higher. A cumulative grade-point average of 3.0 (B) is required.
2. Candidate must pass COU 600, COU 601, COU 602 Capstone and Internships.
3. Candidate must log all the required hours for Field Experience, Practicum, and Internships.
4. Candidate must submit all required documentation for the Program, Capstone, and Internship.

Nebraska Teaching Certificate:

Nebraska Department of Education requires passing scores on the applicable Praxis Content Test for teacher certification with School Counselor endorsement.

Candidates from another state must contact that state for testing requirements.

Master of Education

Curriculum and Instruction - Master of Education and/or Endorsement or Emphasis

ESL endorsement;
Exceptional Learner: Birth – 3rd Grade emphasis; Exceptional Learner: K-12 emphasis;
Instructional Technology Leadership endorsement; Science, Technology, Engineering, the Arts & Math (STEAM) Education emphasis;
Trauma and Resilience emphasis
Secondary Education with initial Teacher Certificate

Early Childhood Education - Master of Education and/or Endorsement

Early Childhood Education B-3rd. Inclusive with Nebraska Initial Teacher Certification - 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 - Master of Education and/or Endorsement

Reading Specialist Endorsement
Reading Specialist Endorsement 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 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 candidates 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;
8. Growth in strengthening a professional need or interest area.

Required Background Check

Specific Master of Education programs require a background check to be completed through Castle Branch. Detailed requirements are in the specific section of the catalog for

these programs. Students will be provided with the information to register for the background check through Castle Branch during the enrollment process and will also have the same information embedded in the first course that they are enrolled in. The only exception to this requirement would be if the student has a valid teaching certificate, at

which point the student must email a copy of that certificate to the applicable Program Director to verify.

Professional Licensure Disclosure

The U.S. Department of Education requires that Concordia University provides information to students who are interested in a program leading to professional licensure. This information is available at: <https://www.cune.edu/concordia-difference/about-concordia/accreditation>

CURRICULUM AND INSTRUCTION

Program Options:

- Master of Education in Curriculum and Instruction with no concentration – 30 hours
- Master of Education in Curriculum and Instruction with English Second Language (ESL) endorsement – 30 hours
- Master of Education in Curriculum and Instruction with Instructional Technology Leadership endorsement – 30 hours
- Master of Education in Curriculum and Instruction with Science, Technology, Engineering, the Arts & Math (STEAM) Education Emphasis – 30 hours
- Master of Education in Curriculum and Instruction with Exceptional Learner Birth – 3rd grade Emphasis – 30 hours
- Master of Education in Curriculum and Instruction with Exceptional Learner K-12 Emphasis – 30 hours
- Master of Education in Curriculum and Instruction with Trauma and Resilience Emphasis – 30 hours
- Secondary Education with Initial Teaching Certificate – 30 hours
- Master of Education in Curriculum and Instruction with Educational Studies Concentration – 30 to 36 hours (This program is only available to active students in the Teach-Out program who are unable to complete the Teach-Out program by February 19, 2022.)

Prerequisites

Completion of an undergraduate degree that meets Concordia's graduate admissions requirements is the educational prerequisite for this program.

A valid Nebraska teaching certificate is required if a Nebraska ESL or Instructional Technology Leadership endorsement is desired. Candidates from a state other than Nebraska must contact that state to determine if the program will provide an endorsement in that state.

Program Overview

Concordia University, Nebraska's Master of Education in Curriculum, and Instruction (C&I) is a 30-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 candidates' skill levels and knowledge base (6 credit hours)
- Best practice in curriculum instruction and design (9 credits)
- Assessment analysis and application, leadership development, and educational research (9 credits)
- A practicum proposal and 45-hour practicum in each candidate's interest area, meeting the goals and objectives of their own professional development plans (6 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 candidates' 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:

- A supplemental ESL endorsement which requires a 45 clock-hour practicum (EDUC 527).
- A supplemental Instructional Technology Leadership endorsement which requires no additional hours to the 36 program credits. The 5 courses (15 hours) designated with

***can also be taken independently for the endorsement only.

- The Master of Education in C&I. with a Science, Technology, Engineering, the Arts& Math (STEAM) emphasis is designed for PK-12 teachers who wish to integrate STEAM into their classroom and become STEAM teacher leaders at their school. The coursework for this program includes two education core courses (6 hours), and six STEAM-focused courses (18 hours), a capstone course (3 hours), and a practicum course (3 hours). This program requires a valid K-12 teaching credential. The STEAM courses focus on:

- Teaching and learning of STEAM
- Integrating STEAM in the classroom
- Introducing the engineering design process to students
- Integrating the arts in STEAM
- Teaching STEAM to diverse learners
- STEAM teacher leadership
- Assessment of student learning

- STEAM instruction

Candidates will also complete a capstone and practicum, focused on STEAM, so that they can apply what they learn to their own classrooms and schools.

The trauma and resilience emphasis prepares students to become trauma-informed leaders in their schools, school districts, or communities. Students in the program will graduate with an understanding and use of trauma-informed and resilience building practices for students, schools, and communities. The program will prepare students in two areas that are currently a focus in many schools and communities: how to respond effectively to student trauma and building the resilience necessary to thrive and learn.

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. Candidates will finish the program in two years.

Objectives

1. Graduate candidates who complete this program will be able to: 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.

Master of Education C & I (30 credit hours)

EDUC 534	Empowering Teachers as Leaders
EDUC 531	Differentiating Instruction to Increase Student Achievement
EDUC 506	Integrating Technology into the Classroom
EDUC 551	Curriculum Design and Evaluation
EDUC 594	Research Evaluation and Design
EDUC 514	Applying and Analyzing Assessment Data
EDUC 532	Enhancing Learning through Linguistic and Cultural Diversity
EDUC 540	Curriculum and Instruction Capstone
	*Prerequisite for EDUC 590
EDUC 590	C&I Practicum
EDUC 625	Serving and Leading in the Community and World

****Must be the final three courses taken in the program.***

**Master of Education C & I with Advancement for Christian Schools Emphasis
(30 credit hours)**

EDUC 551	Curriculum Design and Evaluation
PSY 511	Psychological Foundations to Teaching and Learning
EDUC 594	Research Evaluation and Design
EDLD 540	Principles of School Advancement P-12
EDLD 542	School Identity, Mission, and Growth P-12
EDLD 544	School Funding Models and Sources P-12
EDLD 550	Strategic Enrollment and Marketing for Christian Schools P-12
EDUC 540	Curriculum and Instruction Capstone – Advancement *Prerequisite for EDUC 590
EDUC 590	C & I Practicum – Advancement
EDUC 625	Serving and Leading in the Community and World

**Must be the final three courses taken in the program*

**Master of Education C & I with Futures and Innovations for Christian Schools Emphasis
(30 credit hours)**

EDUC 551	Curriculum Design and Evaluation
PSY 511	Psychological Foundations to Teaching and Learning
EDUC 594	Research Evaluation and Design
EDLD 560	Promising Possibilities for the Future of Christian Schools
EDLD 562	Designing High-Impact Mission-Minded Christian Schools
EDLD 564	Challenges & Opportunities of Christian Education in Contemporary Society (3 credits)
EDLD 566	Leading Mission-Minded Innovation in Christian Education
EDUC 540	Curriculum and Instruction Capstone – Futures and Innovations *Prerequisite for EDUC 590
EDUC 590	C & I Practicum Futures and Innovations
EDUC 625	Serving and Leading in the Community and World

**Must be the final three courses taken in the program.*

**Master of Education C & I with ESL Endorsement
(30 credit hours)**

EDUC 534	Empowering Teachers as Leaders
EDUC 551	Curriculum Design and Evaluation
EDUC 506	Integrating Technology into the Classroom
EDUC 524	ESL/ELL Instruction
EDUC 594	Research Evaluation and Design
EDUC 525	ESL/ELL Curriculum and Assessment
EDUC 623	Linguistics for Educators
EDUC 526	Language and Culture
EDUC 625	Serving and Leading in the Community and World
EDUC 527	ESL Capstone

Master of Education C & I with Instructional Technology Leadership Endorsement (30 credit hours)

Instructional Technology Leadership Endorsement Only (15 credit hours) (**denotes endorsement only)

EDUC 534	Empowering Teachers as Leaders
EDUC 531	Differentiating Instruction to Increase Student Achievement***
EDUC 506	Integrating Technology into the Classroom***
EDUC 672	Best Practices in Integrating Technology into C & I Design***
EDUC 594	Research Evaluation and Design
EDUC 670	Technology in Assessment and Instructional Improvement***
EDUC 671	Using Technology to Build Effective Online Learning Communities***
EDUC 540	Curriculum and Instruction Capstone – ITL *Prerequisite for EDUC 590
EDUC 590	C&I Practicum - ITL
EDUC 625	Serving and Leading in the Community and World

**Must be the final three courses taken in the program.*

M.Ed. C & I with Exceptional Learner: Birth – 3rd Grade Emphasis (30 credit hours)

EDUC 551	Curriculum Design and Evaluation
PSY 511	Psychological Foundations to Teaching and Learning
EDUC 594	Research Evaluation and Design
EDUC 602	History and Context of Early Childhood Special Education
EDUC 655	Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Ed.
EDUC 692	Observing and Assessing the Young Child with Disabilities
EDUC 576	Behavior Management in Inclusive Settings
EDUC 540	Curriculum and Instruction Capstone – Exceptional Learner Prerequisite for EDUC 590
EDUC 590	C&I Practicum – Exceptional Learner
EDUC 625	Serving and Leading in the Community and World

**Must be the final three courses taken in the program.*

M.Ed. C & I with Exceptional Learner: K-12 Emphasis (30 credit hours)

EDUC 551	Curriculum Design and Evaluation
PSY 511	Psychological Foundations to Teaching and Learning
EDUC 594	Research Evaluation and Design
EDUC 539	Instructional Methods for Students with Diverse Needs in Inclusive Settings
EDUC 559	Instructional Methods for Students

- EDUC 576 with Learning Disabilities
Behavior Management in
Inclusive Settings
- EDUC 593 Basic Foundations of Special
Education and Inclusive Practices
- EDUC 540 Curriculum & Instruction Capstone -
Exceptional Learner. **Prerequisite for EDUC
590**
- EDUC 590 C&I Practicum - Exceptional Learner
- EDUC 625 Serving and Leading in the
Community and World

****Must be the final three courses taken in the program.***

**Master of Education C & I with STEAM Emphasis
(30 credit hours)**

EDUC 601	How People Learn
EDUC 603	STEAM Integration in the Classroom
EDUC 604	Math, Science, and the Engineering Design Process
EDUC 605	Integrating the Arts in STEAM
EDUC 594	Research Evaluation & Design
EDUC 606	Teaching STEAM to Diverse Learners
EDUC 607	STEAM Teacher Leadership
EDUC 540	Curriculum and Instruction Capstone - STEAM

*****Prerequisite for EDUC 590**

EDUC 590	C&I Practicum - STEAM
EDUC 625	Serving and Leading in the Community and World

**Must be the final three courses taken in the program.*

**M.Ed. C & I with Trauma and Resilience Emphasis
(30 credit hours)**

EDUC 551	Curriculum Design and Evaluation
PSY 511	Psychological Foundations to Teaching and Learning
EDUC 594	Research Evaluation and Design
EDUC 693	Trauma and the Individual
EDUC 694	Leadership in Trauma and Resilience
EDUC 695	Trauma – Informed Classroom
EDUC 696	Building A Resilient School
EDUC 540	Curriculum and Instruction Capstone – Trauma and Resilience
	Prerequisite for EDUC 590
EDUC 590	C&I Practicum- Trauma and Resilience
EDUC 625	Serving and Leading in the Community and World

**Must be the final three courses taken in the program.*

M.Ed. C & I with Secondary Education Teaching Certificate (30 credit hours)

**Secondary Education Teaching Certificate only
(24 credit hours)**

Candidates who successfully complete this program and have completed prescribed coursework in the content area may be eligible for the Nebraska Teaching Certificate with one or more of the following endorsements: Biology, Chemistry, English Language Arts, Physics, Science, History, Geography, Math, Physical Education, Psychology, Religious Education, Secondary English, Social Science.

Required courses: (*required for both M.Ed. & endorsement only)

EDUC 500	Admission to Education Program* (0 hours)
PSY 511	Psychological Foundations to Teaching and Learning*
EDUC 506	Integrating Technology into the Classroom
	or EDUC 670 Technology in Assessment and Instructional Improvement

	or EDUC 672 Best Practice in Integrating Technology into Curriculum and Instructional Design *
EDUC 532	Enhancing Learning through Linguistic and Cultural Diversity
	Or EDUC 526 Language and Culture*
EDUC 593	Basic Foundations of Special Education and Inclusive Practices
	Or EDUC 559 Instructional Methods for Students with Learning Disabilities and other struggling Learners in Inclusive Settings*
EDUC 594	Research Evaluation and Design
EDUC 505	Instruction and Assessment* One of the following: *
	• EDUC 613 Methods in Physical Education
	• EDUC 614 Methods in Secondary English Language Arts
	• EDUC 615 Methods in Secondary Mathematics
	• EDUC 616 Methods in Secondary Science
	• EDUC 617 Methods in Secondary Social Sciences
	• EDUC 618 Methods in Religious Education
EDUC 625	Serving and Leading in the Community and World

Coursework in specific content area may be required to meet eligibility for Nebraska Teaching Certificate. Coursework deficiencies must be completed prior to enrollment in EDUC 619A and/or EDUC 619B.*

EDUC 619A Clinical Experience: Secondary Student Teaching I*

EDUC 619B Clinical Experience: Secondary Student Teaching II*

Admission to Education Program:

To be admitted to the Education Program all candidates must complete the following prior to enrolling in additional coursework:

1. Complete and pass a criminal background check.
2. Candidate must complete Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department
3. Candidate must complete Felony/Misdemeanor Statement and submit to Concordia Education Department.
4. Candidate must have a 2.8 GPA and at least a C or better in all courses.
- 5.

Admission to Clinical Experience: Student Teaching:

To be admitted into the clinical experience (student teaching), all candidates must complete the following prior to enrolling in EDUC 619A or EDUC 619 B.

For Fall Student Teaching, candidates must complete these requirements by January 1 prior to that fall semester. For Spring Student Teaching, candidates must complete these requirements by September 1 prior to that spring semester.

1. Candidates must request the Admission to Student Teaching form during their second to last course prior to Student Teaching from the Program

Director. Students who reside outside of Seward and Lincoln, Nebraska, will propose a student teaching site, along with contact information for the school and school principal/administrator. The proposed site must be accredited/licensed by the State of the site. Concordia University, Nebraska must review and approve the Clinical Experience: Student Teaching site.

2. Candidates must complete at least 100 clock hours of field experience in schools.
3. Candidates must complete and pass a second criminal background check.
4. Candidate must complete second Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department prior to Clinical Experience: Student Teaching.
5. Candidate must complete second Felony/Misdemeanor Statement and submit to Concordia Education Department and prior to Clinical Experience: Student Teaching.
6. Candidates must complete all Field Experiences and submit all Field Experience documents prior to Clinical Experience: Student Teaching.
7. Candidates must have a 2.8 GPA and at least a C or better in all courses.
8. Candidates must register for, pay for, and take the applicable PRAXIS Subject Assessment prior to Clinical Experience: Student Teaching. Score reports must be sent directly to Nebraska Department of Education (7643) and Concordia University Nebraska (6116). **Even though a candidate may be admitted to the Education Program, passing scores are required for teacher certification in the state of Nebraska.**

Upon admission to Student Teaching, the Candidate must complete Ministry Safe Training.

Program Completion:

1. Candidate must pass all courses with a grade of C or higher. A cumulative grade-point average of 3.0 (B) is required.
2. Candidate must pass Clinical Experience: Student Teaching I and II.
3. Candidate must submit all required documentation for the Program and for Clinical Experience: Student Teaching.
4. Candidate must complete and submit the edTPA.

Nebraska Teaching Certificate:

Nebraska Department of Education requires passing scores on the applicable Praxis Content Test for teacher certification.

Candidates from another state must contact that state for testing requirements.

Master of Education C & I with Educational Studies concentration (30 credit hours)

(This program is available by Dean's permission only)

PSY 511	Psychological Foundations to Teaching and Learning
EDUC 506	Integrating Technology into the Classroom
EDUC 514	Applying and Analyzing Assessment Data
EDUC 531	Differentiating Instruction to Increase Student Achievement
EDUC 532	Enhancing Learning through Linguistic and Cultural Diversity
EDUC 534	Empowering Teachers as Leaders
EDUC 551	Curriculum Design and Evaluation
EDUC 594	Research Evaluation and Design
EDUC 625	Serving and Leading in the Community and World

EARLY CHILDHOOD EDUCATION

Program Options

- Master of Education with Early Childhood Emphasis – 30 hours
- Master of Education with Early Childhood Endorsement (PK-Grade 3) – 30 hours
- Master of Education with Early Childhood Inclusive (B-Grade 3) with Nebraska Initial Teacher Certification – 57 hours
- Early Childhood Endorsement only (PK-Grade 3) – 18 hours
- Master of Early Childhood Special Education (Birth-K) – 36 hours
- Early Childhood Special Education Endorsement only (Birth-K) – 30 hours

Prerequisites

Completion of an undergraduate degree that meets Concordia's graduate admission requirements is the educational prerequisite for these programs.

The Master of Education with Early Childhood Endorsement is a supplemental endorsement not an initial certification. To be eligible for a Nebraska supplemental endorsement, candidates must hold an elementary education (K-6) endorsement. Candidates from a state other than Nebraska, must contact that state to determine if the program will provide an endorsement in that state.

The Early Childhood Inclusive (B - Grade 3) is a Master's Program that leads to Nebraska Initial Teacher Certification. Candidates from states other than Nebraska will be eligible for the Nebraska Teaching Certificate. Candidates from a state other than Nebraska, must contact that state to determine if the program will provide a teaching certificate or endorsement in that state.

Program Overview

The Master of Education with an Early Childhood emphasis is a good choice for candidates who are interested in advanced study in the field of early childhood education (birth through grade 3). This 30-hour Master program of study includes eligibility for Nebraska early childhood endorsement for those

candidates who hold a valid Nebraska Elementary Education endorsement. Candidates who choose to earn the Master's degree with Early Childhood emphasis, are not required to hold a teaching certificate.

Both the 30-hour Master program and the 18-hour supplemental endorsement program require candidates to complete 45 clock hours of approved practicum with prekindergarten and kindergarten children.

The 57-hour Early Childhood Inclusive B-3rd program allows candidates to obtain an initial teaching license in classrooms for children Birth through 3rd Grade. Candidates are required to complete 100 clock hours of field experience before 16 weeks of non-paid clinical practice (student teaching). Upon completion of the program, candidates applying for the Nebraska teaching certificate must provide evidence they have taken the required Praxis II content test and received the required passing score.

The Master of Education with Early Childhood Emphasis and Endorsement are 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). The Master of Education with Early Childhood Inclusive, Nebraska Initial Teaching Certification is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Classes are offered online. Candidates can finish the 18-hour or 30-hour program in two years or may apply for an expedited program of completion.

Objectives

Graduate candidates 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 relationships 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.

Master of Education with Early Childhood Education (30 credit hours)

Requires 45 hours of approved practicum with prekindergarten children prior to enrolling in EDUC 573A.

- | | |
|----------|---|
| EDUC 574 | Early Childhood Program Organization and Management |
| EDUC 578 | Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3). |
| EDUC 565 | The Young Child: Language and Literacy Development |

- | | |
|----------|---|
| EDUC 680 | Field Experience ECE: Ages 3 – 5
*Must be completed prior to enrolling in EDUC 573A |
| EDUC 681 | Field Experience ECE: Kindergarten
*Must be completed prior to enrolling in EDUC 573A |

**It is recommended that EDUC 680 and EDUC 681 be completed between the 3rd and 7th course in the program.*

- | | |
|----------|---|
| EDUC 580 | Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3 - 5) |
| EDUC 594 | Research Evaluation and Design |
| EDUC 650 | Family and Culture |
| EDUC 583 | Primary Education: Development, Methods, Curriculum & Assessment (Ages 6 – 8) |

***The courses listed above must be completed before EDUC 573A/B**

- | | |
|-----------|---|
| EDUC 573A | Action Research Project
*Must be one of the final three courses taken in the program. |
| EDUC 573B | Practical Application of the Action Research Project
*Must be taken after EDUC 573A. |

EDUC 625 Serving and Leading in the Community and World
***This course can be completed before EDUC 573A or after EDUC 573B.**

Endorsement Only (18 credit hours):

Requires 45 hours of approved practicum with prekindergarten children.

EDUC 574 Early Childhood Program Organization and Management
 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 3-5)
 EDUC 650 Family and Culture
 EDUC 583 Primary Education: Development, Methods, Curriculum & Assessment (Ages 6-8)
 EDUC 680 Field Experience ECE: Ages 3 – 5
***Must be completed prior to enrolling in the final course.**
 EDUC 681 Field Experience ECE: Kindergarten
***Must be completed prior to enrolling in the final course.**

Birth - 3rd Inclusive, Master of Early Childhood Education with Nebraska Initial Teacher Certification (57 credit hours)

Upon completion of the fifth course, student must reach out to their advisor by email, to request the application for Admission to Teacher Education.

EDUC 574 Early Childhood Program Organization and Management
 EDUC 563 Early Childhood Education History & Foundations
 EDUC 501 Contemporary Thought in Education
 EDUC 576 Behavior Management in Inclusive Settings
 PSY 521 Advanced Child Development
 EDUC 594 Educational Research

To be admitted into the Education Program, all candidates must complete the following prior to enrolling in additional coursework:

1. Complete and pass a criminal background check.
2. Candidate must complete Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department
3. Candidate must complete Felony/Misdemeanor Statement and submit to Concordia Education Department.
4. Candidates must have a 2.8 GPA and at least a C or better in all courses.

After admission to Teacher Education:

EDUC 678 Field Experience ECE: Birth to 3 (35 hours)
 EDUC 680 Field Experience ECE: Ages 3 - 5; **or**
 EDUC 681 Field Experience ECE: Kindergarten (35 hours), and

EDUC 683 Field Experience ECE: Ages 6 - 8 (30 hours)

***Candidates must submit the required Field Experience Proposals and successfully complete Field Experiences at least 8 weeks prior to Student Teaching (EDUC 672A/B)**

EDUC 559 Instructional Methods for Students with Learning Disabilities in Inclusive Settings.
 EDUC 565 The Young Child: Language and Literacy Development
 PSY 511 Psychological Foundations of Teaching & Learning
 EDUC 657 Teaching Students with Autism and Severe/Profound Disabilities
 EDUC 692 Observing and Assessing the Young Child with Disabilities

***A small number of direct contact with children field experiences are built into this course and can be used toward meeting the field experience requirement in the ECI program. These field experiences must be listed on the student field experience log.**

EDUC 578 Infants & Toddlers: Development, Methods, Curriculum & Assessment (Birth – 3)
 EDUC 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3 – 5)
 EDUC 625 Serving and Leading in Community and World
***This course can be completed before or after Student Teaching.**
 EDUC 650 Family and Culture
 EDUC 583 Primary Education: Development, Methods, Curriculum & Assessment (Ages 6-8)
 EDUC 564 Children's Literature

***All courses must be completed prior to Student Teaching.**

Prior to Admission to Clinical Experience: Student Teaching:

1. Prior to Admission to Clinical Experience: Student Teaching: Candidates must request the Admission to Student Teaching form during their second to last course prior to Student Teaching from their advisor. Students who reside outside of Seward and Lincoln, Nebraska, will propose a student teaching site, along with contact information for the school and school principal/administrator. Proposed site must be accredited/licensed by the State of the site. Concordia University, Nebraska must review and approve the Clinical Experience: Student Teaching site
2. Candidates must complete and pass a second

criminal background check.

3. Candidate must complete second Disclosure of Emotional/Mental Health Statement and submit to Concordia Education Department prior to Clinical Experience: Student Teaching.
4. Candidate must complete second Felony/Misdemeanor Statement and submit to Concordia Education Department and prior to Clinical Experience: Student Teaching.
5. Candidate must complete all Field Experiences and submit all Field Experience documents prior to Clinical Experience: Student Teaching.
6. Candidates must have a 2.75 GPA and at least a C or better in all courses.
7. Candidate must register for, pay for, and take the PRAXIS Subject Assessment (5024) prior to Clinical Experience: Student Teaching. Score reports must be sent directly to Nebraska Department of Education (7643) and Concordia University Nebraska (6116) Even though a candidate may be admitted to the Education Program, passing scores are required for teacher certification in the state of Nebraska..

Upon admission to Student Teaching, the Candidate must complete Ministry Safe Training.

Student Teaching:

- EDUC 672A Clinical Experience: Early Childhood Inclusive Student Teaching
- EDUC 672B Clinical Experience: Early Childhood Inclusive Student Teaching

Program Completion:

1. Candidate must pass all courses with a grade of C or higher. A cumulative grade-point average of 3.0 (B) is required.
2. Candidate must pass Clinical Experience: Student Teaching 1 and 2
3. Candidate must submit all required documentation for the Program and for Clinical Experience: Student Teaching
4. Candidate must complete and submit the edTPA.

Nebraska Teaching Certificate:

Nebraska Department of Education requires passing scores on the applicable Praxis Content Test for teacher certification with Early Childhood Inclusive B-3rd endorsement. Candidates from another state must contact that state for testing requirements.

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

Prerequisites

Completion of an undergraduate degree that meets Concordia's graduate admission requirement is the educational prerequisite for this program.

A valid Nebraska teaching certificate is required if a Nebraska endorsement is desired. Candidates from a state other than Nebraska must contact that state to determine if the program will provide an endorsement in that state.

Program Overview

The Master of Education with an Early Childhood Special Education Emphasis is a good choice for candidates 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. To be eligible for certification, the Nebraska Department of Education requires candidates to complete 100 practicum hours of direct contact with children ages birth through seven. As part of the practicum experience, candidates must complete at least 20 clock hours assisting families and children with **verified disabilities** at each of the following levels: birth 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).

Classes are offered online. Candidates may finish the program in two years. Upon completion of the program, candidates applying for the Nebraska endorsement must provide evidence they have taken the required Praxis II content test and received the required passing score.

Additional Endorsements for Nebraska Teaching Certificates:

Additional endorsements may be added to an existing Nebraska Teaching Certificate. Students seeking an endorsement for a grade level not held on a current certificate must successfully complete eight weeks of student teaching at the new grade level. Students must contact the university to register for student teaching. The university will make special arrangements for student teaching placement on an individual basis.

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. Candidates who complete the MEd in Early Childhood Special Education program will:

EARLY CHILDHOOD SPECIAL EDUCATION

Program Options

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. 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. 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. 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.

Early Childhood Special Education Endorsement only (30 credit hours)

EDUC 578	Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3)
EDUC 580	Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages three through five)
EDUC 501	Contemporary Thought in Education
EDUC 650	Family and Culture
EDUC 602	History and Context of Early Childhood Special Education
EDUC 655	Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education
EDUC 657	Teaching Students with Autism and Severe/Profound Disabilities
PSY 511	Psychological Foundations of Teaching and Learning
EDUC 692	Observing and Assessing the Young Child with Disabilities

*A small number of direct contact with children field experiences are built into this course and can be used toward meeting the field experience requirement in the ECSE program. These field experiences must be listed on the student field experience log.

EDUC 576	Behavior Management in Inclusive Settings
EDUC 678	Field Experience ECE: Birth to 3 (35 hours).
EDUC 680	Field Experience ECE: Ages 3-5

	(35 hours)
EDUC 683	Field Experience ECE: Ages 6-8 (30 hours)

*At least 20 clock hours are spent assisting families and children with verified disabilities.

Master of Education in Early Childhood Special Education with Endorsement (36 credit hours)

EDUC 578	Infants and Toddlers: Development, Methods, Curriculum, & Assessment (Birth-3)
EDUC 580	Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages three through five)
EDUC 501	Contemporary Thought in Education
EDUC 650	Family and Culture
EDUC 602	History and Context of Early Childhood Special Education
EDUC 594	Research Evaluation and Design
EDUC 655	Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education
EDUC 657	Teaching Students with Autism and Severe/Profound Disabilities
PSY 511	Psychological Foundations of Teaching and Learning
EDUC 692	Observing and Assessing the Young Child with Disabilities

*A small number of direct contact with children field experiences are built into this course and can be used toward meeting the field experience requirement in the ECSE program. These field experiences must be listed on the student field experience log.

EDUC 576	Behavior Management in Inclusive Settings
EDUC 625	Serving and Leading in the Community and World
EDUC 678	Field Experience ECE: Birth to 3 (35 hours).
EDUC 680	Field Experience ECE: Ages 3-5 (35 hours)
EDUC 683	Field Experience ECE: Ages 6-8 (30 hours)

*At least 20 clock hours are spent assisting families and children with verified disabilities.

EDUCATIONAL ADMINISTRATION

Program Options

- Master of Education, Educational Administration with Principal Endorsement (36 hours)
 - Principal Elementary PK - 8
 - Principal Secondary 7 - 12

- o Principal Dual PK – 12 (45 hours)

- Master of Education, Educational Administration for Christian Schools with Principal Endorsement (36 hours)

- o Principal Elementary PK - 8
- o Principal Secondary 7 - 12
- o Principal Dual PK – 12 (45 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 a state other than Nebraska, must contact that state to determine if the program will provide an endorsement in that state.

Program Overview

The Educational Administration and Educational Administration for Christian Schools Programs at Concordia University Nebraska are designed to prepare educators to serve and be certified as school administrators. The prescribed sequences fulfill the educational requirement for certification as a PK- 8, 7 – 12, or PK – 12 principal in the State of Nebraska. Practicum hours totaling 250 at the same level of certification are required for graduation in all Educational Administration programs.

Single Certification Requirements (PK–8 OR 7–12 Principal)

Thirty-six graduate credit hours of coursework are required for the principal endorsement at the same level as the teacher's certificate. Practicum hours for the single certification are a total of 250 hours at the same grade levels as the teacher certification. Individuals seeking a principal endorsement at a level different from their teaching certification must complete an additional 9 credit hours, for a total of 45 graduate credit hours in the Dual Certification PK – 12 Program.

Dual Certification Requirements (PK -12 Principal)

Dual certification may be sought at both elementary and secondary levels by meeting the requirements of both levels. The additional nine graduate credit hours must address the level (elementary or secondary) that is being added and be approved by the Program Director/Certification Officer. Practicum hours for dual certification are divided into 125 hours at the elementary level and 125 hours at the secondary level. When a candidate's teaching experience is at the middle school level, 125 hours at the elementary level and 125 hours at the secondary level will be required.

Endorsement without the Educational Administration Master's Degree

Course requirements for an endorsement without a Master's degree are the same as for a Master's degree. The endorsement program is for candidates who have already earned a Master of Education from Concordia University, Nebraska with another emphasis and now need the principal endorsement.

Upon completion of the program, candidates applying for the Nebraska endorsement must provide evidence they have taken the required Praxis II content test and receive the required passing score.

Objectives

Graduate candidates who complete an emphasis in elementary or secondary administration will be able to demonstrate:

1. 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

Master of Education – Educational Administration with Principal Endorsement (36 credit hours)

EDUC 581	Introduction to School Administration
EDUC 685	Ethics for School Leadership
EDUC 610	School Resource Management
EDUC 552	Processes in Elementary and Secondary School Administration
EDUC 551	Curriculum Design and Evaluation
EDUC 594	Research Evaluation and Design
EDUC 557	School Law
EDUC 612	School Community Relations
EDUC 620	School Improvement Processes
EDUC 686	Special Education Supervision
EDUC 554	Supervision of Instruction
EDUC 625	Serving and Leading in Community and World
EDUC 537	Portfolio Review

PK-12 Certification: Elementary with added Secondary Certification additional courses (9 credit hours)

Choose three courses from the following:

EDUC 566	Reading in Middle and Secondary Schools
EDUC 622	Teaching Writing in Grades PK-12
EDUC 635	Survey of Contemporary Literature from PK-12
EDLD 540	Principles of School Advancement PK-12
EDLD 542	School Identity, Mission, and Growth PK-12
EDLD 550	Strategic Enrollment and Marketing PK-12
EDLD 544	School Funding Models and Sources PK-12

PK-12 Certification: Secondary with added Elementary Certification additional courses (9 credit hours)

Choose three courses from the following:

EDUC 565	The Young Child: Language and Literacy Development
EDUC 622	Teaching Writing in Grades PK-12
EDUC 635	Survey of Contemporary Literature from PK-12
EDLD 540	Principles of School Advancement PK-12
EDLD 542	School Identity, Mission, and Growth PK-12
EDLD 550	Strategic Enrollment and Marketing PK-12
EDLD 544	School Funding Models and Sources PK-12

Master of Education – Educational Administration for Christian Schools with Principal Endorsement (36 credit hours)

EDUC	581A Introduction to School Administration
EDUC	685A Ethics for School Leadership
EDUC	610 School Resource Management
EDUC	552A Processes in Elementary and Secondary School Administration
EDUC	551A Curriculum Design and Evaluation
EDUC	594 Research Evaluation and Design
EDUC	557A School Law
EDUC	612A School Community Relations
EDUC	620 School Improvement Processes
EDUC	686 Special Education Supervision
EDUC	554 Supervision of Instruction
EDUC	625 Serving and Leading in Community and World
EDUC	537 Portfolio Review: Field Experience

PK-12 Certification: Elementary with added Secondary Certification additional courses (9 credit hours)

Choose three courses from the following:

EDUC	566 Reading in Middle and Secondary Schools
EDUC	622 Teaching Writing in Grades PK-12
EDUC	635 Survey of Contemporary Literature from PK-12
EDLD	540 Principles of School Advancement PK-12
EDLD	542 School Identity, Mission, and Growth PK-12
EDLD	550 Strategic Enrollment and Marketing for Christian Schools PK-12
EDLD	544 School Funding Models and Sources PK-12

PK-12 Certification: Secondary with added Elementary Certification additional courses (9 credit hours)

Choose three courses from the following:

EDUC	565 The Young Child: Language and Literacy Development
EDUC	622 Teaching Writing in Grades PK-12
EDUC	635 Survey of Contemporary Literature from PK-12
EDLD	540 Principles of School Advancement PK-12
EDLD	542 School Identity, Mission, and Growth PK-12
EDLD	550 Strategic Enrollment and Marketing for Christian Schools PK-12
EDLD	544 School Funding Models and Sources PK-12

LITERACY/READING/ESL

If content test and received the required passing score. An additional test is not required for the ESL endorsement.

Program Options

- Master of Education in Literacy Emphasis with Reading Specialist Endorsement (33 hours)
- Master of Education - Literacy Emphasis with Reading Specialist & English Second Language (ESL) Endorsements (48 hours)
- Reading Specialist Endorsement (30 hours)
- ESL Endorsement (15 hours)

Prerequisites

Completion of an undergraduate degree that meets Concordia's graduate admission requirements is the education prerequisite for this program. Candidates seeking the Nebraska Reading Specialist endorsement must hold a current Nebraska teaching certificate and must have the equivalent of two (2) full school years teaching experience. Candidates seeking the Nebraska ESL endorsement must hold a valid Nebraska teaching certificate. Candidates from a state other than Nebraska must contact that state to determine if the program will provide an endorsement in that state.

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.

Consisting of highly integrated literacy courses, the 33 graduate credit hour Master's program will result in both a master's, and for those who hold a Nebraska teaching certificate, a reading specialist endorsement. It includes a three credit hours case study built around the specific needs of a student with reading difficulties. The Reading Specialist endorsement only program is 30 graduate credit hours and 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.

The ESL endorsement is 15 graduate credit hours and features four courses of current ESL theory with immediate application to teaching, including clinical experiences in an ESL classroom and a 45 clock-hour practicum with one or more students whose primary language is other than English. Upon completion of the program, candidates applying for the Nebraska Reading Specialist endorsement must provide evidence they have taken the required Praxis

Master of Education – Literacy with Reading Specialist (33 credit hours)

EDUC 566	Reading in the Middle and Secondary School
EDUC 565	The Young Child: Language & Literacy Development
EDUC 519	Word Study: Decoding, Comprehension & Fluency
EDUC 622	Teaching Writing Grades PK-12
EDUC 594	Research Evaluation and Design

*****Must be the first five courses taken in the program**

EDUC 635	Survey of Contemporary Lit from PK-12
EDUC 520	Literacy Assessment & Intervention
PSY 511	Psychological Foundations of Teaching and Learning
EDUC 630	Preliminary Design and Processes for a Case Study

EDUC 631	Creating a Case Study in Literacy
EDUC 625	Serving and Leading in the Community and World

*****Must be the final three courses in the program**

Master of Education – ESL Endorsement and Reading Specialist Endorsement (48 credit hours)

EDUC 566	Reading in the Middle and Secondary School
EDUC 565	The Young Child: Language & Literacy Development
EDUC 519	Word Study: Decoding, Comprehension & Fluency
EDUC 622	Teaching Writing Grades PK-12
EDUC 594	Research Evaluation and Design

***Must be the first five courses taken in the program.**

EDUC 635	Survey of Contemporary Lit from PK-12
EDUC 520	Literacy Assessment & Intervention
PSY 511	Psychological Foundations of Teaching and Learning

EDUC 524	ESL/ELL Instruction
EDUC 525	ESL/ELL Curriculum and Assessment
EDUC 526	Language and Culture
EDUC 623	Linguistics for Educators
EDUC 527	ESL/TESOL Capstone

EDUC 630	Preliminary Design and Processes for a Case
EDUC 631	Creating a Case Study in Literacy
EDUC 625	Serving and Leading in the Community and World

***Must be the final three courses taken in the program.**

Reading Specialist Endorsement (30 credit hours)

EDUC 566	Reading in the Middle and Secondary School
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EDUC 565	The Young Child: Language & Literacy Development
EDUC 519	Word Study: Decoding, Comprehension & Fluency
EDUC 622	Teaching Writing Grades PK-12
EDUC 594	Research Evaluation and Design
EDUC 635	Survey of Contemporary Lit from PK-12
EDUC 520	Literacy Assessment & Intervention
PSY 511	Psychological Foundations of Teaching and Learning

EDUC 630	Preliminary Design and Processes for a Case Study
EDUC 631	Creating a Case Study in Literacy

***Must be the final two courses taken in the program.**

ESL Endorsement (15 credit hours)

EDUC 524	ESL/ELL Instruction
EDUC 525	ESL/ELL Curriculum and Assessment
EDUC 526	Language and Culture
EDUC 623	Linguistics for Educators
EDUC 527	ESL/TESOL Capstone

SPECIAL EDUCATION

Program Options

- Master of Education, Special Education – without endorsements (30 Hours)
- Master of Education, Special Education – with the following endorsements:
 - Generalist K-6 Subject (42 credit hours)
 - Generalist 7-12 Subject (42 credit hours)
 - Generalist K-12 Field (51 credit hours)
- Generalist K-6 Subject Endorsement (42 credit hours)
- Generalist 7-12 Subject Endorsement (42 credit hours)
- Generalist K-12 Field Endorsement (51 credit hours)

Notes:

- If a candidate already has an MEd from CUNE, they cannot earn another one, but they can add an endorsement.
- Candidates can add an additional endorsement to an existing Nebraska Teaching Certificate for a grade level not held on a current certificate. To do so there is an additional 3 credit hour class that must be added to their program – EDUC 543 Advanced Student Teaching-Special Education – which is 100 hours of field experience that must be completed at the new grade level.

Prerequisites

Completion of an undergraduate degree that meets Concordia's graduate admission requirements is the educational prerequisite for this program. 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 a state other than Nebraska must contact that state to determine if the program will

provide an endorsement in the state.

Program Overview

The Master of Education (M.Ed.) in Special Education program is a program offering a master's degree with an emphasis and/or endorsement in special education. This program builds strong connections between theory and practice through quality online instruction paired with practical application. Candidates gain a strong foundation in Special Education content knowledge from experienced 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. 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. Four designated Special Education courses will include 5 hours of observing children with disabilities.

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. Candidates 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. Candidates seeking a K-12 Field endorsement will complete 51 hours of coursework, thus meeting the requirements for this endorsement.

Upon completion of the program, candidates applying for the Nebraska endorsement must provide evidence they have taken the required Praxis II content test and received the required passing score.

Additional Endorsements for Nebraska Teaching Certificates:

Additional endorsements may be added to an existing Nebraska Teaching Certificate. Students seeking an endorsement for a grade level not held on a current certificate must successfully complete eight weeks of student teaching at the new grade level. Students must contact the university to register for student teaching. The university will make special arrangements for student teaching placement on an individual basis. The following class must be added to the student's program to fulfill this requirement: EDUC 543 Adv. Student Teaching –Special Education [3 hours] A field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties. If you have questions about this, please contact our certification officer.

Endorsement without the Special Education Master's Degree

Course requirements for an endorsement without a Master's degree are the same as for a Master's degree. Upon completion of the coursework, candidates applying for the Nebraska endorsement must provide evidence they have taken the required Praxis II content test and receive the required passing score.

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 program, or endorsement, 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.
4. Use multiple methods of assessment and data sources in making educational decisions 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.

Master of Education in Special Education without Endorsement (30 credit hours)

EDUC 593	Basic Foundations of Special Education and Inclusive Practices
EDUC 558	Current Issues and Legal Aspects of Special Education
EDUC 539	Instructional Methods for Students with Diverse Needs
EDUC 576	Behavior Management in Inclusive Settings
EDUC 594	Research Evaluation and Design
EDUC 559	Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings
EDUC 591	Instructional Methods for Individuals with Intellectual and Developmental Disabilities
EDUC 592	Assessment and Evaluation of Diverse Learners
EDUC 660	Outcome-based Instructional Methods
EDUC 625	Serving and Leading in the Community and World

Master of Education in Special Education – with K-6 or 7-12 Endorsement (42 credit hours)

EDUC 593	Basic Foundations of Special Education and Inclusive Practices
EDUC 558	Current Issues and Legal Aspects of Special Education
EDUC 501	Contemporary Thought in Education
EDUC 539	Instructional Methods for Students with Diverse Needs

EDUC 576	Behavior Management in Inclusive Settings
EDUC 594	Research Evaluation and Design
EDUC 559	Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings
EDUC 591	Instructional Methods for Individuals with Intellectual and Developmental Disabilities
PSY511	Psychological Foundations of Teaching and Learning
EDUC 592	Assessment and Evaluation of Diverse Learners
EDUC 660	Outcome-based Instructional Methods
	EDUC 625 Serving and Leading in the Community and World
EDUC 546	Explicit Instructional Techniques in Reading for Struggling Learners
EDUC 547	Mathematics Instruction to meet Diverse Students needs
EDUC 625	Serving and Leading in the Community

Master of Education in Special Education – K-12 Endorsement (51 credit hours)

EDUC 593	Basic Foundations of Special Education and Inclusive Practices
EDUC 558	Current Issues and Legal Aspects of Special Education
EDUC 501	Contemporary Thought in Education
EDUC 539	Instructional Methods for Students with Diverse Needs
EDUC 576	Behavior Management in Inclusive Settings
EDUC594	Research Evaluation and Design
EDUC 559	Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings
EDUC 591	Instructional Methods for Individuals with Intellectual and Developmental Disabilities
PSY 511	Psychological Foundations of Teaching and Learning
EDUC 592	Assessment and Evaluation of Diverse Learners
EDUC 546	Explicit Instructional Techniques in Reading for Struggling Learners
EDUC 547	Mathematics Instruction to meet Diverse Students needs
EDUC 660	Outcome-based Instructional Methods
EDUC 661	Advanced Behavior Management
EDUC 662	Collaboration and Consultation
EDUC 663	Transition Education and Services – Early Childhood to Adulthood
EDUC 625	Serving and Leading in the Community and World

TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

Program Options

- Master of Education in TESOL with ESL

Endorsement– 30 hours

- English Second Language (ESL) Endorsement only – 15 hours

Prerequisites

Completion of an undergraduate degree that meets Concordia's graduate admission requirements is the educational prerequisite for this program. Candidates seeking the Nebraska ESL endorsement must hold a valid Nebraska teaching certificate. Candidates from a state other than Nebraska must contact that state to determine if the program will provide an endorsement in that 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, 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 U.S. 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 candidate who wishes to obtain Nebraska ESL endorsement may do so upon completing 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 with 45 clock hour practicum. 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 Specialists. All courses offered address the needs of 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.

Classes are offered online. Candidates may finish the program in two years.

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

Master of Education in TESOL with ESL Endorsement (30 credit hours)

EDUC 524	ESL/ELL Instruction
EDUC 525	ESL/ELL Curriculum and Assessment
EDUC 623	Linguistics for Educators
EDUC 526	Language and Culture
EDUC 594	Research Evaluation and Design

***Must be the first five courses taken in the program.**

EDUC 640	Second Language Acquisition
EDUC 519	Word Study: Decoding, Comprehension & Fluency
EDUC 621	Teaching ESL Writing

EDUC 527	ESL/TESOL Capstone
EDUC 625	Serving and Leading in the Community and World

***Must be the final two courses taken in the program**

ESL Endorsement (15 credit hours)

EDUC 524	ESL/ELL Instruction
EDUC 525	ESL/ELL Curriculum and Assessment
EDUC 526	Language and Culture
EDUC 623	Linguistics for Educators
EDUC 527	ESL/TESOL Capstone

Master of Public Health

Program Options

- Master of Public Health, Community Health Education – 39 hours
- Master of Public Health, Health Policy and Administration – 39 hours
- Master of Public Health, Medication Safety & Pharmacovigilance – 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 specialization 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.

Medication Safety & Pharmacovigilance emphasis is offered in partnership with and is only available through Concordia University, Wisconsin.

Master of Public Health (27 credit hours)

MPH 500	Fundamentals of Public Health (3)
MPH 520	Concepts of Environmental Health (3)
MPH 505	Biostatistics (3)
MPH 510	Applied Epidemiology (3)
MPH 525	Health Policy and Management (3)
MPH 515	Principles of Health Behavior (3)

***Must be the first six courses taken in the program.**

MPH 530	Methods of Research in Public Health (3)
MPH 598	Applied Research in Public Health (3) (capstone course)

***Must be taken directly after MPH 530.**

MPH 599	Public Health Field Practicum (3) (capstone course) *Must be the final course taken in the program or concurrently with MPH 598.
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Community Health Education Specialization (12 credit hours)

MPH 560	Public Health Ethics (3)
MPH 583	Global Health (3) <i>(online course that includes an international week-long health mission trip)</i>
MPH 584	Community Health (3) <i>(required course)</i>
MPH 585	Programming and Evaluation in Public Health (3) <i>(required course)</i>
MPH 588	Marketing Public Health (3) or MBA 550 Strategic Marketing (3)

Health Policy and Administration Specialization (12 credit hours)

MPH 543	Leadership and Organizational Management in Health Care (3) or MBA 525 Leadership & Org Behavior (3)
MPH 546	Public Health Finance (3) or MBA 530 Corporate Finance (3)
MPH 548	Human Resource Management in Health Care (3) or MBA 610 Human Resource Management (3)
MPH 588	Marketing Public Health (3) or MBA 550 Strategic Marketing (3)

Medication Safety & Pharmacovigilance (12 credit hours)

**Only available at Concordia University Wisconsin Ann Arbor*

Required Courses (9 credit hours)

PHAR 531	Clinical Toxicology (2)
PHAR 519	Medication Use and Public/Population Health (2)
PHAR 546	Quality and Performance Management in Healthcare (3)
PHAR 549	Big Pharma: Sales, Marketing, and Cultural Impact (2)

Elective Courses (Choose at least 3 credit hours)

PHAR 577	Women's Health in Pharmacy (2)
PHAR 591	Pediatric Pharmacology (2)
PHAR 547	Pharmacy and the Underserved (2)
PHAR 571	Geriatric Pharmacy (2)
PHAR 573	Advanced Mental Health (2)
PHAR 581	IPPE - 5 (3) or
PHAR 583	IPPE - 6 (3)

Master of Science

Athletic 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

Master of Science in Athletics Administration, High School and College Athletics Administration (Dual) – 42 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. Students have the option of completing both the high school and collegiate concentrations by taking classes consecutively or concurrently. The dual certification is a 42 credit hour program.

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.

Core Courses (18 credit hours)

MSAA 500	Leadership & Management in Athletics (3)
MSAA 510	Athletics Sociology (3)
MSAA 520	Ethical and Legal Aspects of Athletics Administration (3)
MSAA 530	Management of Facilities and Operations in Athletics (3)
MSAA 540	Marketing in Athletics (3)
MSAA 599	Athletics Practicum (3)

High School Concentration (12 credit hours)

MSAA 550	High School Student-Athlete Dvlpmnt (3)
MSAA 552	High School Athletics Fundraising (3)
MSAA 554	High School Athletics Finance (3)
MSAA 556	High School Athletics State and Federal Regulation Compliance (3)

College Concentration (12 credit hours)

MSAA 560	College Student-Athlete Development (3)
MSAA 562	College Athletics Fundraising (3)
MSAA 564	College Athletics Finance (3)
MSAA 566	NCAA & NAIA Regulation Compliance (3)

*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.

Family Life Education

PURPOSE

The Family Life Education Program 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

Education degree program will be able to:

- Frame lifespan family education based on theological perspectives
- Apply a family science knowledge base and systems approach to issues and prevention through lifespan family education.
- Generate lifespan family education applications for children, adolescents, and adults in the study of:
 - Human growth and development
 - Internal dynamics of family
 - Family resource management
 - Ethics
 - Family law and public policy
 - Human sexuality
 - Parent education and guidance
 - Families in society
 - Interpersonal relationships
 - Family life education
- Develop competencies of selection, assessment and applications in lifespan family education
- Expand personal-professional competencies in the areas of critical thinking, reflection and applications
- Acquire skills in the processes of communication, decision-making and problem-solving in the professional and personal domains of family and aging education
- Build interaction skills, a caring capacity and spiritual nurturance for personal-professional intervention and prevention areas of family and aging education
- Apply a Christian, multicultural, family strengths worldview to all ages and stages of human development
- Apply a Christian family strengths model as opposed to a world view of pathology and deteriorating family structure

PROGRAM

The Family Life Education program offers an intensive 36-credit-hour experience, which can be completed within one year (may be extended due to certification requirements). Courses are offered online, with synchronous sessions as well as asynchronous assignments and additional coursework. Courses are aligned with the Graduate calendar until the course requirements are met.

Family Life Education students must attend one residency on campus. Students must join their cohort on campus at Concordia, Nebraska, to meet with faculty and receive additional information on various topics applicable to the program.

PROGRAM OPTION

Students who desire National Council of Family Relations

(NCFR) certification must apply and meet those requirements separate from this program. NCFR also requires an elective course for certification (see below*).

Those interested in auditing courses and not earning graduate credit may enroll in their chosen course.

Master of Science – Family Life Education (36 credit hours)

FL 505 Psychotherapy & Cultural Diversity
FL 527 Legal, Ethical, & Moral Issues in Family Therapy/Education
FL 542 Christian Spiritual Formation and Psychotherapy
FL 554 Human Sexuality and Sex Therapy
FL 562 Couples/Marriage Intervention & Therapy
FL 610 Advanced Life Span Devel. Psychology
FL 618 Family Dysfunctions, Interv. & Therapy
FL 631 Introduction to Clinical Practice: Basic Skills
FL 636 Group & Interpersonal Relationship Skills
FL 528 Parent Education
FL 585 Family Life Ministry
FL 540 Family Resource Management
Elective Course
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

College of Business and Technology

Certificates

Leadership
Human Resources Management
Project Management
Nonprofit Management

Degrees

Master of Business Administration

Master of Business Administration

CUNE offers a 12 course (36 credit hour) MBA Program in the following Modalities:

- Online

Program Overview

The Master of Business Administration Program at Concordia University, Nebraska is designed for 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 College of Business and Technology at Concordia University, Nebraska has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road, Suite 300, Overland Park, KS, 66213, USA. For a list of accredited programs click: <https://iacbe.org/memberpdf/ConcordiaUniversityNE.pdf>

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.

Master of Business Administration (30 credit hours)

MBA 525	Leadership & Organizational Behavior (3)
MBA 531	Effective Decision-Making and . Communication (3)
MBA 550	Strategic Marketing (3)
MBA 505	Ethical and Legal Environment of Business (3)
MBA 513	Accounting: Financial Analysis for Decision-Making (3)
MBA 610	Human Resource Management (3)
MBA 530	Corporate Finance (3)
MBA 551	Operations Management (3)

Organization Development Course:

MBA 660	Entrepreneur Development (3) OR
MBA 668	International Organization Dvlpmnt (3)

MBA 690	Strategic Management (3) *Must be taken in the final term.
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Electives: Students will choose 2 elective courses (6 credit hours)

MBA 656	Governmental and Not-for-Profit Accounting (3)
MBA 511	Social Media Marketing (3)
MBA 618	Legal Issues in Human Resources (3)
MBA 612	Real Estate & Small Business Investing (3)
MBA 527	Project Management (3)
MBA 642	Not-for-Profit Management (3)

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.)

COUNSELING

COU 501 FOUNDATIONS OF SCHOOL COUNSELING [3]

Study of the conceptual foundation and elements of the American School Counseling (ASCA) National Model including history, philosophy, principles, domains (academic, career, and personal/social), rationale, competencies, and trends. This course underlines the vital role that school counselors play in advocating for the needs of all students, while simultaneously collaborating with teachers, families, advisory councils, school boards, and other community stakeholders. Focus will be on beliefs, benefits, vision, and outcomes for a successful, comprehensive, professional, school counseling program.

COU 502 ETHICAL AND LEGAL ISSUES IN SCHOOL COUNSELING [3]

Covers the interrelationship of ethical standards and legal regulation in professional school counseling. Issues confronted include ASCA ethical standards, confidentiality, records, technology, and professional association and development.

COU 503 COUNSELING DIVERSE POPULATIONS [3]

An examination of attitudes, understanding, and application of counseling skills relevant to working with students and families in a diverse and ever-changing world. This course will help prepare counselors with the collaborative skills needed to serve all students in schools and community. Issues confronted include, but are not limited to, ethnic and racial background, age, English language proficiency, special needs, religion, gender, and economic status.

COU 510 COUNSELING THEORIES [3]

Examination of the prominent counseling theories (both historical and current) and client and counselor characteristics as they apply to the counseling process. Students will develop a personal model of counseling that will be tied to his/her COU 600 Capstone Portfolio.

COU 512 CHILD & ADOLESCENT DEVELOPMENT AND LEARNING [3]

An exploration of growth and development from conception through adolescence. Focusing on biological, cognitive, effective, social, and spiritual development. Furthermore, students will become more familiar with the counseling theories and techniques most often used in the schools including, rational emotive behavior therapy, reality, cognitive behavioral, Adlerian, solution-focused brief counseling, person-centered, and family systems.

COU 515 GROUP THEORY AND COUNSELING (Field experience required) [3]

This course examines the purpose, development, dynamics,

theories, methods, skills, and ethics of group counseling in the schools. This course includes a field experience component at either the elementary, middle, or high school level. Students will observe, participate in, and review a 6-week small group experience in the schools under the leadership of a professional school counselor. Sites must be secured prior to enrollment in course and approved by course instructor.

**Prerequisites: COU 510*

**Track 2 students must pass a background check & submit passing Praxis Core Academic Skills test scores.*

COU 520 SCHOOL COUNSELING PROGRAM DEVELOPMENT AND MANAGEMENT [3]

The major focus of this applied course is on the design, development, organization, administration, implementation, and evaluation of a comprehensive school counseling program that meets ASCA national standards and any applicable state standards. Students will work specifically on vital documents to be included in his/her 600 Capstone Portfolio.

**Prerequisite: COU 501*

COU 522 FUNDAMENTALS OF ASSESSMENT [3]

This course provides an overview of individual and group approaches to assessment techniques and serves to accomplish understanding of assessment in 2 areas: 1) commonly used educational assessments. This includes current and expected uses of testing and assessment tools in educational settings. This course will identify how the school counselor will use and critique assessment tools in the school, emphasizing the benefits and limitations of such tools. 2) The assessment and evaluation of a comprehensive school counseling program.

**Prerequisite: EDUC 594, COU 501, 520*

COU 530 CONSULTATION STRATEGIES IN THE SCHOOL [3]

Overview of consultation theory and practice as it relates to the promotion and support of student success. Mental health expert, collaborative, behavioral, and organizational models will be discussed and applied to problems in school settings. Course will develop skills related to students, teachers, administration, parents, caretakers, and school stakeholders.

**Prerequisite: COU 501, 520*

COU 540 PRACTICUM [3]

The student must log at least 100 clock-hours of supervised counseling experiences in school settings at PK-12 grade levels. The hours should include components of the ASCA National Model (i.e., Foundation, Management, Delivery, and/or Accountability) The student will conduct individual counseling observation, co-counseling hours, and/or 1:1 counseling at the discretion of the site supervisor. Ideally, the student will spend 60/100 hours at the grade level in which he/she intends to pursue placement. Approval of Practicum site and collaborating school counselor must be secured prior to enrolling.

**Prerequisites: COU 501, 510, 520, 515 and minimum 3.0 GPA*

COU 550 ABNORMAL PSYCHOLOGY [3]

An introduction to diagnostic criteria, according to the DSM, for mental and emotional disorders. Students will become familiar with assessment and treatment of abnormal behaviors to recognize and refer when additional mental health services are required.

COU 560 TRAUMA AND CRISIS INTERVENTION [3]

An overview of the impact of crises, disasters, and other trauma-causing events on individuals, families, schools, and communities. Students will be introduced to strategies and interventions for working with this population and their role as leaders in crisis response. Topics include a range of experiences: life transitions, divorce, physical health changes, and foster placement, as well as death and bereavement experiences. Students will explore the dynamics of attachment and the loss- grief cycle.

COU 570 CAREER AND EDUCATIONAL DEVELOPMENT IN THE SCHOOLS [3]

This course exposes students to the life-long process of career development theory and methods of career counseling in a PK-12 school. Students will familiarize themselves with career assessment tools, career development program planning, and sources of occupational information. This course will also prepare the school counselor to help high school students navigate the college admissions process. Current trends will be discussed.

COU 600 SCHOOL COUNSELOR CAPSTONE [2]

Upon completion of the Capstone course, the student will have completed a portfolio that reflects his/her development, understanding, and vision throughout the entire program. The portfolio will use assignment artifacts and provided guidelines to highlight the student's knowledge, skills and abilities, and attitudes as they align with the ASCA counselor competencies. Furthermore, this portfolio can be useful for the graduate as he/she applies and interviews for a professional school counselor position.

**Prerequisite: Student may not be registered for Capstone until all other coursework has been completed. The student may register for Capstone simultaneously with Internships. COU 600 is one of the final three courses taken in the program.*

COU 601 A/B INTERNSHIP I (PK-6) 225 hours [3]

Internship I will include school counseling experiences at the PK-6 level, under the supervision of a certified school counselor. This is the candidate's culminating opportunity to practice and demonstrate mastery of the ASCA competencies. Students are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Experience must include a minimum of 225 clock-hours. Ninety (90) of these 225 clock-hours must be in direct service, including but not limited to, individual and group counseling, individual student planning, or developmental classroom guidance. Students must also secure and prove liability insurance through their student membership with ASCA. Students who plan to complete all 225 clock hours within the traditional 8-week format, will be registered for COU 601A. Students who anticipate

completion of all 225 clock hours taking longer than the 8 weeks, will be registered for COU 601B. COU 601A & COU 601B are the same course. The only differentiation is the time allotted for completion of hours. Note- If a student requires additional internship hours based on Department of Education regulations for a state outside of Nebraska, Concordia University, Nebraska will be able to accommodate the student.

**Prerequisite: All coursework must be completed. Track 2 students must also complete and pass a second criminal background check prior to beginning Internship. Student may simultaneously enroll in COU 600. Must be taken in fall or spring and one of the final three courses taken in the program.*

COU 602 A/B INTERNSHIP II (7-12) 225 hours [3]

Internship II will include school counseling experiences at the 7-12 level, under the supervision of a certified school counselor. This is the candidate's culminating opportunity to practice and demonstrate mastery of the ASCA competencies. Students are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Experiences must include a minimum of 225 clock-hours. Ninety (90) of these 225 clock-hours must be in direct service, including but not limited to, individual and group counseling, individual student planning, or developmental classroom guidance. Student must also secure and prove liability insurance through their student membership with ASCA. Students who plan to complete all 225 clock hours within the traditional 8-week format, will be registered for COU 602A. Students who anticipate completion of all 225 clock hours taking longer than the 8 weeks, will be registered for COU 602B. COU 602A and COU 602B are the same course. The only differentiation is the time allotted for completion of hours. Note- If a student requires additional internship hours based on Department of Education regulations for a state outside of Nebraska, Concordia University, Nebraska will be able to accommodate the student.

**Prerequisite: All coursework must be completed. Track 2 students must also complete and pass a second criminal background check prior to beginning Internship. Student may simultaneously enroll in COU 600. Must be taken in fall or spring and one of the final three courses taken in the program.*

EDUCATIONAL LEADERSHIP

EDLD 540 Principles of School Advancement P-12 [3]

An introduction to the principles of school advancement. Focus on best practices, structure, and the role of the advancement team with various stakeholder groups.

EDLD 542 School Identity, Mission, and Growth P-12 [3]

Processes for determining a school's identity, aligning with its mission, and planning for growth across all areas. How these processes inform and strengthen school advancement.

EDLD 544 School Funding Models and Sources P-12 [3]

An introduction to school funding. Focus on successful funding models and identifying various sources of revenue.

EDLD 550 Strategic Enrollment and Marketing for Christian Schools [3]

An introduction to strategic enrollment and marketing. Focus on best practices for enrollment and for marketing to various stakeholder groups.

EDLD 560 Promising Possibilities for the Future of Christian Schools (3 credits)

In this course, students explore a variety of educational, missional, and financial models in Christian education, with the goal of expanding one's sense of the possibilities while gaining skill in guiding a school in the process of clarifying a faithful and effective path into the future.

EDLD 562 Designing High-Impact Mission-Minded Christian Schools (3 credits)

This course focuses upon an exploration of what it means to be a Christian school, what it means to be a faithful Christian school, theological foundations to Christian education, clarifying the audience to which a given school is called and/or best positioned to serve, establishing a plan to best serve that student population, and implementing such a plan. Building upon content from *Imagine the Possibilities: Conversations on the Future of Christian Education*, students in this course, will develop new knowledge and skills in developing a truly distinctive, high-impact, and mission-aligned Christian School.

EDLD 564 Challenges & Opportunities of Christian Education in Contemporary Society (3 credits)

This course examines the challenges and opportunities of Christian schools in an increasingly post-Christian culture and context. Participants will examine a variety of social and cultural ideals and movements, consider the implications for Christian schools, and explore how to adapt or respond to such cultural changes.

EDLD 566 Leading Mission-Minded Innovation in Christian Education (3 credits)

This course guides students in developing practical tools, frameworks, and approaches to leading mission-minded innovations in their organization. This includes insights from change management research and innovation studies, all in the service of expanding the impact and furthering the mission of the Christian school.

EDUCATION

EDUC 330 Early Childhood Education Foundations and Programs (3)

Undergraduate credit hours A fast-paced breadth and depth study of early childhood, (birth - age 8) education, including history, philosophy, careers, leaders, curriculum, current trends and models, print, and technological resources.

EDUC 332 Early Childhood Curriculum and Methods (3 undergraduate credits hours)

Standards, curriculum, instruction, and assessment appropriate for inclusive pre-primary classroom. Specific focus on Project Approach for supporting the growth of children in environments that meet the diverse needs of children from age three through five. Field experience requirement contributes to the fulfillment of 45 clock-hours working with prekindergarten children.

EDUC 334 Family and Culture [3 undergraduate credit]

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.

EDUC 452 Early Childhood Program Organization and Management (3 undergraduate credit hours)

The early childhood director's role in ethical organization, planning, managing, and evaluating of preschool and childcare programs. f community resources for young children and their families.

EDUC 454 Serving and Leading in Community and World [3 undergraduate credit hours]

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.

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.

EDUC 500 Admission to Education Program [0]

Requirements to be admitted to Education Program must be submitted in this course.

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 Instruction and Assessment [3]

Curriculum, instruction, and assessment practices for PK-12. Focus on planning for instruction, appropriate instructional strategies, multiple methods of assessment, adjusting instruction and assessment for diverse learners, formative and summative assessment data, and assessment for learning. Prerequisite: Admission to Education Program.

EDUC 506 Integrating Technology into the Classroom [3]

This course is designed to provide candidates with an understanding of the role of technology in the 21st century classroom. Candidates will explore current research, design models, tools, and instructional strategies that support the use of technology to enhance teaching, learning, and assessment. Candidates 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 candidates 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 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. Candidates 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 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) [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 515 STEM Education in the 21st Century [3]

The role of Science, Technology, Engineering, and Math in education. Current research, design models, tools, instructional strategies, and leadership that support STEM instruction for schools and classrooms. A holistic approach to STEM integration through partnerships for community impact.

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 517 INVEST Program LCMS Northwest District [3]

The INVEST Program is an introduction to philosophy and practice of school administration in the areas of school leadership, leadership development, and Lutheran school service and leadership. With the guidance of a mentor, students will begin to gain administrative experiences. Satisfies the requirements for EDUC 581 in the Educational Administration Program. Field experience hours required.

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 candidate 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, discussion of dyslexia, and appropriate intervention.

EDUC 522 Instructional Model Design and Implementation [3]

Instructional model design and implementation. Assessment, teacher evaluation, technology, special services, engagement, and teacher efficacy through the lens of an instructional model. Available to teachers in Seward Public Schools only. Enrollment by arrangement.

EDUC 524 ESL/ELL Instruction [3]

The purpose of this course is to introduce candidates to the theory and practice of second language teaching and learning. Emphasis on PK-12 grade levels.

EDUC 525 ESL/ELL Curriculum and Assessment [3]

The purpose of this course is to introduce candidates to second language curriculum selection, evaluation, and development as well as assessment and evaluation of second language learners. Emphasis on PK-12 grade levels.

**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 candidate in directly applying an understanding of language and culture to classroom practice and curriculum development. Emphasis on PK-12 grade levels.

EDUC 527 ESL/TESOL Capstone [3]

This course is designed as a culminating experience for the ESL/TESOL graduate programs. Candidates are asked to reflect on key areas of learning and application that they have encountered throughout the ESL/TESOL graduate curriculum. The candidates will also critique and analyze various aspects of their fieldwork experience. All required documentation related to coursework and 45 clock-hour fieldwork experiences will be collected and reviewed. Emphasis on PK-12 grade levels.

**Prerequisites: EDUC 524; EDUC 525; EDUC 526*

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 candidates 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, to 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 candidate showing evidence of competency in the standards within his or her field of study. Depending upon the program, candidates complete either two or three portfolios, which are submitted electronically at set points during the candidate'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]

The Educational Administration Practicum Portfolio is reviewed at the end of the program to ensure that the evidence for 250 practicum hours and other end-of-program requirements have been submitted and evaluated for program completion. Student must be enrolled in this course simultaneously with the final course in the program to ensure field experience hours are met for graduation.

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. This course includes 5 hours of observation of children with disabilities.

EDUC 540 Curriculum and Instruction Capstone [3]

The capstone course is an opportunity for students to demonstrate they have achieved the learning goals established in their professional development plan. This project should take into consideration all of the courses leading to this degree and focus on a candidate's personal interest area(s). This course is a prerequisite for EDUC 590.

EDUC 541 Adv. Student Teaching I – Secondary [3]

A field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties. Fulfills requirements for renewal of Nebraska Initial, Standard, or Professional certificate.

EDUC 542 Adv. Student Teaching II – Secondary [3]**EDUC 543 Adv. Student Teaching –Special Education [3]**

A field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties. Fulfills requirements for renewal of Nebraska Initial, Standard, or Professional certificate.

EDUC 544 Adv. Student Teaching – Early Childhood [3]

A field experience consisting of one hundred (100) or more

clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties. Fulfills requirements for renewal of Nebraska Initial, Standard, or Professional certificate.

EDUC 545/FL 544 Lifespan Family Education [3]

This course reviews the nature of lifespan family life education in the community, workplace, and church. Candidates 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 Mathematics Instruction to meet Diverse Students needs [3]

This course provides an overview of relevant and current research skills and techniques for effective mathematics instruction.

EDUC 549 Curriculum Development [3]

The focus of this course includes principles and practices of curriculum planning and development, aligning standards to curriculum, and the connection between curriculum, instruction, and assessment.

EDUC 550 Adv. Student Teaching – Elementary [3]**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 551A 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. Specific to Christian schools.

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 552A 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. Specific to Christian schools.

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 candidate will study modern theories of supervision of instruction, their purpose, methods, and participants. Special emphasis on the role that both PK-8 and 7-12 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.

EDUC 557A School Law [3]

A survey of the principles and practices of school law and their effect on the administrator and classroom teacher. Specific to Christian schools.

EDUC 558 Current Issues and Legal Aspects of Special Education and Inclusion [3]

This course provides the candidate with the latest information on the statutes, 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 569 Seminar in Reading [3]

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

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 573A Action Research Project [3]

In this two-part capstone course, the candidate studies and evaluates developmentally appropriate program practices to be implemented in her/his own program. In Part A, candidates 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. Prerequisite: Students must complete 45 hours of approved internship prior to enrollment.

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

In this two-part capstone course, the candidate studies and

evaluates developmentally appropriate program practices to be implemented in her/his own program. In Part B, candidates 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. Candidates 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.

(Also listed as EDUC 452)

EDUC 575 LC-MS School Leadership Development Program (SLED) [3]

The SLED Program is an introduction to philosophy and practice of school administration in the areas of school leadership, leadership development, agent of change, and Lutheran school service and leadership. With the help of a mentor, students will begin to gain administrative experiences. Satisfies the requirement for EDUC 581 in the Educational Administration Program. Field experience hours required.

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 candidates 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.

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.

EDUC 579 LC-MS School Leadership Development Program: Mentor (SLED) [3]

Experienced Lutheran school administrators served as mentors to lead their students through key areas of leadership development of the SLED Program, an introduction to philosophy and practice of school administration in the areas of school leadership, leadership development, agent of change, and Lutheran school service

and leadership. Satisfies the requirements for EDUC 581 in the Educational Administration Program. Field experience hours required.

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 aged three through five.

EDUC 581 Introduction to School Administration [3]

This course is an introduction to philosophy and practice of school leadership. Focus is on the role of leadership theories, styles, and behaviors that engage students, staff, and community in the school setting

EDUC 581A Introduction to School Administration [3]

This course is an introduction to philosophy and practice of school leadership. Focus is on the role of leadership theories, styles, and behaviors that engage students, staff, and community in the school setting. Specific to Christian schools.

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 candidate to assist a Board of Education to plan a comprehensive Christian education effort for a congregation. Through this experience the candidate 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]

In this course, candidates will complete a practicum project that allows them to apply the key concepts that they have learned throughout their graduate program. Throughout the practicum, candidates will reflect on their practicum project and what could be improved. Candidates are required to complete 45 clock-hours of field experience during this course.

**Prerequisite: EDUC 540*

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. This course includes 5 hours of observation of children with disabilities.

EDUC 592 Assessment and Evaluation of Diverse Learners [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. This course includes 5 hours of observation of children with disabilities.

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. This course includes 5 hours of observation of children with disabilities.

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 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 candidate 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 candidate 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. Candidates develop essential skills under the supervision of the LCMS district education administrators and/or community leaders. The practicum is required for candidates who desire certification by the National Council on Family Relations.

EDUC 601 How People Learn [3]

This course will focus on research about the mind and brain that help make connections between classroom activities and learning behavior. Candidates will examine what they teach, how they teach it, and how they assess what their students learn. Curricular emphasis will be placed on teaching and learning STEAM.

EDUC 602 History and Context of Early Childhood Special Education [3]

This course is an introduction to the educational policies, programs, practices, and services specific to infants, toddlers, preschool, and Kindergartners who demonstrate delays and disabilities. Candidates gain 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 are emphasized. Instructional strategies and programs as well as inclusive environments for young children with special needs are explored and discussed. This course includes best practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships.

EDUC 603 STEAM Integration in the Classroom [3]

This course will focus on the importance of integrating STEAM into all aspects the PK-12 classroom. It will examine why STEAM is important for all students, not just those going into a STEAM field. Candidates will also discuss how to make a curricular decision connect science, technology, engineering, and math.

EDUC 604 Math, Science, and the Engineering Design Process [3]

This course will show candidates how to integrate the engineering design process into their math and science curriculum. An emphasis will be placed on introducing engineering to students, what the engineering design process is, and how it can be used in math and science classrooms.

EDUC 605 Integrating the Arts in STEAM [3]

This course will focus on integration of the arts in STEAM to make it STEAM. Use of the arts (visual, theater, writing, music, etc.) will be discussed and how using multiple forms of the arts can help students' creativity and innovation.

EDUC 606 Teaching STEAM to Diverse Learners [3]

This course will focus on teaching STEAM to a range of diverse learners, including English Language Learners, gender, and other cultural aspects of diversity. Candidates will learn what modifications might need to be made to accommodate these students.

EDUC 607 STEAM Teacher Leadership [3]

In this course candidates will discuss what it means to organize and implement a STEAM program whether that is in their classroom, school, district, or state. Candidates will also learn what it means to be a curricular teacher leader and how they can be advocates for STEAM programs.

EDUC 608 STEAM Capstone [3]

In this course candidates will apply what they have learned in their previous courses by creating a STEAM unit to teach in their classroom. This course will include appropriate assessment of student learning through both formative and summative assessments. This course is a prerequisite for EDUC 609.

EDUC 609 STEAM Practicum [3]

In this course candidates will teach from the STEAM unit that they planned in the STEAM capstone course. They will reflect on how the unit went, what could be improved, discuss classroom management when teaching STEAM lessons, and evidence of student learning. Candidates are required to complete 45 clock-hours of field experience during this course.

**Prerequisite EDUC 608*

EDUC 610 School Resource Management [3]

An examination of the principles of planning and administering PK-8 and 7-12 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 and within the school.

EDUC 612A 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 and within the school. Specific to Christian schools.

EDUC 613 Methods in Physical Education [3]

Physical Education standards, curriculum, instruction, and assessment for diverse learners. Planning instruction to support all students and meet rigorous learning goals, cross-disciplinary skills, technological tools, formative and summative assessment data, and collaboration. Content area literacy, including dyslexia. Prerequisite: Admission to Education Program.

EDUC 614 Methods in Secondary English Language Arts [3]

Secondary English language arts standards, curriculum, instruction, and assessment for diverse classrooms. Planning instruction to support all students and meet rigorous learning goals, cross-disciplinary skills, technological tools, formative and summative assessment data, and collaboration. Content area literacy, including dyslexia. Field Experience required. Prerequisite: Admission to Education Program.

EDUC 615 Methods in Secondary Mathematics [3]

Secondary math standards, curriculum, instruction, and assessment for diverse classrooms. Planning instruction to support all students and meet rigorous learning goals, cross disciplinary skills, technological tools, formative and summative assessment data, and collaboration. Content area literacy. Field Experience required. Prerequisite: Admission to Education Program.

EDUC 616 Methods in Secondary Science [3]

Secondary science standards, curriculum, instruction, and assessment for diverse classrooms. Planning instruction to support all students and meet rigorous learning goals, cross disciplinary skills, technological tools, formative and summative assessment data, and collaboration. Content area literacy. Field Experience required. Prerequisite: Admission to Education Program.

EDUC 617 Methods in Secondary Social Sciences [3]

Secondary social studies standards, curriculum, instruction, and assessment for diverse classrooms. Planning instruction to support all students and meet rigorous learning goals, cross disciplinary skills, technological tools, formative and summative assessment data, and collaboration. Content area literacy. Field Experience required. Prerequisite: Admission to Education Program.

EDUC 618 Methods in Religious Education [3]

Secondary religious education curriculum, instruction, and assessment for diverse classrooms. Planning instruction to support all students and meet rigorous learning goals, cross disciplinary skills, technological tools, formative and summative assessment data, and collaboration. Content area literacy. Field Experience required. Prerequisite: Admission to Education Program.

EDUC 619A Clinical Experience: Secondary Student Teaching I [3]

Eight weeks of teaching under the supervision of classroom teacher and university supervisor. First-hand secondary classroom experiences. Upon completion, candidates will be able to demonstrate proficiency in: learner development and learning differences; learning environments; content knowledge and application; instructional strategies and assessment; professional learning and ethical practice; leadership and collaboration; and human relations skills. Meets the university capstone and writing intensive requirement. Meets the following program outcomes: INTASC Standards (1-10), Nebraska Department of Education Standards (Rule 20.005AK). Prerequisite: Completion of all requirements for full Education Program Admission, and Student Teaching Permits. Fees required.

EDUC 619B Clinical Experience: Secondary Student Teaching II [3]

Eight weeks of teaching under the supervision of classroom teacher and university supervisor. First-hand secondary classroom experiences. Upon completion, candidates will be able to demonstrate proficiency in: learner development and learning differences; learning environments; content knowledge and application; instructional strategies and assessment; professional learning and ethical practice; leadership and collaboration; and human relations skills. Meets the university capstone and writing intensive requirement. Meets the following program outcomes: INTASC Standards (1-10), Nebraska Department of Education Standards (Rule 20.005AK). Prerequisite: Successful completion of EDUC 619A.

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 PK – 8 and 7-12 building levels.

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. Emphasis on

PK-12 grade levels.

EDUC 625 (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.

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 candidate, 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.

*Prerequisite: EDUC 630.

EDUC 635 Survey of Contemporary Literature from PK-12 [3]

A survey of contemporary literature for readers from pre-kindergarten level through grade 12. Candidates 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 636 Lutheran School Ministry – What Lutherans Believe, Teach, and Confess [1]

Examining foundational LCMS Lutheran beliefs and how they inform the mission, ministry, culture, and character of the Lutheran school. One of the four required courses in the Lutheran School Ministry Program. Each course is one graduate credit hour. Completion of all four courses may satisfy EDUC 625 for students earning the M.Ed.

EDUC 637 Lutheran School Ministry – The Lutheran School: Identity and Ethos [1]

A study of the practical application of God's Word and

Lutheran beliefs, used to create and sustain a distinctively Lutheran school community. One of the four required

courses in the Lutheran School Ministry Program. Each course is one graduate credit hour. Completion of all four courses may satisfy EDUC 625 for students earning the M.Ed.

EDUC 638 Lutheran School Ministry – The Lutheran Classroom: Daily Life Together [1]

A study of the Lutheran Christian classroom, an environment rooted in daily application of the Law and Gospel, where the intentional integration of faith and learning enriches the entire classroom experience. One of the four required courses in the Lutheran School Ministry Program. Each course is one graduate credit hour. Completion of all four courses may satisfy EDUC 625 for students earning the M.Ed.

EDUC 639 Lutheran School Ministry - The Teacher in a Lutheran School: Vocation [1]

An in-depth reflection on vocation, designed to provide teachers in Lutheran schools with a deeper personal understanding of their calling to serve the Lord, the Church, and their students. One of the four required courses in the Lutheran School Ministry Program. Each course is one graduate credit hour. Completion of all four courses may satisfy EDUC 625 for students earning the M.Ed.

EDUC 640 Second Language Acquisition [3]

This course introduces the candidate 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 candidate 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. Meets NDE Human Relations requirements

EDUC 655 Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education [3]

This course provides 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 are presented. Models of Co-teaching will be provided and explored. Team models and planning for instruction are discussed. Professional and ethical practices related to the legal, historical, and social foundations for

early childhood special education are included in this course. Students complete one hour of observation of a child with an IEP in addition to teacher and parent interviews.

EDUC 657 Teaching Students with Autism and Severe/Profound Disabilities [3]

This course provides graduate students with an overview of instructional techniques for young children with moderate and severe disabilities. Covered in this course are the following topics: applied behavior analysis; a variety of prompting techniques; efficient instructional practices; interdisciplinary collaboration; classroom environment; maintenance and generalization of skills; instructional programming; creating data sheets; data collection and analysis; working with paraprofessionals, utilizing technology in the classroom; effectively leading small group instruction; and teaching functional core content.

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. This course includes 5 hours of observation of children with disabilities.

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. Candidates 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. Candidates 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 Problem, utilizing a variety of active learning exercises.

EDUC 672A Clinical Experience: Early Childhood Inclusive Student Teaching [3]

Eight weeks supervised student teaching in an inclusive pre-primary or primary setting under the supervision of classroom teacher and university supervisor. Completion of edTPA. First-hand early childhood inclusive classroom experiences. Upon completion, candidates will be able to demonstrate proficiency in learner development and learning differences; learning environments; content knowledge and application; instructional strategies and assessment; professional learning and ethical practice; leadership and collaboration; and human relations skills. Meets the university capstone and writing intensive requirement. Meets the following program outcomes: INTASC Standards (1-10), Nebraska Department of Education Standards (Rule 20.005AK).

**Prerequisite: Completion of all requirements for full Education Program and Student Teaching Admission, Student Teaching Permits. Fee Required.*

EDUC 672B Clinical Experience: Early Childhood Inclusive Student Teaching [3]

Eight weeks supervised student teaching in an inclusive pre-primary or primary setting (which ever was not completed in 672A) under the supervision of classroom teacher and university supervisor. First-hand early childhood inclusive classroom experiences. Upon completion, candidates will be able to demonstrate proficiency in learner development and learning differences; learning environments; content knowledge and application; instructional strategies and

assessment; professional learning and ethical practice; leadership and collaboration; and human relations skills. Meets the university capstone and writing intensive requirement. Meets the following program outcomes: INTASC Standards (1-20), Nebraska Department of Education Standards (Rule 20.005AK).

**Prerequisite: Successful completion of Student Teaching A.*

EDUC 678 Field Experience/Internship ECE: Birth to 3 [0]

In this non-credit field experience, candidates in the Birth-3rd Inclusive, Master of Early Childhood Education with Nebraska Initial Teacher Certification and Early Childhood Special Education programs, must complete 35 hours of approved field experience with children age birth to three. Candidates in the Early Childhood Special Education programs must complete at least 20 of the 35 clock hours assisting families and children with verified disabilities. *This is not required in the Master of Early Childhood Education /Early Childhood Endorsement.*

EDUC 680 Field Experience/Internship ECE: Ages 3-5 [0]

In this non-credit field experience, candidates in the Birth-3rd Inclusive, Master of Early Childhood Education with Nebraska Initial Teacher Certification and Early Childhood Special Education programs, must complete 35 hours of approved field experience with children aged three to five OR they can choose to complete EDUC 681 in place of EDUC 680. Candidates in the Early Childhood Special Education programs must complete at least 20 of the 35 clock hours assisting families and children with verified disabilities.

Candidates in the Master of Early Childhood Education/Early Childhood Endorsement must complete 25 hours of approved internship with children ages three to five.

EDUC 681 Field Experience/Internship ECE: Kindergarten [0]

In this non-credit field experience, candidates in the Birth-3rd Inclusive, Master of Early Childhood Education with Nebraska Initial Teacher Certification, must complete 35 hours of approved field experience with Kindergarten children OR they can choose to complete EDUC 680 in place of EDUC 681.

Candidates in the Master of Early Childhood Education/Early Childhood Endorsement must complete 20 hours of approved internship with Kindergarten children.

EDUC 683 Field Experience ECE: Ages 6 - 8 [0]

In this non-credit field experience, candidates in the Birth-3rd Inclusive, Master of Early Childhood Education with Nebraska Initial Teacher Certification and Early Childhood Special Education programs must complete 30 hours of approved field experience with 1st – 3rd grade children. Candidates in the Early Childhood Special Education programs must complete at least 20 of the 35 clock hours assisting families and children with verified disabilities. *This is not required in the Master of Early Childhood Education/Early Childhood Endorsement.*

EDUC 684 Adv. Student Teaching - Middle Level (3)

A field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting,

fifty (50) percent of which shall consist of performing instructional duties. Fulfills requirements for renewal of Nebraska Initial, Standard, or Professional certificate.

EDUC 685 Ethics for School Leadership [3]

Principles and practices of ethics for school administrators. Focus on ethical leadership to promote the success of every student and foster ethical and responsible behavior within the PK-12 school community

EDUC 685A Ethics for School Leadership [3]

Principles and practices of ethics for school administrators. Focus on ethical leadership to promote the success of every student and foster ethical and responsible behavior within the PK-12 school community. Specific to Christian Schools.

EDUC 686 Special Education Supervision [3]

School leadership to meet the needs of PK – 8 and 7-12 students in special education. Focus on special education laws and current issues, students with exceptionalities and services for them, role of leadership in special education, working with families, and inclusion of students with exceptionalities into the regular classroom.

EDUC 692 Observing and Assessing the Young Child with Disabilities [3]

This course emphasizes the role and use of best practice assessments and evaluations in early childhood settings through observing, recording, analyzing, and interpreting the behavior, characteristics, and learning of young children. Candidate's study and use a range of assessments including standardized tests, criterion-based tests, team assessments, and group administered assessments, as well as behavioral surveys. Candidates learn to apply skills to effectively communicate with teachers and parents of English language learners and young children with disabilities to promote mutual respect and strengthen school/family partnerships. This course requires direct contact with and observation of children with disabilities.

EDUC 693 Trauma and the Individual [3]

Influences of trauma on the whole child from a developmental perspective: including cognitive, physical, emotional, and social; indicators and influences of trauma, impact of trauma and stress on learning and relationships, Trauma Informed Practice, and resilience as a factor in responding to trauma, individual trauma interventions and strategies, and basic neuroscience of trauma and resilience.

EDUC 694 Leadership in Trauma and Resilience [3]

Teacher-leadership related to trauma and resilience in various environments and individual demographics. Collaboration and communication to improve professional practice including ethical and legal responsibilities. Implications of vicarious trauma among teachers and other school personnel.

EDUC 695 Trauma – Informed Classroom [3]

Developing trauma-sensitive classroom environments using trauma-informed approaches that foster resilience in student, teacher, and family relationships. Evidence based trauma-informed interventions that foster resilience among students in the classroom and in the home.

EDUC 696 Building a Resilient School [3]

Characteristics of a school climate sensitive to trauma, including continued education and trauma informed training for all school personnel. Resiliency strategies for supporting students, teachers, staff, families, and community partners, from individual interventions to school wide policies and programs, specifically aimed at creating a school climate sensitive to trauma.

Family Life Education

FL 505 Psychotherapy and Cultural Diversity [3]

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the contemporary practice of psychotherapy and effective education. Students are encouraged to begin the process of garnering multicultural competency by examining their own attitudes and biases, increasing their knowledge of diverse populations, and developing skills related to service provision. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy/education and encourages students to evaluate their readiness to engage in a process of developing competency in this arena. An introduction to the distinctives of several cultural groups and religious understandings is provided.

FL 527 Legal, Ethical, & Moral Issues in Family Therapy/Education [3]

This course introduces and develops student competency in the legal, ethical, and moral issues related to the practice of marriage and family therapy & family life education in Nebraska. Consideration is given to the student practitioner's values, behaviors, and culture in relationship to becoming a licensed marriage and family therapist or family life practitioner. Professional, legal, and ethical codes, as well as moral decisions, are studied and applied in clinical scenarios. Areas of focus include, but are not limited to, the requirements of mandated reporting, suicide assessment and interventions, and the limits of confidentiality and Laws directly impacting families. Students review statutory, regulatory, and decisional laws related to the MFT/Family Education scope of practice, including privilege, family law, and the treatment of minors.

FL 528 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; program/services, training and delivery systems; and the impact of cultural-religious norms and family policies upon families.

FL 540 Family Resource Management [3]

This course studies the effective management of family resources that relate to the 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.

FL 542 Christian Spiritual Formation & Psychotherapy [3]

This course will provide a historical overview of Christian Spirituality & Theology. As background for the discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology and spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

FL 554 Human Sexuality and Sex Therapy [3]

This course reviews human sexuality as a basis for healthy relationships. Students examine and evaluate biological, psychological, social, and moral perspectives of the theories of sexual development and functioning, including issues of heterosexuality, homosexuality, gender identity, and transgender. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marriage and sex therapy. All subjects are reviewed within a Lutheran, Biblical and theological lens.

FL 562 Couples/Marriage Intervention and Therapy [3]

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions of several theoretical models and are introduced to psychological instruments used in couples therapy, pre and post marriage counseling and divorce recovery. Emphasis is placed on working with couples directly in attending to diversity issues such as domestic violence, ethnicity, spirituality, cultural considerations, and other dynamics surrounding marriage. Legal and ethical issues pertaining to couples therapy is integrated into treatment considerations.

FL 585 Family Life Ministry [3]

This course studies 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 the 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 597 Internship for National Council on Family Relations [3]

FL 610 Adv. Life Span Developmental Psychology [3]

This course aims to help students learn to utilize a lifespan perspective in their work as marriage and family therapists. The course focuses on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development

occurs within a specific social context and learn how social stress, poverty, low educational attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. Prerequisite: Human Development or equivalent

FL 618 Family Dysfunctions, Interventions & Therapy [3]

This course is an overview of current theories and methods of family therapy/interventions. There is an emphasis on how family /intervention integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families). The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

FL 631 Intro to Clinical Practice: Basic Skills [3]

This course introduces the student to basic skills in attending behavior, clinical interviewing, clinical intervention, and interpersonal skills. It is designed to stimulate self-awareness as related to the therapeutic/helping relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play, and student audio/videotaped clinical practice. A grade of B or better must be achieved to advance to Introduction to Clinical Practice, Advanced Skills.

FL 636 Group & Interpersonal Relationship Skills [3]

This course introduces students to the theories and techniques utilized in group counseling. The course includes information about principles of group dynamics, group process, and developmental stages along with interpersonal relationships & emotional intelligence. Students explore the therapeutic factors of group work and group leadership style. Content also includes current research and literature, methods, and evaluation of effectiveness. Ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style are addressed.

FL 699 Practicum/NCFR Certification [3]

Required course for NCFR certification as a CFLE. Complete 125-hour practicum.

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. The 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 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 entrepreneur 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.

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.

BUSINESS ADMINISTRATION

MBA 505 Ethical and Legal Environment of Business [3]

This course equips business leaders to understand their own ethics, analyze the ethics of others in a diverse and global business environment, and apply their ethics in solving ethical problems and creating proactive ethics programs 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 511 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.

MBA 513 Accounting: Financial Analysis for Decision-Making [3]

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 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 527 Project Management [3]

This course asks students to optimize and address projects in a modern business environment from a practical point of view. This course emphasizes the need for controlled decision-making processes for management of project portfolios, stages of project production, and implementation of control systems using case-studies. Topics also include risk analysis and management, cost estimation and reporting, leadership, and negotiation, planning and scheduling, as well as procurement of projects.

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.

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 550 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 610 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 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 resource 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.

MBA 642 Not-for-profit 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 660 Entrepreneur Development [3]

In this course, an entrepreneur, small business owner or nonprofit organization leader who needs assistance in marketing plan development, operations analysis or other planning areas will meet with students during the first week of the course to discuss the organization and work needed for a solution. The instructor will facilitate a timeline and delegate tasks to each student who will then spend documented hours working for the client under the guidance of the instructor and the client. In the final week of the course, students will assemble a written document for the client that addresses the objectives provided, as well as conducting an oral presentation to the client highlighting the class's recommendations.

**Prerequisites: MBA 505, MBA 513, MBA 525, MBA 530, MBA 610, MBA 551, MBA 560, and MBA 550.*

MBA 668 International Organization Development [3]

This course is a highly recommended face-to-face elective. This course is considered a part of the core of the MBA Organizational Development clinic or can be taken as a substitute for any concentration course. Students taking this course as a concentration substitution will need to focus their contribution portion of the client project/proposal on their intended concentration area. Students will be introduced to crucial global business issues and culminates in a weeklong, face-to-face trip to an international country. Students will explore business issues, participate in a local business development process, and develop a class proposal for the entrepreneur's growth, learn about responsible business and charity in developing areas, and begin to understand the role that culture, politics, technology, and socio-economic issues play in problem-solving business issues.

MBA 690 Strategic Management [3]

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.

MATHEMATICS

MATH 500 Statistics [3]

This course is designed as a review of basic statistical concepts for students entering graduate programs. The concepts covered include data collection and analysis, statistical graphs, probability, distributions, sampling, confidence intervals, hypothesis testing, correlation, and regression. The emphasis will be on interpretation, concepts, and use of statistical software.

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, and 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 and must be taken directly after MPH 530.*

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 all core courses, concentration courses, and field site approval given by the MPH Program Director. Must be the final course taken in the program or be taken concurrently with MPH 598.*

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. The course design and curriculum is solely based on the NIAAA (National Interscholastic Athletic Administrator Association) LTC (Leadership Training Courses) 501, 502, 503: LTC 501: Guiding Foundations & Philosophies, LTC 502: Strategies for Organizational Management, and LTC 503: Enhancing Organization Management.

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. The course design and curriculum is solely based on the NIAAA (National Interscholastic Athletic Administrator Association) LTC (Leadership Training Courses) 710A & 710B: LTC 710A - Athletic Administration: Current Issues in Education-Based Sports & LTC 710B - Athletic Administration: Current Issues in American Sports.

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. The course design and curriculum is solely based on the NIAAA (National Interscholastic Athletic Administrator Association) LTC (Leadership Training Courses) 504, 506, 508, & 510: LTC 504 - Liability for Sports Injuries & Risk Management, LTC 506 - Title IX & Sexual Harassment, LTC 508 - Hazing, Constitutional Law, Disabilities Law, & Employment & Labor Law; and LTC 510 - Social Media, Transgender Participation, Event Management & Security, Pregnant & Parenting Student-Athletes, & Intellectual Property.

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 552 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 598 InsideOut Coaching [3]

Inspired by Joe Ehrmann's groundbreaking work, delves into the core principles of authentic leadership that transcend traditional models. This course explores the profound impact of leadership from the inside out, focusing on the development of character, values, and purpose as the foundation for transformative leadership. Participants will engage in deep introspection, challenging conversations, and practical exercises designed to cultivate self-awareness, empathy, and integrity. The course examines the role of leaders in fostering meaningful connections, promoting equity and justice, and inspiring positive change in their communities. Through a blend of theory, case studies, and interactive sessions, participants will gain the tools and strategies needed to lead with authenticity, compassion, and vision. InsideOut Leadership empowers individuals to become catalysts for personal and societal transformation, leaving a lasting legacy of impact and influence. This course satisfies the requirement for MSAA 599 in the Athletics Administration program.

MSAA 599 InsideOut Leadership [3]

Inspired by Joe Ehrmann's groundbreaking work, delves into the core principles of authentic leadership that transcend traditional models. This course explores the profound impact of leadership from the inside out, focusing on the development of character, values, and purpose as the foundation for transformative leadership. Participants will engage in deep introspection, challenging conversations, and practical exercises designed to cultivate self-awareness, empathy, and integrity. The course examines the role of leaders in fostering meaningful connections, promoting equity and justice, and inspiring positive change in their communities. Through a blend of theory, case studies, and

interactive sessions, participants will gain the tools and strategies needed to lead with authenticity, compassion, and vision. InsideOut Leadership empowers individuals to become catalysts for personal and societal transformation, leaving a lasting legacy of impact **and influence**.

Marriage & Family Therapy

MFT 505 Psychotherapy and Cultural Diversity [3]

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the contemporary practice of psychotherapy and effective education. Students are encouraged to begin the process of garnering multicultural competency by examining their own attitudes and biases, increasing their knowledge of diverse populations, and developing skills related to service provision. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy/education and encourages students to evaluate their readiness to engage in a process of developing competency in this arena. An introduction to the distinctives of several cultural groups and religious understandings is provided.

MFT 508 Addictions, Assessment, and Interventions [3]

This course introduces students to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. Emphasis is on assessment and intervention skills and processes, and evidence-based research relevant to treatment. Coursework also covers the nature and scope of addictions, DSM-5 criteria for disorders, and unique issues relative to faith, special populations such as children/adolescents and persons with disabilities, and other issues of diversity.

MFT 527 Legal, Ethical, & Moral Issues in Family Therapy/Education [3]

This course introduces and develops student competency in the legal, ethical, and moral issues related to the practice of marriage and family therapy & family life education in Nebraska. Consideration is given to the student practitioner's values, behaviors, and culture in relationship to becoming a licensed marriage and family therapist or family life practitioner. Professional, legal, and ethical codes, as well as moral decisions, are studied and applied in clinical scenarios. Areas of focus include, but are not limited to, the requirements of mandated reporting, suicide assessment and interventions, and the limits of confidentiality and Laws directly impacting families. Students review statutory, regulatory, and decisional laws related to the MFT/Family Education scope of practice, including privilege, family law, and the treatment of minors.

MFT 530 Crisis and Trauma in Community Mental Health [3]

This course prepares students in the understanding and treatment of child abuse, domestic violence, and trauma. Content includes detection, assessment, and intervention strategies. Awareness of resiliency factors and their application to client recovery is addressed. Target populations include survivors, perpetrators, and those experiencing co-morbid disorders. Attention is paid to understanding the issues of diversity and its impact on client welfare, including elder abuse, same-gender abuse, and ethnic differences. This course also

presents the challenges of accessing resources in community mental health. Guest speakers/consumers are invited. This course also includes training (6+ hours) in suicide assessment and intervention.

MFT 542 Christian Spiritual Formation & Psychotherapy [3]

This course will provide a historical overview of Christian Spirituality & Theology. As background for the discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology and spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

MFT 551 Theories of Psychotherapy [3]

This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recovery model, evidence-based and promising practices and their immediate descendants are presented through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks.

MFT 554 Human Sexuality and Sex Therapy [3]

This course reviews human sexuality as a basis for healthy relationships. Students examine and evaluate biological, psychological, social, and moral perspectives of the theories of sexual development and functioning, including issues of heterosexuality, homosexuality, gender identity, and transgender. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marriage and sex therapy. All subjects are reviewed within a Lutheran, Biblical and theological lens.

MFT 562 Couples/Marriage Intervention and Therapy [3]

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions of several theoretical models and are introduced to psychological instruments used in couples therapy, pre and post marriage counseling and divorce recovery. Emphasis is placed on working with couples directly in attending to diversity issues such as domestic violence, ethnicity, spirituality, cultural considerations, and other dynamics surrounding marriage. Legal and ethical issues pertaining to couples therapy is integrated into treatment considerations.

MFT 610 Adv. Life Span Developmental Psychology [3]

This course aims to help students learn to utilize a lifespan perspective in their work as marriage and family therapists. The

course focuses on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low educational attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. Prerequisite: Human Development or equivalent

MFT 616 Psychopathology [3]

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage, and family dysfunction. Students develop diagnostic skills through a master of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM 5) and review available community resources for those with severe mental disorders.

MFT 618 Family Dysfunctions, Interventions 7 Therapy [3]

This course is an overview of current theories and methods of family therapy/interventions. There is an emphasis on how family /intervention integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families). The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

MFT 622 Research Methodology [3]

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course provides students with the basic knowledge and experience of conducting psychological experiments and how and when to use statistical procedures. Students build skills in how to apply clinical outcome research to clinical treatment planning and interventions. Sensitivity to issues of diversity in psychological research is stressed.

MFT 629 Psychological Assessment [3]

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing techniques. Emphasis is on developing skills in administering tests, interpreting test findings, and applying test findings through report writing. Current research regarding psychological testing is also reviewed.

MFT 631 Into to Clinical Practice: Basic Skills [3]

This course introduces the student to basic skills in attending behavior, clinical interviewing, clinical intervention, and interpersonal skills. It is designed to stimulate self-awareness as related to the therapeutic/helping relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play, and student audio/videotaped clinical practice. A grade of B or

better must be achieved to advance to Introduction to Clinical Practice, Advanced Skills.

MFT 632 Introduction to Clinical Practice [3]

This course is designed to further develop the psychotherapeutic skills of students before they enter into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lectures, readings, discussion, and reflection. Prerequisite: Introduction to Clinical Practice: Basic Skills

MFT 636 Group & Interpersonal Relationship Skills [3]

This course introduces students to the theories and techniques utilized in group counseling. The course includes information about principles of group dynamics, group process, and developmental stages along with interpersonal relationships & emotional intelligence. Students explore the therapeutic factors of group work and group leadership style. Content also includes current research and literature, methods, and evaluation of effectiveness. Ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style are addressed.

MFT 642 Psychobiology and Psychopharmacology [3]

This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

MFT 646 Introduction to Clinical Placement [1]

This course is designed to support and equip students with entry-level practice management skills for clinical placement within community mental health and private practice settings. Students develop knowledge and gain practice in identifying diagnoses, presenting problems, documentation, and treatment planning. This course also provides program oversight of students' clinical placement experiences. Prerequisite: Introduction to Clinical Skills: Basic and Advanced Skills

MFT 648 Clinical Consultation [1]

This course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload and to provide program oversight of clinical placement experience. Prerequisite: Clinical Placement I, Clinical Placement II, and current placement in a clinical site

MFT 660 Clinical Placement [3]

This course provides oversight of students' clinical placement and supervision experiences, focusing on enhancing students'

clinical skills and knowledge of the interpersonal process of psychotherapy. Special attention is given to case management issues, documentation, community-based resources, integration of faith, health promotion, legal and ethical issues, and treatment planning. Treatment planning, utilizing many theoretical approaches including the recovery model, includes instruction and practice in determining the presenting problem, diagnosis, prognosis, client goals, and clinical interventions. Clinical skills and the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection, and assignments. This course also provides students with a forum for discussing their clinical caseloads (individuals, children, couples, families, and groups) and their interactions with placement supervisors. Students must be serving at an approved training site to be enrolled in this course.

MFT 661 Clinical Placement II [3]

This course is an adjunct to students' clinical placement, building on Clinical Placement I to provide oversight and consultation for students' clinical placements and the further development of clinical skills. Emphasis is on managing crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration of faith, and case management services. Clinical work is discussed from a public mental health and private practice perspective. Students must be serving at an approved training site to be enrolled in this course. Prerequisite: Clinical Placement I

PHARMACY

PHAR 519 Medication Use in Public and Population Health [2]

This course is an elective inter-professional course that is open to any CUW graduate or professional student. This course will explore basic principles surrounding prevention, management, and consequences of intentional and unintentional medication exposure within areas of public and population health.

PHAR 531 Clinical Toxicology [2]

This course will focus on the clinical management of the "poisoned" patient. Students will be exposed to the clinical presentation and treatment of patients experiencing toxicity from medications and biologicals. This course will review and reinforce the student's knowledge of the fundamentals of pharmacology and toxicology. The course will be re-emphasizing critical objectives with regard to mechanism of action, absorption, distribution, metabolism, and elimination in addition to chemical structure. Drug addiction pathophysiology and treatment will be presented.

PHAR 546 Quality and Performance Management in Healthcare [3]

This course explores a series of management principles and techniques focusing on the anticipated responsibilities of the future pharmacist. Topics range from accounting and project management to strategy, human resources management, and marketing.

PHAR 547 Pharmacy and the Underserved [2]

This course is meant to provide additional opportunities for pharmacy students to develop skills and knowledge in providing

pharmaceutical care to underserved patients. Health care professionals who have a limited understanding of caring for patients facing economic, cultural, geographic, or linguistic barriers may carry negative attitudes and stereotypes toward those vulnerable populations. It is vital to teach students how to interact with diverse patients effectively, as well as appreciate the social, interpersonal, and individual differences that can influence how patients use medications to treat acute and chronic illnesses.

PHAR 549 Big Pharma-Sales, Marketing, and Cultural Impact [2]

The multi-national pharmaceutical industry grew exponentially in the 1990s, producing blockbuster drugs, new (global) markets, and some would argue, new "disorders". This course will explore the roots and tactics of this growth and trace pharmaceutical sales and marketing practices into the current era. Students will gain a deep understanding of how the industry markets products to prescribers, pharmacists, and medical consumers, from the activities of drug reps to direct to consumer advertising. A persistent theme of the course will be the cultural impact of modern pharmaceuticals on society and personhood.

PHAR 571 Geriatric Pharmacy [2]

This course builds on concepts and topics from required coursework related to the care of the elderly patient. Expert guest lecturers, a broad variety of topics, and active learning techniques such as small group discussion, case evaluations, and simulation will be utilized to enhance the learning experience. The course will address general principles of aging and geriatric assessment skills, pharmacotherapy of selected disease states and syndromes common in the senior population, as well as other pertinent issues related to geriatric care. Additionally, students will complete a project in which course content and skills will be applied to patients in the community.

PHAR 573 Advanced Mental Health Pharmacotherapy [2]

This elective course serves to build upon mental health knowledge learned in Pharmacotherapy IV (Phar 550) and to develop an even broader knowledge base of psychiatric and neurologic disease states. Students will learn to apply psychopharmacologic and therapeutic management strategies to treat these disorders through the use of interactive patient cases and clinical scenarios. Other methods of teaching and learning (videos, literature evaluation, patient counseling, expert panels, etc.) may also be used to illustrate key points and present material.

**Prerequisite: P3 in good academic standing with passing or remediation of Pharmacotherapy I-IV & Pharmacology I-III*

PHAR 577 Women's Health Issues in Pharmacy Practice [2]

Women's Health Issues in Pharmacy Practice provides an overview of diseases and health issues affecting women across their lifespan through the female patient's perspective. Women's advocacy activities will include female-centered community service. Students will learn how to provide female patients individualized medication therapy to fit her unique medical needs while balancing psychosocial influences of her everyday life.

PHAR 581 IPPE-5 [3]

During the elective semesters of the experiential education

curriculum, students will continue to explore and experience the roles and responsibilities of a professional pharmacist.

Students will participate in the practice of pharmacy with pharmacists, patients, and other health care providers and will apply knowledge obtained in the required curriculum.

The course will consist of longitudinal off-campus rotation experiences in a variety of pharmacy practices, as well as on-campus discussions.

PHAR 591 Pediatric Pharmacology and Therapeutics [2]

This course is intended to be an overview of the healthy, acutely ill, and chronic - complex pediatric patient. A focus of this course will be the preventative and supporting pharmaceutical therapies used in managing these types of patients. The approach taken will be by age group and discuss pharmaceutical management in both ambulatory and inpatient settings. Age groups covered will include fetal, preterm, term infant, toddlers, preschool, school age, and teenage.

Associate Dean for Academic Affairs. For more information, contact Dr. Mike Brown at michael.brown@cuw.edu

PSYCHOLOGY

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/THEO See EDUC 625 Serving and Learning in Community and World [3]

This course is moved to EDUC 625.

Administrative Personnel/Graduate Faculty

ADMINISTRATIVE PERSONNEL

President	Bernard Bull
Provost	Tim Preuss
Associate Provost and Dean of the College of Arts and Sciences ..	Lisa Ashby
Dean, College of Education, Health & Human Science	Lorinda Sankey
Interim Dean, College of Business and Technology	Lisa Ashby
University Registrar	Sarah Jurchen
Assistant Registrar.....	Theresa Hain
Assistant Registrar.....	Bethany Landrey

PROGRAM DIRECTORS AND COORDINATORS

Jen Janousek	Public Health
Vicki Anderson.....	TESOL/ESL
Annette Anschutz	Early Childhood, EC Inclusive B-3rd, EC Special Education
Erica Lamm.....	Business Administration
Ken Sankey	Education Administration, Curriculum and Instruction, School Counseling
Suzanne Showers	Special Education
Kathleen Wheeler	Literacy

FACULTY

Albright, Brian

Professor of Mathematics

B.S., Emporia State University, Emporia, KS; B.S.E, Emporia State University, Emporia, KS; D.Sc., Washington University, St. Louis, MO. At Concordia since 2004.

Anderson, Vicki M.

Assistant Professor of Education

B.A., Summit Christian College, Fort Wayne, IN; M.A., Ball State University, Muncie, IN; Ph.D., Indiana University, Bloomington, IN. At Concordia since 2012.

Ashby, Lisa A.

Professor of English

B.S. in Education, Concordia College, Seward, NE; M.A., University of Nebraska, Lincoln, NE; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1994.

Beck, Curt

Professor of Business Administration

M.S., Kansas State University, Manhattan, KS; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 2012.

Beck, Tobin

Assistant Professor of Journalism and Political Science

Assistant Professor of Journalism and Political Science.

B.A., University of Nebraska, Lincoln, NE. M.A., University of Nebraska, Lincoln, NE. At Concordia since 2008.

Blanco, Charles**Professor of Theology**

B.A., Concordia University, River Forest, IL; M.Div., S.T.M., Concordia Seminary, St. Louis, MO; Ph.D., Trinity Theological Seminary, Newburgh, IN. At Concordia since 2002.

Blanke, Mark S.**Professor of Education**

B.S. in Education, Concordia College, Seward, NE; M.S., California Lutheran University, Thousand Oaks, CA; M.A., Concordia College, Seward, NE; Ed.D., Northern Illinois University, DeKalb, IL. At Concordia since 1995.

Blersch, Jeffrey**Professor of Music**

B.Mus., M.M.T., Oberlin College, Oberlin, OH; D.M.A., University of Michigan, Ann Arbor, MI. At Concordia since 2002.

Bockelman, James**Professor of Art**

B.S. in Education, Concordia College, Seward, NE; M.F.A., University of Nebraska, Lincoln, NE. At Concordia since 1993.

Boggs, Seth**Assistant Professor of Art, MFA, Art Institute of Boston**

B.F.A., Concordia University, NE. At Concordia since 2007.

Boriack, Anna**Assistant Professor of Education**

B.S. in Education, Concordia University, NE; M.S., University of Nebraska, Lincoln, NE; Ph.D., Texas A&M, College Station, TX. At Concordia since 2017.

Boyce, Kim L**Instructor of Practice-Psychology**

B.S. Marriage and Family Therapy, Friends University, Wichita, KS. At Concordia since 2018

Boye, Vicki L.**Professor of Health and Human Performance**

B.S. in Education, Concordia College, Seward, NE; M.Ed., University of Houston, Houston, TX; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1989.

Bull, Bernard

B.A., Concordia University, Mequon, WI; M.A., Concordia College, River Forest, IL; M.A., University of Wisconsin, Milwaukee, WI; Ed.D. Northern Illinois University, DeKalb, IL. At Concordia since 2021.

Callahan, Connie**Assistant Professor of Biology**

B.A., University of Nebraska, Omaha, NE; M.A., University of Nebraska, Omaha, NE; Ph.D., University of Nebraska Medical Center, Omaha, NE. At Concordia since 2014.

Clark, Kimberly**Assistant Professor of Agricultural Science**

B.S. University of Nebraska, Lincoln, NE; M.S. Agriculture, University of Nebraska, Lincoln, NE. At Concordia since 2021.

Coe, David**Associate Professor of Theology**

B.A., University of Georgia, Athens, GA; M.Div., Ph.D., Concordia Seminary, St. Louis, MO.; At Concordia since 2016.

Davis, Melissa**Assistant Professor of Business Administration**

B.S. University of Central Missouri, Warrensburg, MO; B.S. University of Nebraska, Kearney, NE; MED C&I University of Nebraska, Kearney, NE; MBA Wayne State College, Wayne, NE. At Concordia since 2021.

Einspahr, Kent

Professor of Computer Science

B.S. in Education, B.A., Concordia College, Seward, NE; M.S., Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1979.

Einspahr, Gregg J.**Professor of Biology**

B.A., Concordia College, Seward, NE; M.S., University of Nebraska, Lincoln, NE; Ph.D., University of Texas, Austin, TX. At Concordia since 1992.

Elwell, Nancy**Professor of Psychology**

B.S., Chadron State College, Chadron, NE; M.S., University of Nebraska, Lincoln, NE; Ph.D. Capella University, Minneapolis, MN. At Concordia since 1997.

Gauthier, Brian**Assistant Professor of Theology**

B.A. Pre-Seminary, Concordia University, Mequon, WI; MDiv Concordia Seminary St. Louis, MO; PhD Concordia Seminary, St. Louis, MO. At Concordia since 2020.

Geidel, Amanda**Professor of Education**

B.S. in Education, Concordia College, Seward, NE; M.A., University of Nebraska, Lincoln, NE; Ed.D., Northcentral University, Prescott Valley, AZ. At Concordia since 2008.

Genter, John**Assistant Professor of Theology, Philosophy & Biblical Languages**

B.A. Concordia University, Chicago, IL; M.Div. Concordia University, NE; Seminary, St. Louis, MO; Ph.D., Baylor University, Waco, TX. At Concordia since 2021.

Genter, Teddie**Assistant Professor of Pre-Health Professions and Director of the Micah Scholars Program**

BS Occupational Science, St. Louis University, St. Louis MO; Master of Occupational Therapy, St. Louis University, St. Louis MO; Doctor of Occupational Therapy, University of Southern California, Los Angeles, CA. At Concordia since 2024

Gerdes, Drew**Assistant Professor of Education**

B. A. Concordia University, St. Paul, MN; M.S. Ed. Southwest Missouri State University, Springfield, MO; Ed. D. Concordia University, Chicago, IL. At Concordia since 2023.

Grimpo, Elizabeth**Professor of Music**

B.M.E., Concordia University, River Forest, IL; M.M., D.M.A., University of Nebraska, Lincoln, NE. At Concordia since 2008.

Groth, Justin**Assistant Professor of Art**

B.F.A., Concordia University, Seward, NE. At Concordia since 2016.

Gubanyi, Marcus**Assistant Professor of Computer Science**

B.S., Concordia University, Seward, NE; M.A., University of Kansas, Lawrence, KS. At Concordia since 2018.

Haley, Gabriel**Associate Professor of English**

B.A., Hillsdale College, Hillsdale, MI; M.A., Ph.D., University of Virginia. At Concordia since 2013.

Harms, Nolan**Associate Professor of Health and Human Performance**

B.S., Creighton University, Omaha, NE; M.S., Kansas State University, Manhattan, KS; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 2009.

Heidorn, Timothy**Assistant Professor of Business Administration**

B.S., University of Nebraska, Lincoln, NE; M.S., University of Nebraska, Lincoln, NE; M.B.A., Indiana University, Bloomington, IN. At Concordia since 2010.

Helmer, Joel**Professor of Geography**

B.S. in Education, Concordia College, Seward, NE; M.A., University of Akron, Akron, OH; Ph.D., Oklahoma State University, Stillwater, OK. At Concordia since 2007.

Herl, Joseph**Professor of Music**

B.A., Concordia College, Bronxville, NY; M.M., North Texas State University, Denton, TX; Ph.D., University of Illinois, Urbana-Champaign, IL. At Concordia since 2000.

Hermann, Robert A.**Professor of Physics**

B.S. in Education, Concordia College, Seward, NE; Ph.D., University of Wyoming. At Concordia since 1999.

Hink, Jamie**Assistant Professor of History**

B.A. History, Benedictine University, Lisle, IL; M.A. History, Northern Illinois University, DeKalb, IL; Ph.D. Northern Illinois University, DeKalb, IL. At Concordia since 2012.

Hink, John Jr.**Professor of History**

B.A., Concordia University, Chicago, IL; M.A., Illinois State University, Normal, IL; Ph.D., Northern Illinois University, DeKalb, IL. At Concordia since 2012.

Assistant Professor of Health and Human Performance

B.S. Concordia University, Seward, NE; M.S. Concordia University, Irvine, CA. At Concordia since 2023. At Concordia since 2023.

Hoffman, Edward**Associate Professor of Criminal Justice**

B.A., Pepperdine University, Malibu, CA; J.D., University of Nebraska, Lincoln, NE. At Concordia since 2019.

Holtorf, Paul**Professor of Theology**

B.A., Concordia College, Seward, NE; M.Div., Concordia Seminary, St. Louis, MO; M.Par.Ed., Concordia College, Seward, NE; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1999.

Amy Hubach**Assistant Professor of Education (DCE)/DCE Intern Site Coordinator**

B.A., Concordia University, Seward, NE; M.S. Northwest Nazarene University, Nampa, ID. At Concordia since 2020.

Jacobs, Nicole**Assistant Professor of Music**

B.A., University of Missouri, Kansas City, MO; M.M., Colorado State University, Fort Collins, CO. At Concordia since 2015.

Janousek, Jennifer**Professor of Health and Human Performance**

B.S., Nebraska Wesleyan University, Lincoln, NE; M.S., University of Nebraska, Omaha, NE; Ph.D., Walden University, Minneapolis, MN. At Concordia since 2005.

Johnson, Kyle**Associate Professor of Biology**

B.S., Concordia University, Seward, NE; Ph.D., Michigan State University, East Lansing, MI. At Concordia since 2013.

Johnson, Todd**Assistant Professor of Business Administration**

B.S., University of Nebraska, Kearney, NE; M.B.A., University of Nebraska, Omaha, NE. At Concordia since 2016.

Jurchen, John

Professor of Chemistry

B.S. in Education, B.A., Concordia College, Seward, NE; Ph.D., University of California, Berkeley, CA; At Concordia since 2005.

Jurchen, Kristin

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B.A., Knox College, Galesburg, IL; Ph.D., University of California, Berkeley, CA. At Concordia since 2005.

Peter Jurchen

Assistant Professor of Lutheran Education

B.S. in Education Concordia University, Seward, NE; M.S. Education, Drake University, Des Moines, IA; M.Div. Concordia Seminary, St. Louis, MO; Ed.D. in Instructional Leadership, Lindenwood University, St. Louis, MO. At Concordia since 2024.

Kerschen, Keith

Associate Professor of Education

B.S., Kansas State University, Manhattan, KS; Baker University, Baldwin City, KS. Ph.D., Baylor University, Waco, TX. At Concordia since 2018.

Koprince, Peter

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B.A., Wake Forest University, Winston-Salem, NC; M.A., Ph.D., University of North Dakota, Grand Forks, ND. At Concordia since 2015.

Kroonblawd, Hannah.

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B.S. in Education, Concordia University, NE. MFA, Oregon State University. Ph.D., Illinois State University. At Concordia since 2024.

Lamm, Erica

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B.A., Luther College, Decorah, IA; M.A., Ph.D., University of Maryland. At Concordia since 2013.

Langewisch, Andrew

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B.A., Concordia College, Seward, NE; M.B.A., University of Michigan, Ann Arbor, MI; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1985.

Meehl, Mark W.

Professor of Theology

B.A., B.S., Concordia College, Seward, NE; M.A.R., Concordia Seminary, St. Louis, MO.; Ph.D., Johns Hopkins University, Baltimore, MD. At Concordia since 1991.

Miller, Kathy

Professor of Sociology

B.A., Drake University, Des Moines, IA; M.A., Ph.D., Purdue University, Lafayette, IN. At Concordia since 1999.

Moore, Bryan

Associate Professor of Communication and Theater Arts

B.A., Cornell College, Mt. Vernon, IA; M.A., University of Northern Iowa, Cedar Falls, IA; M.F.A., University of Iowa, Iowa City, IA. At Concordia since 2007.

Nugent, Kristen

Associate Professor of Education

B.S., University of Nebraska, Lincoln, NE; M.A., Middlebury College, Middlebury, VT; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 2015.

Opfer, Shanna

Associate Professor of Education

B.S. in Education, M.Ed., Concordia University, Seward, NE, PhD. Walden University, MN. At Concordia since 2014.

Pester, Beth

Associate Professor of Education

B.A., B.S. in Education, M.Ed., Concordia University, Seward, NE; Ph.D., Trident University, Cypress, CA. At Concordia since 2008.

Phillips, C. Matthew**Professor of History**

B.A., Mississippi College, Clinton, MS; M.A., Mississippi State University, Starkville, MS; Ph.D., St. Louis University, St. Louis, MO. At Concordia since 2004.

Preuss, Timothy L.**Professor of Health and Human Performance**

B.S., in Education, Concordia College, Seward, NE; M.A., University of Nebraska, Lincoln, NE; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 2018.

Reinke, Edward G., Jr.**Professor of Mathematics**

B.S. in Education, Concordia College, Seward, NE; M.S., Ph.D., University of Florida, Gainesville, FL. At Concordia since 1991.

David Rindt**Assistant Professor of Education**

B.S. Concordia University, Mequon, Wisconsin; M.S. California State University, East Bay, CA; Ed. D. Concordia University, Mequon, WI. At Concordia since 2023.

Robson, Don**Professor of Art**

B.A., Missouri Western State University; M.F.A., Wichita State University; M.A.T., University of Central Missouri. At Concordia since 2009.

Royuk, Amy**Assistant Professor of Spanish**

B.S. in Education, Concordia University, Seward, NE; M.A., University of Nebraska, Lincoln, NE. At Concordia since 2018.

Royuk, Brent**Professor of Physics**

B.S. in Education, Concordia College, Seward, NE; M.S., Southern Illinois University, Edwardsville, IL; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1995.

Rusnak, Johathan**Assistant Professor of Theology**

B.A., Concordia University, River Forest IL; Master of Divinity, Concordia Seminary, Saint Louis, MO; Master of Sacred Theology, Concordia Seminary, Saint Louis, MO. At Concordia since 2024.

Sankey, Lorinda**Professor of Education**

B.S. in Education, Concordia College, Seward, NE; M.S., Southern Illinois University, Edwardsville, IL; Ph.D., St. Louis University, St. Louis, MO. At Concordia since 2016.

Schroeder, Timothy**Professor of Mathematics**

B.S. in Education, Concordia University, Seward, NE; M.S., Kansas State University, Manhattan, KS; Ph.D., University of Wisconsin-Milwaukee. At Concordia since 2023.

Skelton, Raegan**Assistant Professor of Biology**

B.S. in Cellular & Molecular Biology, Central Washington University, Ellensburg, WA; Ph.D., University of South Dakota. At Concordia since 2022.

Sommerfeld, Russell**Assistant Professor of Theology**

B.A., Concordia Senior College, Ft. Wayne, IN; M.Div., Concordia Seminary, St. Louis, MO; D.Lit., Concordia University, St. Paul, MN. At Concordia since 2015.

Jerrita Staehr**Professor of Education**

B. A. Concordia University, Seward, NE; M. A. T. Missouri State University, Springfield, MO. At Concordia since 2023.

Stradtman, Amy**Associate Professor of Education**

B.S., Concordia University, Seward, NE; M.S., Northern Illinois State University, DeKalb, IL; Ed.D., Judson University, Elgin, IL. At Concordia since 2022.

Trinklein, John (Hans)**Assistant Professor of Accounting**

B.B.A., Hofstra University, Hempstead, NY; CPA Cert., NY State; M.A., The Simon Greenleaf School of Law, Anaheim, CA; M.Div., Concordia Seminary, St. Louis, MO; Ph.D., Concordia Seminary, St. Louis, MO.

von Kampen, Kurt**Professor of Music**

B.S. in Education, Concordia College, Seward, NE; M.M., Oakland University, Rochester, MI. Ed.D., University of Nebraska, Lincoln, NE. At Concordia since 1998.

Watson, Andrea**Associate Professor of Agricultural Science.**

B.S. in Ag Bus, M.S. Ruminant Nutrition, Ph.D. Ruminant Nutrition, University of Nebraska, Lincoln, NE. At Concordia since 2024.

Warren, Thaddeus**Professor of Education (DCE)**

B.S. in Education, M.S. Family Life, Concordia College, Seward, NE; Ph.D., Capella University, Minneapolis, MN. At Concordia since 2005.

FACULTY EMERITI**Anschutz, Annette****Professor of Education**

B.A., Social Work, Concordia College, Seward, NE; M.A., Family Life Ministry, Concordia University, NE; M.Ed., Early Childhood, Concordia University, NE; Ed.D. North Central University, Prescott, AZ. At Concordia since 2009.

Bergman, Shirley**Professor of Aging and Family**

B.S. in Education, Concordia College, Seward, NE; M.S., Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1988. Emeritus status granted 2007.

Block, Kenneth B.**Associate Professor of Theology**

B.A., Concordia Senior College, Fort Wayne, IN; M.S.T., Concordia Seminary, St. Louis, MO; M.A. Greek and Latin, University of Michigan, Ann Arbor, MI. At Concordia since 1983. Emeritus status granted 2002.

Bork, Ron**Professor of Education**

B.S. in Education, M.Ed., Concordia College, Seward, NE; Ed.D., Saint Louis University, St. Louis, MO. At Concordia since 2001. Emeritus status granted 2016.

Creed, D. Bruce**Professor of Communication**

B.A., Southwestern State College, Weatherford, OK; M.A., Western Kentucky University, Bowling Green, KY. Ph.D., University of Nebraska–Lincoln, NE. At Concordia since 1989. Emeritus status granted 2015.

Dolak, E. David**Professor of Psychology**

B.S. in Education, Concordia College, Seward, NE; M.S., Long Island University, Greenvale, NY; M.A., New York University, New York, NY; Ed.D., University of Michigan, Ann Arbor, MI. At Concordia since 1993. Emeritus status

granted 2008.

Dolak, Grace—Ann

Professor of Education

B.A., Hunter College, City University of New York, New York, NY; M.S. Ed., Hofstra University, Hempstead, NY; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1994. Emeritus status granted 2008.

Duensing, Elden F.

Professor of Education

B.S. in Education, Concordia College, Seward, NE; M.Ed., Rhode Island College, Providence, RI; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1962. Emeritus status granted 1993.

Dynneson, Donald L.

Professor of Art

B.S., Dana College, Blair, NE; M.A., M.F.A., University of Wyoming, Laramie, WY. At Concordia since 1971. Emeritus status granted 2001.

Goldgrabe, Eunice

Professor of Health and Human Performance

B.S. in Education, Concordia College, Seward, NE; M.A. in P. E., University of Northern Colorado, Greeley, CO; D.A., Physical Education, Middle Tennessee State University, Murfreesboro, TN. At Concordia since 1967. Emeritus status granted 2011.

Groth, Terence

Associate Professor of Theology

A.A., Concordia Junior College, Ann Arbor, MI.; B.A., Concordia Senior College, Ft. Wayne, IN.; M.Div.; S.T.M., Concordia Seminary, St. Louis, MO. At Concordia since 2006. Emeritus status granted 2020.

Gubanyi, Joseph

Professor of Biology

B.S. in Education, Concordia College, Seward, NE; M.S., Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1982. Emeritus status granted 2015.

Held, David

Professor of Music

B.S. in Education, Concordia College, Seward, NE; M.A. in Ed., University of Northern Iowa, Cedar Falls, IA; D.M.A., University of Southern California, Los Angeles, CA. At Concordia since 1979. Emeritus status granted 2000.

Holtzen, Lee Roy

Professor of Education

B.S. in Education, Concordia College, Seward, NE; M.Ed., Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1968. Emeritus status granted 1997.

Huebschman, Raymond R.

Associate Professor of Education

B.S. in Education, Concordia College, Seward, NE; M.S. in Ed., University of Indiana, Bloomington, IN; Ed.D., Nova SE University, Fort Lauderdale, FL. At Concordia since 1984. Emeritus status granted 2001.

Kinworthy, John C.

Professor of Geography

B.S. in Education, Concordia University, River Forest, IL; M.A., St. Louis University, St. Louis, MO; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1969. Emeritus status granted 2007.

Krutz, Charles P.

Associate Professor of Music

B.S. in Education, Concordia College, Seward, NE; M.M., University of Nebraska, Lincoln, NE. At Concordia since 1956. Emeritus status granted 1996.

Lemke, Mark

Professor of Health and Human Performance

B.S. in Education, Concordia College, Seward, NE; M.Ed., Cleveland State University, Cleveland, OH; Ed.D., University of Central Florida, Orlando, FL. Emeritus status granted 2009.

Matthews, Larry**Professor of Mathematics**

B.S. in Education, Concordia College, Seward, NE; M.S., University of Oklahoma, Norman, OK; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1968. Emeritus status granted 2000.

Mosemann, Russell**Professor of Computer Science**

Emeritus status granted 2022.

Moulds, Russell G.**Senior Professor**

B.A., California State University, San Jose, CA; B.S. in Education, Concordia College, Seward, NE; M.S., Loyola College, Baltimore, MD; Ph.D. University of Nebraska, Lincoln, NE. At Concordia since 1989. Emeritus status granted 2016.

Mueller–Roebke, Jenny**Provost**

B.S. in Education, M.Ed., Concordia College, Seward, NE; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1981. Emeritus status granted 2018.

Nelson, Roberta**Associate Professor of Education**

A.A., St. John's College, Winfield, KS; B.S., Concordia University, River Forest, IL; M.A., Michigan State University, East Lansing, MI; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1994. Emeritus status granted 2005.

Obermueller, Stanley**Professor of Business Administration**

B.S. in Education, Concordia College, Seward, NE; M.S. in Ed., Certificate in Accounting, Indiana–Purdue University, Ft. Wayne, IN. CPA. Ph.D., Walden University, Minneapolis, MN. At Concordia since 1982. Emeritus status granted 2012.

Ore, Charles**Professor of Music**

B.S. in Education, Concordia College, Seward, NE; M.M., Northwestern University, Evanston, IL; D.M.A., University of Nebraska, Lincoln, NE. At Concordia since 1966. Emeritus status granted 2001.

Pfabe, Jerrald K.**Professor of History**

B.S. in Education, Concordia University, River Forest, IL; A.M. (R), Ph.D., St. Louis University, St. Louis, MO. At Concordia since 1967. Emeritus status granted 2010.

Preuss, Judy**Professor of Education**

B.S. in Education, M.Ed., Concordia College, Seward, NE; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1978. Emeritus status granted 2002.

Preuss, William**Professor of Education**

B.S. in Education, Concordia College, Seward, NE; M.Ed., University of Nebraska, Lincoln, NE; Ed.D., University of Nebraska, Lincoln, NE; At Concordia 1964–73 and since 1983. Emeritus status granted 2003.

Reek, Dirk**Assistant Professor of Theology**

B.A., Purdue University, West Lafayette, IN; M.Div., Concordia Theological Seminary, Fort Wayne, IN; S.T.M., Concordia Seminary, St. Louis, MO. Emeritus status granted 2016.

Schluckebier, Lee**Professor of Education**

A.A., St. Paul's College, Concordia, MO; B.S. in Education, Concordia College, Seward, NE; M.Ed., University of

Missouri, St. Louis, MO; Ed.D., University of Missouri, Columbia, MO. At Concordia since 1993. Emeritus status granted 2004.

Seevers, John J.

Professor of Physical Education

B.S. in Education, Concordia College, Seward, NE; M.P. E., Ed.D., University of Nebraska, Lincoln, Neb. At Concordia since 1963. Emeritus status granted 1993.

Serck, Leah M.

Professor of Education

B.S. in Education, Concordia College, Seward, NE; M.A., University of Northern Colorado, Greeley, CO; Ed.D., University of North Texas, Denton, TX. At Concordia since 1971. Emeritus status granted 2002.

Soloway, Lynn R.

Professor of Art

B.F.A., Kent State University, Kent, OH; M.A., M.F.A., University of Iowa, Iowa City, IA. At Concordia since 1990. Emeritus status granted 2016.

Streufert, Victor B.

Professor of Sociology

B.S., Concordia University, River Forest, IL; M.A., Washington University, St. Louis, MO; M.Div., Concordia Seminary, St. Louis, MO; Ph.D., Southern Illinois University, Carbondale, IL. At Concordia since 1989. Emeritus status granted 1991.

Suhr, John D.

Professor of Biology

B.S. in Education, Concordia College, Seward, NE; M.S., Fordham University, New York, NY; Ph.D., University of Nebraska, Lincoln, NE. At Concordia 1960–63 and since 1965. Emeritus status granted 2003.

Sylwester, Donald

Professor of Physics

B.A., University of California, Santa Barbara, CA; B.S. in Education, Concordia College, Seward, NE; M.S., Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1971. Emeritus status granted 2015.

Thurber, Daniel C.

Professor of English

B.S. in Education, Concordia College, Seward, NE; M.A. in English, University of Nebraska, Lincoln, NE; A.D. in English Language and Literature, University of Michigan, Ann Arbor, MI. At Concordia 1971–77 and since 1987. Emeritus status granted 2016.

Uffelman, Janell

Professor of Education

B.S. in Education, M.Ed. in Reading, Concordia College, Seward, NE; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1997. Emeritus status granted 2019.

Vasconcellos, A. Paul

Professor of Theology

B.A., Concordia Senior College, Fort Wayne, IN; M.Div., Concordia Seminary, St. Louis, MO; M.Ed., Southwest Texas State T.C., San Marcos, TX; M.S., University of Nebraska, Lincoln, NE; Ph.D., Baylor University, Waco, TX. At Concordia since 1978. Emeritus status granted 2004.

Walz, Orville C.

President Emeritus

B.S. in Education, Concordia College, Seward, NE; M.S., Moorhead State University, Moorhead, MN.; Ed.D., University of Nebraska, Lincoln, NE. At Concordia 1969–81 and since 1990. Emeritus status granted 2004.

Weinhold, J.D.

Professor of Chemistry and Education

B.S. in Education, Concordia College, Seward, NE; M.A., Ed.D., Ball State University, Muncie, IN. At Concordia since 1968. Emeritus status granted 2005.

Wiegmann, Mira**Professor of Theatre Arts**

B.S. in Education, Concordia College, Seward, NE; M.A., University of Nebraska, Lincoln, NE; Ph.D., University of Nebraska, Lincoln, NE. Emeritus status granted 2009.

Wiegmann, Richard**Professor of Art**

B.S. in Education, Concordia College, Seward, NE; M.F.A., Claremont Graduate School, Claremont, CA. At Concordia since 1964. Emeritus status granted 2005.

Wolfram, William R.**Professor of Art**

B.A., Concordia College, Moorhead, MN; M.A., M.F.A., University of Arizona, Tucson, AZ. At Concordia since 1960. Emeritus status granted 2006.

Zwick, Richard**Professor of English**

B.S. in Education, Concordia College, Seward, NE; M.A., University of Michigan, Ann Arbor, MI; Ph.D., University of Nebraska, Lincoln, NE. At Concordia since 1968. Emeritus status granted 1997.

Concordia University, Nebraska is currently authorized or licensed to operate from a physical location in the state of Nebraska. Additionally, Concordia is operating in Nebraska under terms and conditions of SARA. 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. (Note: Many states do not require specific authorization or licensure for their residents to enroll in online programs.)*

Out-of-state online education students residing in a SARA state unable to resolve their complaint with Concordia through the University's complaint process may file a complaint with Nebraska's SARA portal agency, Nebraska's Coordinating Commission for Postsecondary Education (CCPE). More information is available here:

<https://ccpe.nebraska.gov/state-authorization-reciprocity-agreements-sara>.

Student grade and student conduct violation complaints cannot be reviewed by the CCPE. For a list of current SARA states, please visit: <http://nc-sara.org/sara-states-institutions>.

Out-of-state online education students not residing in a SARA state unable to resolve their complaint with Concordia through the University's complaint process may contact their respective state of residence agency listed below to file a complaint.

We are including this information in our catalog in order to comply with new regulations regarding state authorization.

Contact Information for Online Students by State

ALABAMA**Alabama Commission on Higher Education - Office of Institutional Effectiveness and Planning**

P. O. Box 302000

Montgomery, AL 36130-2000

<http://www.ache.state.al.us>

Alabama Department of Postsecondary Education - Office of Private School Licensing Division

PO BOX 302130

Montgomery, AL 36130

<https://www.accs.cc/index.cfm/school-licensure/complaints/>.

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).

<https://www.alsde.edu/>

ALASKA**Alaska Commission on Postsecondary Education**

PO Box 110505

Juneau, AK 99811-0505

http://acpe.alaska.gov/ABOUT_US/Consumer_Protection

Alaska Office of Attorney General Consumer Protection Unit

1031 W. Fourth Avenue, Suite 200 Anchorage, AK 99501

attorney.general@alaska.gov

http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf

ARIZONA

Arizona State Board for Private Postsecondary Education

1400 W. Washington Street, Room 260 Phoenix, AZ 85007

<https://ppse.az.gov/complaint>

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, and 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

423 Main Street, Suite 400 Little Rock, AR 72201

<http://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/>

Arkansas State Board of Private Career Education

423 Main St,

Little Rock, AR 72201

<http://www.sbpce.arkansas.gov/complaint-process>

CALIFORNIA

California Bureau of Private Postsecondary Education

P.O. Box 980818

W. Sacramento, CA 95798-0818

<http://www.bppe.ca.gov/enforcement/complaint.shtml>

Attorney General's Office, California Department of Justice, Attn: Public Inquiry Unit

P.O. Box 9044255

Sacramento, CA 94244-2550

<http://oag.ca.gov/contact/general-comment-question-or-complaint-form>

COLORADO

Colorado Department of Higher Education

1560 Broadway, Suite 1600

Denver, Colorado 80202

<http://highered.colorado.gov/Academics/Complaints/default.html>

Division of Private Occupational Schools

<http://highered.colorado.gov/DPOS/Students/complaint.html>

CONNECTICUT

Connecticut Office of Higher Education

450 Columbus Boulevard, Suite 150

Hartford, CT 06103

860-947-1800

<http://www.ctohe.org/StudentComplaints.shtml>

Connecticut Department of Consumer Protection

450 Columbus Boulevard, Suite 901

Hartford, CT 06103

dcp.tradepractices@ct.gov

http://www.ct.gov/dcp/lib/dcp/Consumer_Statement_CPFR-2.pdf

Consumer Complaint Hotline: (800) 842-2649

DELAWARE**Delaware Department of Education**

Teacher and Administrator Quality

John W. Collette Resource Center

35 Commerce Way

Dover, DE 19904

302-857-3388

Delaware Attorney General Consumer Protection Wilmington

Carvel State Office Bldg. 820 N. French Street 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

<https://osse.dc.gov/service/higher-education-licensure-commission-helc-public-complaints>

FLORIDA**Commission for Independent Education-Department of Education**

325 W. Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

Commissioner@fldoe.org

<http://www.fldoe.org/policy/cie/file-a-complaint.stml>

GEORGIA**Georgia Nonpublic Postsecondary Education Commission**

2082 E Exchange Pl. #220

Tucker, GA 30084-5305

<https://gnpec.org/gnpec-authorized-school-complainant-form/>

HAWAII

Hawaii Postsecondary Education Authorization Program

hpeap@dcca.hawaii.gov

<http://cca.hawaii.gov/hpeap/student-complaint-process>

Hawaii State Board of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Hawaii Department of Commerce and Consumer Affairs Consumer Protection

Leiopapa A Kamehameha Building
235 South Beretania Street, Suite 801
Honolulu, Hawaii 96813

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, 3rd Floor
P.O. Box 83720
Boise, ID 83720-0037

<https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>

ILLINOIS

Illinois Board of Higher Education

1 North Old State Capitol Plaza
Suite 333
Springfield, IL 62701

info@ibhe.org

<http://complaints.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 62701

<http://www.illinoisattorneygeneral.gov/consumers/conscomp.pdf>

Consumer Fraud Hotline: (800) 243-0618

INDIANA

This institution is authorized by:

The Indiana Board for Proprietary Education

101 W. Ohio St., Suite300
Indianapolis, IN 46204

Indiana Commission for Higher Education

101 W. Ohio Street, Suite300
Indianapolis, IN 46204

<http://www.in.gov/che/2744.htm>

complaints@che.in.gov

Indiana Department of Workforce Development

<http://www.in.gov/dwd/2731.htm>

IOWA

Iowa Student Aid Commission

430 E. Grand Ave., 3rd Floor

Des Moines, IA 50309

<https://www.iowacollegeaid.gov/content/constituent-request-review>

KANSAS

Kansas Board of Regents

1000 SW Jackson Street, Suite 520

Topeka, KS 66612-1368

http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

KENTUCKY

Kentucky Council on Postsecondary Education

1024 Capital Center Dr., #320

Frankfort, KY 40601-7512

http://cpe.ky.gov/campuses/consumer_complaint.html

Kentucky Commission on Proprietary Education

300 Sower Boulevard, 4th Floor

Frankfort, KY 40601

kcpe@ky.gov

<http://www.kcpe.ky.gov/>

Office of the Attorney General

700 Capitol Avenue

Capitol Suite 118

Frankfort, Kentucky 40601-3449

LOUISIANA

Louisiana Board of Regents

P.O. Box 3677

Baton Rouge, LA 70821-3677

<http://www.regents.la.gov/subhome/students>

<http://www.regents.la.gov/page/proprietary-schools>

Louisiana Attorney General Office, Consumer Protection Section

PO Box 94005

Baton Rouge, LA 70804

ConsumerInfo@ag.louisiana.gov

1-800-351-4889

225-326-6465

<http://www.ag.state.la.us/Complaint.aspx?articleID=16&catID=15>

MAINE

Maine Department of Education

Office of Higher Education

23 State House Station

Augusta, ME 04333

Mr. Ángel Loredó, Higher Education Specialist;

Angel.Loredo@maine.gov

Maine Attorney General, Consumer Protection Division

6 State House Station

Augusta, ME 04333

http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND

Maryland Higher Education Commission

6 N. Liberty Street

Baltimore, MD 21201

(410) 767-3300

http://mhec.maryland.gov/institutions_training/Pages/acadaff/acadaffairsdepartments.aspx

Maryland Attorney General, Consumer Protection Division

200 St. Paul Place

Baltimore, MD 21202

consumer@oag.state.md.us

<https://web.oag.state.md.us/editor/customer/onlineformhelpers/formviewer.aspx?filename=MUGeneral.htm>

(410) 528-8662/ (888)743-0023 – toll free

MASSACHUSETTS

Massachusetts Division of Professional Licensure Office of Private Occupational School Education

<http://www.mass.gov/ocabr/government/oca-agencies/dpl-lp/schools/students/information-for-students.html>

Massachusetts Department of Higher Education

One Ashburton Place

Room 1401

Boston, MA 02108

<http://www.mass.edu/forstufam/complaints/complaints.asp>

MICHIGAN

Michigan Department of Licensing and Regulatory Affairs, Corporations, Securities & Commercial Licensing Bureau

PO Box 30018

Lansing, MI 48909

http://www.michigan.gov/lara/0,4601,7-154-61343_35395_35396---,00.html

MINNESOTA

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108-5227

<http://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

Minnesota Attorney General's Office

445 Minnesota Street, Suite 1400

St. Paul, MN 55101

MISSISSIPPI

Mississippi Commission on College Accreditation

3825 Ridgewood Road

Jackson, MS 39211

<http://www.mississippi.edu/mcca/>

Mississippi Commission of Proprietary Schools and College Registration

3825 Ridgewood Road

Jackson, MS 39211

<http://www.sbcjc.cc.ms.us/program/psDefault.aspx>

Consumer Protection Division Office of the Attorney General, State of Mississippi

PO Box 22947

Jackson, MS 39225-2947

<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

<http://dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf>

MONTANA

Montana Board of Regents, Montana University System

2500 Broadway Street

PO Box 203201

Helena, MT 59620-3201

<http://www.mus.edu/MUS-statement-of-complaint-process.asp>

Montana Office of Consumer Protection

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

<https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

Nebraska Department of Education Investigations Office

301 Centennial Mall South

PO Box 94987

Lincoln, NE 68509-4987

Nebraska Department of Education, Private Postsecondary Career Schools

<https://www.education.ne.gov/PPCS/PPCS%20Forms.html>

Nebraska Attorney General, Consumer Protection Division

2115 State Capitol

Lincoln, NE 68509

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 Department of Education,
Division of Higher Education,
Higher Education Commission**
101 Pleasant Street
Concord, NH 03301
<http://www.education.nh.gov/highered/compliance-allegation.htm>

NEW JERSEY

Office of the Secretary of Higher Education
PO Box 542
Trenton, NJ 08625
<http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>

New Jersey Department of Labor and Workforce Development, Center for Occupational Employment Information

1 John Fitch Plaza, P.O. Box 110
Trenton, NJ 08625-0110
<http://lwd.state.nj.us/labor/lwdhome/coei/teu.html>

New Jersey Division of Consumer Affairs

124 Halsey Street
Newark, New Jersey 07102
<http://www.nj.gov/oag/ca/complaint/ocp.pdf>

NEW MEXICO

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
<http://www.hed.state.nm.us/institutions/complaints.aspx>

NEW YORK

New York Office of College and University Evaluation, New York State Education Department

89 Washington Avenue
Room 960 EBA
Albany, NY 12234
ocueinfo@nysed.gov
<http://www.highered.nysed.gov/ocue/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
212-643-4760
<http://www.acces.nysed.gov/bpss/student-rights>

New York State Department of State Division of Consumer Protection Consumer Assistance Unit

99 Washington Avenue
Albany, New York 12231-0001
<https://www.dos.ny.gov/consumerprotection/form/complaintform.asp>

NORTH CAROLINA

North Carolina Community College System, Office of Proprietary Schools

200 West Jones St.

Mailing Address:

5001 Mail Service Center

Raleigh, North Carolina 27699-5001

<http://www.nccommunitycolleges.edu/proprietary-schools>

North Carolina Consumer Protection Attorney General's Office

Mail Service Center 9001

Raleigh, NC 27699-9001

<http://www.ncdoj.gov/getdoc/fdbee1c7-c2a9-4f67-91b2-bb50beea1c0a/2-2-12-File-a-Complaint.aspx>

North Carolina Post-Secondary Education Complaints**University of North Carolina General Administration Licensure Division**

910 Raleigh Road

Chapel Hill, NC 27515

919-962-4550

studentcomplaint@northcarolina.edu

<https://www.northcarolina.edu/complaints>

NORTH DAKOTA**North Dakota Department of Career and Technical Education**

State Capitol - 15th Floor

600 E. Boulevard Ave. Dept. 270

Bismarck, ND 58505-0610

cte@nd.gov

<http://www.nd.gov/cte/private-post-inst/>

North Dakota University System

<http://www.ndus.edu/system/state-authorization/>

North Dakota Consumer Protection Division Office of Attorney General

Gateway Professional Center

1050 E Interstate Ave. Suite 200

Bismarck, ND 58503-5574

OHIO**Ohio State Board of Career Colleges and Schools**

30 East Broad Street, Suite 2481

Columbus, OH 43215

<http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx>

Ohio Board of Regents

25 South Front Street

Columbus, OH 43215

<https://www.ohiohighered.org/students/complaints>

Ohio Attorney General Consumer Protection Section

30 E. Broad St., 14th floor

Columbus, OH 43215

OKLAHOMA**Oklahoma State Regents for Higher Education**

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

www.okhighered.org/current-college-students/complaints.shtml

Oklahoma State Board of Private Vocational Schools

3700 N.W. Classen Boulevard, Suite 250
Oklahoma City, OK 73118

Oklahoma Board of Career and Technology Education

<http://www.okcareertech.org/about/state-agency/policies/policies-and-disclaimers/comments-or-complaints-policy>

Oklahoma Office of the Attorney General Consumer Protection Unit

313 NE 21st Street
Oklahoma City, OK 73105
<http://www.oag.state.ok.us/oagweb.nsf/ccomp.html>

OREGON

Oregon Higher Education Coordinating Commission Office of Degree Authorization

255 Capitol St NE
Salem, OR 97310
<http://oregonstudentaid.gov/oda.aspx>

Oregon Department of Education Private Career Schools Office

255 Capitol Street NE
Salem, OR 97310-0203
<http://www.oregon.gov/highered/institutions-programs/private/Pages/private-postsecondary.aspx>

Oregon Attorney General Financial Fraud/Consumer Protection Section

<https://www.doj.state.or.us/consumer-protection/>

PENNSYLVANIA

Pennsylvania Department of Education

333 Market Street
Harrisburg, PA 17126
<http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1>

Office of Attorney General Bureau of Consumer Protection

16th Floor, Strawberry Square
Harrisburg, PA 17120

PUERTO RICO

Puerto Rico Council on Higher Education

PO Box 19900
San Juan, PR
00910-1900

Puerto Rico Department of Justice

PO Box 9020192
San Juan, PR
00902-0192

RHODE ISLAND

Rhode Island Board of Governors for Higher Education

Shepard Building
80 Washington Street

Providence, RI 02903

<http://www.ribghe.org/students.htm>

Rhode Island Department of Attorney General

Consumer Protection Unit

150 South Main Street

Providence, RI 02903

<http://www.riag.ri.gov/ConsumerProtection/About.php>

Rhode Island Office of the Postsecondary Commissioner

560 Jefferson Boulevard

Suite 100

Warwick, Rhode Island 02886

SOUTH CAROLINA

South Carolina Commission on Higher Education

1122 Lady Street, Suite 300

Columbia, SC 29201

<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/ConsumerInformation.aspx>

SOUTH DAKOTA

South Dakota Secretary of State

State Capitol

500 East Capitol Avenue Ste 204

Pierre, SD 57501-5070

sdsos@state.sd.us

South Dakota Board of Regents

306 E. Capitol Ave, Suite 200

Pierre, SD 57501

South Dakota Office of Attorney General Division of Consumer Protection

1302 E Hwy 14, Suite 3

Pierre, SD 57501-8053

<http://consumer.sd.gov/complaintform.aspx>

TENNESSEE

Tennessee Higher Education Commission

404 James Robertson Parkway, Suite 1900

Nashville, TN 37243

<http://tn.gov/thec/article/postsecondary-links>

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/problem-school.html>

Texas Higher Education Coordinating Board

1200 E. Anderson Lane

Austin, Texas 78752

<http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9>

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 Agency of Education

219 North Main Street, Suite 402
Barre, VT 05641
AOE.EdInfo@vermont.gov
<http://education.vermont.gov/documents/postsecondary-program-complaint-resolution>

Vermont Attorney General's Office

109 State Street
Montpelier, VT 05609-1001

VIRGINIA

State Council of Higher Education for Virginia,
Private & Out-of-State Postsecondary Education
101 N. 14TH St., 10th Floor
James Monroe Building
Richmond, VA 23219
communications@schev.edu
<http://schev.edu/index/students-and-parents/resources/student-complaints>

WASHINGTON

Washington Student Achievement Council

917 Lakeridge Way SW
Olympia, WA 98502
info@wsac.wa.gov
<http://wsac.wa.gov/protecting-education-consumers>
<http://www.wsac.wa.gov/student-complaints>

Washington Workforce Training and Education Coordinating Board

128 10th Avenue SW, PO Box 43105
Olympia, WA 98504-3105
workforce@wtb.wa.gov
http://www.wtb.wa.gov/PCS_Complaints.asp(instructions)
<http://www.wtb.wa.gov/Documents/ComplaintForm.doc>

Washington State Office of the Attorney General

1125 Washington Street SE, PO Box 40100
Olympia, WA 98504
<https://fortress.wa.gov/atg/formhandler/ago/ContactForm.aspx?subject=Consumer%20Protection>(email)
<https://fortress.wa.gov/atg/formhandler/ago/ComplaintForm.aspx>(complaint form)

WEST VIRGINIA

West Virginia Higher Education Policy Commission

1018 Kanawha Blvd E., Ste 700

Charleston, WV 25301

<http://www.wvhepc.edu/wp-content/uploads/2014/10/Student-Complaint-Process-revised.pdf>

Community and Technical College System of West Virginia

1018 Kanawha Blvd. E., Ste. 700

Charleston, WV 25301

<http://www.wvhepc.edu/wp-content/uploads/2014/10/Student-Complaint-Process-revised.pdf>

West Virginia Office of the Attorney General Consumer Protection Division

PO Box 1789

Charleston, WV 25326

https://www.wvhepc.org/resources/Complaint_Process.pdf

WISCONSIN

Wisconsin Educational Approval Board

431 Charmany Drive, Suite 102

Madison, WI 53719

eabmail@eab.wisconsin.gov

<http://eab.state.wi.us/resources/complaint.asp>

WYOMING

Wyoming Department of Education

2300 Capitol Avenue

Hathaway Building, 2nd Floor

Cheyenne, WY 82002-0050

<http://edu.wyoming.gov/beyond-the-classroom/school-programs/private-school-licensing/>

Attorney General's Office

Kendrick Building 2320 Capitol Avenue

Cheyenne, WY 82002

** 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 Generals Offices will accept complaints regardless of whether an institution is required to be licensed in that state.*