

2024-25 Graduate Catalog Addendum

August 2024

ACCREDITATION (page 3)

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 Council for the Accreditation of Educator Preparation.

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/concordiadifference/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>

M.A. Marriage and Family Therapy

Program Overview (page 24)

The Master of Arts in Marriage and Family Therapy aligns with the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). 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).

The following paragraph on page 25 of the 2024-2025 Graduate Catalog is in error and deleted with this addendum:

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/>

EDUCATIONAL ADMINISTRATION (page 39)

Program Options

- Master of Education, Educational Administration with Principal Endorsement or Field of Study (36 hours)
 - o Principal PK - 8 (36 hours)
 - o Principal 6 - 12 (36 hours)
 - o Principal PK – 12 (45 hours)
- Master of Education, Educational Administration for Christian Schools with Principal Endorsement or Field of Study
 - o Principal PK - 8 (36 hours)
 - o Principal 6 - 12 (36 hours)
 - o Principal PK – 12 (45 hours)

Professional Licensure

In compliance with U.S. Department of Education regulations that became effective on July 1, 2024, students from specific states may not enroll in online programs that lead to licensure, certification, or endorsement. Therefore, such students at Concordia will be enrolled in “field of study” programs that do not lead to licensure, certification, or endorsement. Students in these “field of study” programs must complete the same courses and program requirements as the corresponding licensure, certification, or endorsement programs. Upon completion of a “field of study” program, a student may request licensure, certification, or endorsement directly from their own state of residence.

For those seeking the Nebraska Principal Endorsement, 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.

Program Overview

The Educational Administration and Educational Administration for Christian Schools Programs at Concordia University Nebraska are designed to prepare educators to serve and lead as school administrators. The prescribed sequences fulfill the educational requirement for certification as a PK- 8, 6 – 12, or PK – 12 principal in the State of Nebraska. The Field of Study option provides opportunity for student from other states to enroll in a program that does not lead to endorsement.

Practicum hours totaling 250 at the same level of the program are required for graduation in all Educational Administration programs.

Program Requirements

Thirty-six graduate credit hours of coursework are required for PK-8 and 6-12. Practicum hours for PK-8 or 6-12 are a total of 250 hours at the respective level. Forty-five graduate credit hours of coursework are required for PK-12. Practicum hours for PK-12 are a total of 250 hours at that level.

Course requirements for endorsement only or field of study only are the same as for a Master's degree.

Upon completion of the program, candidates applying for the Nebraska endorsement must provide evidence to the State of Nebraska that they have taken the required Praxis II content test and receive the required passing score. This is not a program requirement.

Objectives

Graduate candidates who complete the M.Ed. Educational Administration program will be able to demonstrate:

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

Master of Education – Educational Administration with PK-8 or 6-12 Principal Endorsement or Field of Study (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

Master of Education – Educational Administration with PK-12 Principal Endorsement or Field of Study (45 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

Choose three courses (nine credit hours) from the following:

EDLD 540, EDLD 542, EDLD 544, EDLD 550, EDUC 505, EDUC 506, EDUC 524, EDUC 525, EDUC 526, EDUC 531, EDUC 532, EDUC 539, EDUC 565, EDUC 566, EDUC 603, EDUC 604, EDUC 605, EDUC 606, EDUC 622, EDUC 670, EDUC 671, EDUC 672, EDUC 693, EDUC 694, EDUC 695, EDUC 696

Master of Education – Educational Administration for Christian Schools with PK-8 or 6-12 Principal Endorsement or Field of Study (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

Master of Education – Educational Administration for Christian Schools with PK-12 Principal Endorsement or Field of Study (45 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

Choose three courses (nine credit hours) from the following:

EDLD 540, EDLD 542, EDLD 544, EDLD 550, EDUC 505, EDUC 506, EDUC 524, EDUC 525, EDUC 526, EDUC 531, EDUC 532, EDUC 539, EDUC 565, EDUC 566, EDUC 603, EDUC 604, EDUC 605, EDUC 606, EDUC 622, EDUC 670, EDUC 671, EDUC 672, EDUC 693, EDUC 694, EDUC 695, EDUC 696

Professional Licensure (page 23, following the list of certificates and degrees offered)

In compliance with U.S. Department of Education regulations that became effective on July 1, 2024, students from specific states may not enroll in online programs that lead to licensure, certification, or endorsement. Therefore, such students at Concordia will be enrolled in “field of study” programs that do not lead to licensure, certification, or endorsement. Students in these “field of study” programs must complete the same courses and program requirements as the corresponding licensure, certification, or endorsement programs. Upon completion of a “field of study” program, a student may request licensure, certification, or endorsement directly from their own state of residence. This applies to 2024-2025 Graduate Catalog, pages 23-46.

Concordia offers the “field of study” option for the following programs:

- M. A. School Counseling (Track One and Track Two)
- M.Ed. Curriculum & Instruction with instructional Technology Leadership
- M.Ed. Curr. & Inst. English Second Language
- M.Ed. Curr. & Inst. Secondary Education
- M.Ed. Early Childhood Education with Endorsement
- M.Ed. Early Childhood Inclusive
- M.Ed. Early Childhood Special Education
- M.Ed. Educational Administration
- M.Ed. Educational Administration for Christian Schools
- M.Ed. Literacy
- M.Ed. Literacy/Reading/ESL
- M.Ed. TESOL w/ESL

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/aboutconcordia/accreditation>

EDUC 546 (pages 45 and 56)

The title of the course: EDUC 546 Explicit Instructional Techniques in Reading for Struggling Readers is revised to be EDUC 546 Reading Instruction and Assessment to Meet Diverse Student.

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Master Degree Programs (page 23)

Education Certificates

Artificial Intelligence in Teaching and Learning (12 credit hours)

EDUC 600 AI Tools and Applications in PK-12 Education

EDUC 611 AI and Personalized Learning Strategies in PK-12 Education

EDUC 624 Integrating AI into PK-12 Curriculum and Instruction

EDUC 626 Ethics, Equity, and Responsible AI in PK-12 Education

Curriculum and Instruction (page 30 and following)

Master of Education C & I with Artificial Intelligence in Teaching and Learning Emphasis (30 credit hours)

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| EDUC 551 | Curriculum Design and Evaluation PK-12 |
| PSY 511 | Psychological Foundations to Teaching and Learning |
| EDUC 594 | Research Evaluation and Design |
| EDUC 600 | AI Tools and Applications in PK-12 Education |
| EDUC 611 | AI and Personalized Learning Strategies in PK-12 Education |
| EDUC 624 | Integrating AI into PK-12 Curriculum and Instruction |
| EDUC 626 | Ethics, Equity, and Responsible AI in PK12 Education |
| 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 |

Graduate Course Descriptions

Education (page 51 and following)

EDUC 600 AI Tools and Applications in PK-12 Education [3] Introduction to wide range of AI tools and applications in PK-12 teaching and learning. Explore how AI systems function and evaluate adaptive learning platforms, automated feedback systems, and generative AI.

Understanding and assessing potential and effectiveness to enhance educational outcomes. Practical knowledge of AI tools and strategies for integration into practice.

EDUC 611 AI and Personalized Learning Strategies in PK-12 Education [3] AI to support differentiated instruction and meet the diverse needs of K-12 students. Implement adaptive learning platforms, AI-driven assessments, and tools identifying and addressing learning gaps. Strategies for supporting students with disabilities, providing meaningful feedback, and improving student outcomes through personalized learning. Equipped to use AI tools to tailor instruction effectively.

EDUC 624 Integrating AI into PK-12 Curriculum and Instruction [3] Embedding AI into K-12 teaching and learning. AI tools to enhance project-based learning, foster creativity through generative AI, and support collaboration among students. Preparing students for an AI-driven future by developing critical thinking, problem-solving skills, and understanding of AI's role in society. Comprehensive understanding of how to integrate AI meaningfully into classroom activities and curriculum while aligning with instructional goals and standards.

EDUC 626 Ethics, Equity, and Responsible AI in PK-12 Education [3] Ethical challenges and social responsibilities of integrating AI in K-12 education. Identifying and mitigating bias in AI tools, ensuring student data privacy, and addressing disparities in access to AI technologies. Explore strategies for teaching students to critically evaluate AI-generated content, use AI responsibly, and understand societal implications. Guide students in becoming ethical digital citizens in an AI-driven world